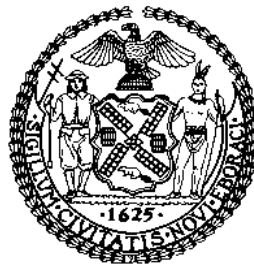


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June 25, 2019

Oversight: Teacher Preparation and Training

Introduction

On June 25, 2019, the Committee on Education, chaired by Council Member Mark Treyger, and the Committee on Higher Education, chaired by Council Member Inez D. Barron, will hold a joint oversight hearing on “Teacher Preparation and Training.” Representatives from the Department of Education (DOE), the City University of New York (CUNY) and private colleges and universities with teacher preparation programs, as well as faculty members, union leaders, advocates, educators, parents, students and other interested stakeholders have been invited to testify.

Background

Many factors affect a student's academic performance, particularly non-school factors including socioeconomic status and other individual and family characteristics; however, research shows that effective teachers are the most important in-school influence on student achievement.¹ Moreover, the most effective teachers have the greatest impact on student achievement.² According to one report, the top 20% of teachers generate five to six more months of student learning each year than low performing teachers.³ Effective teachers impact more than just students’ test scores—they also influence non-cognitive skills and behaviors related to student absences, suspensions and grade repetition.⁴ Improving non-cognitive skills, such as motivation, adaptability and self-regulation, leads to lower suspension and retention rates and higher

¹ *Teachers Matter: Understanding Teachers' Impact on Student Achievement*, Santa Monica, CA, RAND Corporation, 2012, accessed on 6/12/19 at <https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html>.

² TNTP, *The Irreplaceables: Understanding The Real Retention Crisis in America's Urban Schools*, July 30, 2012, accessed at <https://tntp.org/publications/view/retention-and-school-culture/the-irreplaceables-understanding-the-real-retention-crisis>.

³ *Id.*

⁴ C. Kirabo Jackson, “What Do Test Scores Miss? The Importance of Teacher Effects on Non-Test Score Outcomes,” *Journal of Political Economy* 126, no. 5 (October 2018), accessed at <https://www.journals.uchicago.edu/doi/10.1086/699018>.

attendance, grades and graduation rates.⁵ Effective teachers also play an important role in promoting students' social and emotional well-being, which can result in significant long-term economic gains due to better outcomes in students' long-term health, education and employment, and a decreased likelihood of juvenile and adult crime.⁶ In addition, students exposed to effective teachers are more likely to attend college, earn higher salaries, and are less likely to have children as teenagers.⁷

Effective preparation is essential for producing high quality teachers, but many teacher training programs are not adequately preparing teachers for the demands of today's "more diverse, technology-driven, knowledge-based society."⁸ Further, while the demand for teachers, especially high quality teachers, is on the rise, the supply of teachers is declining nationwide.⁹ A 2016 report by the Learning Policy Institute estimated that by 2020, 300,000 new teachers will be needed per year; however, the report projected an annual shortfall of 112,000 in meeting the need by 2018, and similar shortages thereafter.¹⁰ A more recent study argues that the teacher shortage problem is even more severe than those estimates suggest, when issues such as teacher quality and the unequal distribution of highly qualified teachers across schools serving different concentrations of low-

⁵ Youki Terada, "Understanding a Teacher's Long-Term Impact," *Edutopia*, February 4, 2019, accessed at <https://www.edutopia.org/article/understanding-teachers-long-term-impact>.

⁶ *Id.*

⁷ Chetty, Raj, John N. Friedman, and Jonah E. Rockoff, "Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood," *American Economic Review*, Vol. 104, No. 9, September 2014, accessed at <https://www.aeaweb.org/articles?id=10.1257/aer.104.9.2633>.

⁸ Learning Policy Institute press release, "New Initiative To Advance Teacher and Principal Preparation Grounded in the Science of Learning," June 10 2019, accessed at https://learningpolicyinstitute.org/press-release/new-initiative-advance-teacher-and-principal-preparation-grounded-science-learning?utm_source=LPI+Master+List&utm_campaign=f5dc66cc69-LPIMC+EdPrepLabLaunch+20190611&utm_medium=email&utm_term=0_7e60dfa1d8-f5dc66cc69-42331739.

