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[Academic Affairs](#)

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Teacher Preparation Programs

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Community Colleges
State-Operated Campuses
Statutory Colleges

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Summary

This policy sets forth new guidelines for State University New York's (University) teacher preparation programs. This policy assists campuses in the planning of teacher education programs, makes clear the expectations for current programs and explicit operative criteria in the system-level review of academic program proposals leading to New York State teacher certification.

Policy

The State University of New York University (University) will fulfill its commitment to educate excellent teachers through a system-wide action agenda with the following components:

A. Give all University students pursuing teaching careers the best possible preparation to become effective teachers by:

1. Assuring that students are thoroughly grounded in the subjects they teach.

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a. Students preparing to teach secondary or specialized subjects (i.e., English, Biology, Spanish, Music, etc.) will major in the relevant discipline, completing all required courses for the major. Additional courses in the major may be specifically designated for students preparing to teach.

b. Students preparing to teach in the elementary grades will complete an approved major or concentration directly related to the elementary curriculum (i.e., language arts/English, mathematics, etc.) of at least 30 credits with at least 18 credits at the upper division level.

2. Assuring that students have completed integrated programs of clinical and pedagogical education that give them the skills to make their own K-12 students successful learners.

a. The University will convene a series of forums involving University faculty and administrators on best practices in (a) methods for teaching content areas; (b) integration of technology into instruction; (c) skills for classroom management and assessment of learning; and (d) integrating pedagogy with clinical education.

b. Students will complete not less than 100 hours of clinical experience in a school classroom before and exclusive of time spent in student teaching.

c. Student teaching will consist of a minimum of 75 days in classrooms and schools [with 90 days being desirable] in two separate experiences, at least one of which is in a high-need school. Campuses should explore ways to further enhance and expand clinical experiences.

d. Experienced clinical faculty will supervise all field experiences. At many campuses additional costs are likely to be incurred to accomplish this goal.

e. University campuses will design integrated programs for qualified students that provide continuity from entry as freshmen through the Master's degree. Coursework credited toward the Master's degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.

3. Forming partnerships with schools to accomplish the University's educational goals and to meet the schools' needs for excellent teachers and professional development for teachers.

a. The University will promote, both within the system administration and with state officials, systematic involvement and recognition of the professional contributions of classroom teachers and schools in educating new teachers.

i. The University will work with the NYS Education Department to develop ways to involve school districts and their teachers extensively to assist in educating new teachers.

ii. The University will increase the stipend for cooperating classroom teachers who work with student/pre-service teachers by 50%. The University will seek other non-monetary incentives for cooperating teachers who work with student/pre-service teachers and teachers who supervise pre-student teaching experiences.

iii. The University teacher education faculty, in collaboration with schools and teachers, will devise methods of evaluating the contributions of classroom teachers to educating new teachers.

B. Address New York State's growing need for excellent teachers by:

1. Enabling more University two-year college graduates to become teachers.

a. A group of two- and four-year college faculty and administrators will be convened to design an academic program at two-year campuses for qualified students pursuing teacher education programs. The program would then be accepted by senior campuses as fulfillment of a portion of the teacher preparation curriculum. The two-year curriculum will be sensitive to accreditation issues and include:

- i. University General Education Requirements;
 - ii. Introductory education courses and prerequisites for teacher education programs; and
 - iii. Initial practical experience or observation in a school classroom.
 - b. Two-year and baccalaureate colleges will negotiate revised and jointly registered programs to bring more qualified two-year students into teacher education programs.
 - c. Two-year and baccalaureate colleges will collaborate to assure expert counseling and advisement of qualified two-year college students pursuing teaching certification programs.
 - d. Partnerships of two-year and four-year campuses will be organized to assure broad geographic access to University teacher preparation programs for place-bound students.
2. Enabling working professionals and other educated adults to become teachers.
 - a. System administration will work with individual campuses or groups of campuses to develop alternative certification programs for candidates who hold a baccalaureate degree and demonstrate competence in an appropriate content field. These programs will provide clinical experience in the classroom and instruction in relevant