⁹ Leib Satcher, Linda Darling-Hammond, and Desiree Carver-Thomas, *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*, Learning Policy Institute, September 2016, accessed at https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf.

¹⁰ *Id.*

income students are taken into account.¹¹ As the authors point out, prior estimates only considered “the *new* qualified teachers needed to meet *new* demand,” but failed to consider that “not all *current* teachers meet the education, experience, and certification requirements associated with being a highly qualified teacher.”¹²

Federal Regulations on Teacher Preparation Programs

Section 205 of the Higher Education Act of 1965 (HEA, P.L. 89-329, as amended), requires states and institutions of higher education (IHEs) to report annually on various characteristics of their teacher preparation programs, including an assessment of program performance.¹³ In October 2016, the U.S. Department of Education released regulations requiring new reporting by states regarding the effectiveness of traditional and alternative teacher preparation programs, in order to “provide programs with ongoing feedback to help them improve continuously, and respond to educators across the country who do not feel ready to enter the classroom.”¹⁴

Key provisions of the final regulations include:

- Providing transparency around the effectiveness of all preparation programs (traditional, alternative routes and distance) by requiring states to report annually – at the *program* level – on the following measures:
 - Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools;
 - Feedback from graduates and their employers on the effectiveness of program preparation;
 - Student learning outcomes measured by novice teachers' student growth, teacher evaluation results and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and

¹¹ Emma García and Elaine Weiss, “The teacher shortage is real, large and growing, and worse than we thought,” *Economic Policy Institute*, March 26, 2019, accessed at <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>.

¹² *Id.*

¹³ Federal Register, Vol. 81, No. 210, October 31, 2016, at 75494, accessed at <https://www.federalregister.gov/documents/2016/10/31/2016-24856/teacher-preparation-issues>.

¹⁴ U.S. Department of Education, “Improving Teacher Preparation: Building on Innovation,” October 2016, accessed at <https://www.ed.gov/teacherprep>.

- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.
- Allowing states flexibility in whether to report on additional measures, and how to weigh all outcome measures, while requiring states to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). States must provide technical assistance to any program rated as low-performing to help it improve.
- Requiring states to engage with a wide range of stakeholders, including educators and a wide range of program providers, in developing and/or improving their meaningful systems to identify effective and low-performing programs.
- Incentivizing aspiring teachers in a high-need field or in a low-income school to attend high-quality programs by limiting TEACH grants to only those programs that states determine to be effective for at least two of the previous three years.¹⁵

The TEACH Grant program provides grants to eligible IHEs, which, in turn, use the funds to provide grants of up to \$4,000 annually to eligible teacher preparation candidates who agree to serve as full-time teachers in high-need fields at low-income schools for not less than four academic years within eight years after completing their courses of study.¹⁶

States were expected to design their reporting system, in consultation with stakeholders, during the 2016-17 academic year, and could choose to use 2017-18 as a pilot year and then fully implement the system in 2018-19.¹⁷ The first year for which any program might lose TEACH grant eligibility will be 2021-2022.¹⁸

Becoming a Teacher in New York State

In order to become a teacher, like all other states, New York State requires at a minimum that a teacher candidate hold a bachelor's degree.¹⁹ The certification process in New York is overseen by the New York State Education Department's (NYSED) Office of Teaching Initiatives.

¹⁵ *Id.*

¹⁶ Federal Register, Vol. 81, No. 210, October 31, 2016, at 75494.

¹⁷ U.S. Department of Education, "Improving Teacher Preparation: Building on Innovation," October 2016, accessed at <https://www.ed.gov/teacherprep>.

¹⁸ *Id.*

¹⁹ Teach Make a Difference, "Become a Teacher in New York," accessed at <https://teach.com/become/teaching-credential/state-requirements/new-york/#steps>.

NYSED requires that all teachers, administrators and pupil personnel service providers, e.g. social workers and counselors, receive a New York State certificate in order to work in any public school in the state.²⁰ While there are numerous certificate titles in three major categories: 1) classroom teaching; 2) administrative and supervisory and 3) pupil personnel service, this briefing paper will focus on classroom teaching.

New York offers two types of traditional teacher certificates: Initial and Professional.²¹ The Initial Certificate is the entry-level teaching certificate for anyone who has completed a New York State teacher preparation program, or equivalent coursework and experience, and is valid for five years.²² The Professional Certificate is an advanced certificate for teachers who have a master's degree and three years of teaching experience, and who complete 175 hours of professional development every five years.²³

There are many pathways to becoming a certified teacher in New York State. Those pathways can include the traditional route—an approved teacher preparation program through a college or university; an alternative teacher preparation program, e.g. Teach for America; an individual evaluation of U.S. credentials; evaluation of foreign credentials; existing NYS professional license; interstate reciprocity, i.e. applicants from other states; and using a National Board Certificate.²⁴

²⁰ New York State Education Department (NYSED) Office of Teaching Initiatives, “Certification from Start to Finish,” accessed at <http://www.highered.nysed.gov/tcert/certificate/certprocess.html>.

²¹ NYC DOE website, Teach NYC “New York State Requirements,” accessed on 6/12/19 at <http://teachnyc.net/getting-started/requirements-in-new-york-state>.

²² *Id.*

²³ *Id.*

²⁴ NYSED Office of Teacher Initiatives, “Pathways to Certification,” accessed at <http://www.highered.nysed.gov/tcert/certificate/pathways.html>.

Approved Teacher Preparation Program

A teacher education program is one of the main routes that a person wishing to become a teacher in New York State may follow.²⁵ Teacher education programs offered through a college or university are approved and registered by NYSED as leading to a designated certificate.²⁶ With more than 200 colleges and universities across the state, and more than 50 located in New York City, there is no shortage of programs for teacher candidates to choose from.²⁷

The City University of New York (CUNY)

CUNY Teaching programs

As noted below, private institutions in New York State award the majority of bachelor's and graduate degrees in education;²⁸ however, CUNY enrolls over 18,000 students across 500 individual academic programs that lead to certificates and advanced certificates as well as to associate, bachelor's, master's and doctoral degrees in teacher education.²⁹ Notably, of CUNY's 18,000 students, more than 11,000 were enrolled in programs geared specifically towards classroom teaching.³⁰ Indeed, in a university system of over 270,000 degree-seeking students, CUNY's education enrollments and degrees are appreciable because, at the undergraduate level,

²⁵ "Teacher shortages in New York State? Depends where you look," *The Buffalo News*, September 21, 2018, accessed at <https://buffalonews.com/2018/09/21/teacher-shortages-depends-where-you-look/>.

²⁶ NYSED Office of Teaching Initiatives, "Approved Teacher Preparation Program," accessed at <http://www.highered.nysed.gov/tcert/certificate/teachrecommend.html>.

²⁷ NYSED Office of Higher Education, "College and University Campuses in New York State Directory," accessed at <http://eservices.nysed.gov/collegedirectory/index.htm>.

²⁸ Commission on Independent Colleges and Universities (CICU), "Quick Facts," accessed at <https://www.cicu.org/publications-research/quick-facts>.

²⁹ CUNY Teacher Education Programs, available at <https://www2.cuny.edu/academics/academic-programs/teacher-education-programs/#1536253619896-be217d96-fcf7>; see also Teacher Education at CUNY: Enrollment, Graduation, and Diversity Trends, March 2019, available at <https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/academic-programs/teacher-education-programs/Teacher-Education-at-CUNY-Enrollment-Graduation-and-Diversity-Trends-March-2019.pdf>.

³⁰ Teacher Education at CUNY: Enrollment, Graduation, and Diversity Trends, March 2019, Figure 1, illustrating that in 2018, 11,147 of 18,036 students were enrolled in classroom teacher programs; available at <https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/academic-programs/teacher-education-programs/Teacher-Education-at-CUNY-Enrollment-Graduation-and-Diversity-Trends-March-2019.pdf>.

one out of every 20 degrees granted by CUNY in the 2016-17 academic year was in teacher education programs.³¹ Teacher education is also the largest graduate area within CUNY, comprising more than a third (34%) of its master's degrees and more than half (52%) of its advanced certificates awarded during the same academic period.³²

Currently, nine CUNY senior colleges offer a bachelor's degree in preparation for the New York State teaching certification—Brooklyn College, City College, the College of Staten Island, Hunter College, Lehman College, Medgar Evers College, New York City College of Technology, Queens College and York College.³³ Collectively, these colleges offer more than three dozen majors in subjects ranging from anthropology and art education to technology teacher education and TESOL (Teachers of English to Speakers of Other Languages).³⁴

Six community colleges—the Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College, and Queensborough Community College—do not offer bachelor's degrees but nonetheless contribute to CUNY's teacher pipeline through nearly two dozen associate degree and certificate program offerings in such areas as bilingual childhood education, assisting children with special needs and education associate, among others.³⁵ CUNY's Graduate Center and Senior Colleges, with the exception of John Jay and Medgar Evers, also offer 64 graduate programs leading to a master's, doctorate, or advanced certificate in education.³⁶ Notably, these programs

³¹ Teacher Education at CUNY: Enrollment, Graduation, and Diversity Trends, March 2019, *available at* <https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/academic-programs/teacher-education-programs/Teacher-Education-at-CUNY-Enrollment-Graduation-and-Diversity-Trends-March-2019.pdf>.

³² *Id.*

³³ CUNY Teacher Education Grid, accessed at <http://www.cuny.edu/academics/programs/teachered/teacher-education-grid-2015.pdf>.

³⁴ *Id.*

³⁵ *Id.*

³⁶ *Id.*

include several with a focus on teaching students with disabilities, such as the blind or visually impaired, students with speech and language disabilities and students with severe disabilities.³⁷

CUNY Education Program Demographics

The majority of CUNY’s education students are persons of color, representing 63% of teacher candidates and 70% of education students overall, inclusive of associate degree programs.³⁸ These figures have grown from 2010 to 2018, with teacher candidates of color increasing from 61 to 73% of CUNY’s bachelor’s degree candidates and from 37 to 53% of master’s degree candidates, respectively.³⁹ As of fall 2018, CUNY education undergraduate students were comprised of the following races/ethnicities:⁴⁰

| Race/Ethnicity (Fall 2018) | All Undergraduates |
|-----------------------------------|---------------------------|
| Asian/Pacific Islander | 13% |
| Black | 21% |
| Hispanic | 35% |
| White | 31% |

These figures are significant because, according to the U.S. Department of Education, all New York colleges prepared more teachers than any other state despite both local and national downward enrollment trends.⁴¹ In 2016-17, CUNY represented 21% of all New York State graduates of classroom teacher programs and 36% of its graduates of color.⁴² CUNY also

³⁷ *Id.*

³⁸ CUNY, “Teacher Education at CUNY: Enrollment, Graduation, and Diversity Trends,” March 2019, accessed at <https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/academic-programs/teacher-education-programs/Teacher-Education-at-CUNY-Enrollment-Graduation-and-Diversity-Trends-March-2019.pdf>.

³⁹ *Id.*

⁴⁰ *Id.*

⁴¹ *Id.*, citing U.S. Department of Education, Office of Postsecondary Education, Higher Education Act Title II reporting system 2017.

⁴² *Id.*

represented an outsized percentage of New York State certificates issued in bilingual education, with 40% overall in 2016-17.⁴³

CUNY as a Pipeline for Teaching and Diversity within the DOE System

Because CUNY’s teacher education programs aim to strengthen city schools, it partners with DOE to match its students and graduates with job openings within the DOE system.⁴⁴ Indeed, CUNY represents the largest provider of teachers to DOE.⁴⁵ In fall 2015, CUNY graduates comprised nearly a third of new teachers hired by DOE and CUNY schools represented six of the top ten colleges from which DOE recruited teachers.⁴⁶ Additionally, applicants from CUNY schools such as City College and Lehman College represented DOE’s most diverse candidates, with more than 60% self-reporting a background from an underrepresented group.⁴⁷

Private Colleges and Universities

New York State’s private colleges and universities award the majority of the State’s bachelor’s and graduate degrees in education—60%.⁴⁸ Here in New York City, private institutions like Teachers College and Bank Street College of Education are dedicated to teacher preparation with programs in place that help to prepare teachers specifically to work in high-need schools in the City and State.⁴⁹

⁴³ *Id.*

⁴⁴ Choosing Education as a Career, accessed at <https://www2.cuny.edu/academics/academic-programs/teacher-education-programs/choosing-education-as-a-career/>.

⁴⁵ Testimony of Ashleigh Thompson, Associate Dean for Academic Affairs, CUNY Central at Committee on Higher Education, “Oversight Hearing: Are Post-Secondary Institutions in New York City Adequately Training Teachers?” January 14, 2016, accessed at <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=2538736&GUID=5C2D87E2-9AF6-4ACE-89BC-53121CDC5C3C&Options=Advanced&Search=>.

⁴⁶ *Id.*

⁴⁷ *Id.*

⁴⁸ Commission on Independent Colleges and Universities (CICU), “Quick Facts,” accessed at <https://www.cicu.org/publications-research/quick-facts>.

⁴⁹ See Teachers College, Columbia University, “Academic Catalog 2018-2019,” accessed at <https://www.tc.columbia.edu/catalog/> and Bank Street Graduate School of Education, “Academic Catalogs,”

Many programs are dedicated to undergraduate studies and receiving a bachelor's degree, while others are graduate programs that lead to a master's degree or advanced master's degree. From infancy programs, early childhood programs, adolescent programs to dual language/bilingual programs and reading/literacy programs, there is no shortage of opportunities available to teacher candidates when attending a private college or university in the City. The curricula, programs and approaches to teacher preparation are as varied as the institutions themselves. Some of the current teacher preparation programs include:

- Supervised fieldwork/advisement at Bank Street College of Education. This “multifaceted process enables students to integrate the study of theory with practice. This includes work as a student teacher, an assistant teacher, a head teacher, an education leader [...] or a child life intern.”⁵⁰
- The applied behavior analysis program at Teachers College – Columbia University is designed around research based instruction. “Students receive state-of-the-science instruction. The curriculum emphasizes educating diverse populations, consistently measuring response, and using data to develop customized approaches.”⁵¹
- Students at Fordham University’s Contemporary Learning and Interdisciplinary Research (CLAIR) program is designed for those “in search of cutting edge, cross-disciplinary solutions to current and anticipated issues in the very nature and delivery of education. The program structures that search through coursework in quantitative and qualitative research methods, and in principles of learning, instruction, and appreciation and promotion of diversity.”⁵²
- At NYU, students can earn a degree in early childhood and childhood education that is specifically geared to help teacher candidates “examine critical education issues and prepare [them] to thrive in today’s urban classroom.” The program can also lead to a dual certification in special education, a critical high-needs areas in New York City classrooms.⁵³
- Finally, Pace University’s undergraduate program is designed to expose students early to a classroom and other settings; place students in a Center for Professional Development their junior year for pre-professional development and expose students to social/cultural

accessed at <https://s3.amazonaws.com/bankstreet-wordpress/wp-content/uploads/sites/2/2019/02/GSE-Catalog-2018-19.pdf>.

⁵⁰ Bank Street Graduate School of Education, “Academic Catalogs,” accessed at

<https://s3.amazonaws.com/bankstreet-wordpress/wp-content/uploads/sites/2/2019/02/GSE-Catalog-2018-19.pdf>.

⁵¹ Teachers College, Columbia University, “Applied Behavior Analysis,” accessed at

<https://www.tc.columbia.edu/health-and-behavior-studies/applied-behavior-analysis/>.

⁵² Fordham University, “Contemporary Learning and Interdisciplinary Research (CLAIR),” accessed at

https://www.fordham.edu/info/21020/contemporary_learning_and_interdisciplinary_research_clair.

⁵³ New York University, “Academic Programs and Degrees,” accessed at

<https://steinhardt.nyu.edu/programs/#search:undergraduate>.

enlightenment to better prepare them for the diversity they will encounter in NYC classrooms.⁵⁴

Private colleges, alongside the State University of New York (SUNY) and CUNY, are key partners and valuable assets in the preparation of teachers and recruiting and retaining them to teach in New York City classrooms.

Alternative Teacher Preparation Programs

Alternative Teacher Preparation (ATP) programs are teacher education programs provided by IHEs and local school districts that prepare candidates to become teachers in high-need subject and geographical areas.⁵⁵ The purpose of these programs is to prepare teachers for rapid entry into teaching in shortage areas.⁵⁶ ATP middle and high school teacher candidates must have a bachelor's degree in the subject they intend to teach, and elementary teacher candidates must have a bachelor's degree in liberal arts and sciences.⁵⁷ Additionally, candidates are required to have at least 30 semester hours in their certification area and an undergraduate grade point average of at least a 3.0 or receive an endorsement from the institution offering the ATP.⁵⁸ Prior to teaching, candidates must take the Graduate Record Examination, the Educating All Students Test and the Content Specialty Test.⁵⁹ After the completion of these requirements, teacher candidates are eligible for a "Transitional B" certificate, which is valid for three years and allows them to work as full-time teachers while attending a master's program part-time.⁶⁰

⁵⁴ Pace University, "Adolescent Education, BS," accessed at <https://www.pace.edu/school-of-education/content/adolescent-education-bs>.

⁵⁵ NYSED "Alternative Teacher Preparation Program – Fact Sheet," accessed at <http://www.nysed.gov/college-university-evaluation/alternative-teacher-preparation-program-fact-sheet>.

⁵⁶ NYSED "Alternative Teacher Preparation Program - Frequently Asked Questions," accessed at <http://www.nysed.gov/college-university-evaluation/alternative-teacher-preparation-program-frequently-asked-questions>.

⁵⁷ *Id.*

⁵⁸ *Id.*

⁵⁹ *Id.*

⁶⁰ NYSED "Alternative Teacher Preparation Program – Fact Sheet," accessed at <http://www.nysed.gov/college-university-evaluation/alternative-teacher-preparation-program-fact-sheet>.

Approximately 25% of newly-hired DOE teachers come from ATP programs including the following programs:⁶¹

- New York City Teaching Fellows
- Pathways to Physical Education
- New York City Teaching Collaborative
- Teach for America (TFA)
- New Visions Teacher Pathway
- Queen’s College Urban Teacher Residency
- Teaching Residents at Teachers College
- Peace Corps Fellows Program
- American Museum of Natural History: Master of Arts in Teaching, Urban Residency Program⁶²

Notably, NYC Teaching Fellows is the City’s largest alternative program with 9,000 Teaching Fellows teaching in 80% of DOE schools and accounting for 12% of the entire teaching force.⁶³ While available information on all ATP programs is limited, at a January 2017 New York City Council hearing, TFA testified that there were 2,400 TFA educators working in NYC schools.⁶⁴

Many CUNY and private schools offer teacher residency programs to support teacher candidates. Modeled after the medical residency model, teacher residency programs are ATPs that combine graduate-level coursework at an IHE with one year of student-teaching.⁶⁵ Unlike many

⁶¹ See Hearing Transcript, Department of Education testimony, NYC Council Committee on Education, Oversight Hearing: “Teacher Recruitment and Retention,” Jan. 24, 2017, accessed at <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=2911453&GUID=BA0534C8-3DF1-4BBB-B25E-CF73F42A1AEF&Options=Advanced&Search>.

⁶² TEACH NYC “Alternative Routes to Certification” New York City Department of Education, accessed at <http://teachnyc.net/getting-started/alternative-routes-to-certification>.

⁶³ NYC Teaching Fellows “Our Impact” New York City Department of Education, accessed at <https://nycteachingfellows.org/our-impact>.

⁶⁴ See Hearing Transcript, Testimony of Teach for America, NYC Council Committee on Education, Oversight Hearing: “Teacher Recruitment and Retention,” Jan. 24, 2017, accessed at <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=2911453&GUID=BA0534C8-3DF1-4BBB-B25E-CF73F42A1AEF&Options=Advanced&Search>.

⁶⁵ David Loewenberg, “Teacher Residencies: The Future of Teacher Prep?” Educator Writers Association, July 6, 2018, accessed at <https://www.ewa.org/blog-educated-reporter/teacher-residencies-future-teacher-prep>.

other ATPs, teacher residency programs focus significantly on student-teaching, and most resident teachers receive at minimum 900 hours of student-teaching before becoming a teacher.⁶⁶ In this model, resident teachers teach under the guidance of an experienced teacher and receive mentorship throughout the program.⁶⁷

Testing Requirements for Certification

Upon completion of a teacher preparation program – whether through a college/university or an ATP – teacher candidates must meet various NYSED testing requirements before being able to teach in a classroom. The tests for initial teaching include three examinations.⁶⁸ Those exams are the edTPA, Educating All Students (EAS) test and the Content Specialty Test (CST).⁶⁹ The edTPA is a teaching skills performance assessment required for initial certification to teach in New York State.⁷⁰ This videotaped assessment is meant to demonstrate a teacher candidate’s readiness to teach by requiring them to plan lessons, teach the lessons in an educational setting and finally to assess their students’ understanding of what was taught.⁷¹ The videotape is evaluated for “purposes of determining the candidates’ eligibility for certification.”⁷² A teacher candidate is required to pass the edTPA in the subject area of the certification they are seeking.

Educating All Students (EAS)

The EAS is a computer-based examination that focuses on competency in the following areas:

- Diverse student populations;

⁶⁶ *Id.*

⁶⁷ *Id.*

⁶⁸ Section 80-1.5 of title 8 of the New York codes, rules and regulations.

⁶⁹ New York State Teacher Certification Examinations, “What Tests Do I Need to Take?” accessed at http://www.nystce.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html.

⁷⁰ New York State Education Department Office of Teaching Initiatives, “edTPA Certification Requirement.” accessed at <http://www.highered.nysed.gov/tcert/certificate/certexamsedtpa.html>.

⁷¹ *Id.*

⁷² Section 80-1.5 of title 8 of the New York codes, rules and regulations.

- English language learners;
- Students with disabilities and other special learning needs;
- Teacher responsibilities; and
- School-home relationships.⁷³

The purpose of the EAS exam is to test a teacher candidate’s “professional and pedagogical knowledge and skills necessary for effectively teaching all New York State students.”⁷⁴ The NYC school system is the largest school district in the U.S., serving more than 1.1 million students.⁷⁵

Of those students:

- 13.5% are English language learners;
- 19.7 % are students with disabilities;
- 74% are economically disadvantaged; and
- Race or ethnicity:
 - 40.5% Hispanic;
 - 26% black;
 - 16.1% Asian; and
 - 15% white.⁷⁶

The NYC classroom is as diverse as any in the country and the EAS is a critical tool in ensuring that teacher candidates are prepared to teach in that reality.

Content Specialty Test (CST)

The CSTs are subject-matter specific tests that “measure the knowledge and skills in the content area of your field of certification. The CSTs, except for those languages other than English,

⁷³ New York State Teacher Certification Examinations, EAS Study guide, accessed at http://www.nystce.nesinc.com/Content/Docs/NY201_OBJ_FINAL.pdf.

⁷⁴ New York City Teaching Fellows, Study Guide, accessed at <https://www.cuny.cuny.edu/sites/default/files/ltrcenter/upload/TeachingFellowsEASStudyGuide.pdf>.

⁷⁵ New York City Department of Education, “DOE Data at a Glance,” accessed at <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>.

⁷⁶ *Id.*

consist of multiple-choice questions and a written assignment.”⁷⁷ CSTs are given in each subject area that is taught in schools, e.g. Chemistry, Physical Education, English Language Arts.⁷⁸

Issues and Concerns

A major issue for the NYC school system, as well as schools across the nation, is that the teaching force does not reflect the diversity of its students. According to data reported by the Independent Budget Office, the breakdown of teachers by race and ethnicity in the 2014-15 school year was as follows: White 58.7%; Black 18%; Hispanic 15%; Asian 6.4%; and Other 2.1%.⁷⁹ This is in stark contrast with the student population, which, as previously noted, is 40.5% Hispanic; 26% black; 16.1% Asian; and 15% white.⁸⁰

Given that almost 60% of City teachers are White in a system where approximately 85% of students are of color, advocates have increasingly pushed for training in culturally responsive education (CRE) for teachers.⁸¹ In fact, the DOE’s School Diversity Advisory Group (SDAG) recommended that DOE create partnerships with institutions of higher education to ensure that CRE is an essential component of all pre-service teacher training.⁸² The SDAG also recommended that DOE work with NYSED and with Alternative Certification Programs to utilize CRE as part

⁷⁷ Pace University, “Content Specialty Tests,” accessed at <https://www.pace.edu/school-of-education/content/content-specialty-tests-cst>.

⁷⁸ New York State Teacher Certification Examinations, “What Tests Do I Need to Take?” accessed at http://www.nystce.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html.

⁷⁹ New York City Independent Budget Office, *New York City Public School Indicators: Teachers: Demographics, Work History, Training, and Characteristics of Their Schools*, June 2017, accessed at <https://ibo.nyc.ny.us/iboreports/teachers-2017.html>.

⁸⁰ New York City Department of Education, “DOE Data at a Glance,” accessed at <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance>.

⁸¹ See e.g. NYC Coalition for Educational Justice, “Culturally Responsive Education: The Need,” accessed on 6/18/19 at <http://www.nycej.org/wp-content/uploads/2017/10/CEJ-CRE-Need-and-Solution2.pdf>.

⁸² School Diversity Advisory Group, *Making the Grade: The Path to Real Integration and Equity for NYC Public School Students*, February 2019, at 87, accessed at <https://www.schooldiversity.nyc/>.

of teacher certification, as well as to work with NYSED to secure additional funding to train and support teachers and staff in CRE.⁸³

An additional area of concern regarding teacher preparation programs relates to the amount of training provided to enable teachers to adequately support students with disabilities and other high-need student populations such as English language learners and economically disadvantaged students. While there are specially trained teachers for students with disabilities and for teachers of English for Speakers of Other Languages, regular classroom teachers interact with these student populations in inclusive classrooms and thus should receive preparation in how to support high-need students.

Another problem is a lack of information about the effectiveness of teacher preparation programs. In August 2013, the DOE released Teacher Preparation Program Reports (TPPR) analyzing the effectiveness of teacher preparation programs based on the “quality, distribution, and retention of new teacher hires” who graduated from such programs.⁸⁴ The TPPR provided an analysis of graduates from the 12 teacher preparation programs that supplied the most educators to NYC public schools between 2008 and 2012.⁸⁵ According to DOE, the TPPR was compiled “as a first step for the City and university education programs to open a dialogue aimed at developing a long-term strategy to improve preparation for aspiring teachers before they ever step into a DOE

⁸³ *Id.* It should also be noted that the Department recently proposed a “Policy of Culturally Responsive-Sustained Education” in schools. It is to be considered at the July 31, 2019 Panel for Educational Policy meeting. Accessed at: <https://www.schools.nyc.gov/about-us/leadership/panel-for-education-policy/2018-2019-pages/may-29-2019-school-utilization-proposals>.

⁸⁴ NYC DOE press release, “NYC Department of Education Releases First Ever Teacher Preparation Program Reports,” August 14, 2013. *See* Committee Report of the Committee on Higher Education, “Oversight: Are Post-Secondary Institutions in New York City Adequately Training Teachers?” January 14, 2016, accessed at <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=2538736&GUID=5C2D87E2-9AF6-4ACE-89BC-53121CDC5C3C&Options=Advanced&Search=>

⁸⁵ *Id.*

classroom.”⁸⁶ Unfortunately, the TPPR data has not been published since the initial 2013 release, and it is unclear whether the dialogue with university education programs envisioned by the DOE ever materialized.

Conclusion

Today’s hearing will provide an opportunity for the Committees to examine the current state of teacher preparation programs in New York City and how they can be improved. The Committees also expect to hear testimony from parents, students, educators, advocates, unions, and other members of the public about their concerns and recommendations for improving teacher preparation for educators in NYC public schools.

⁸⁶ *Id.*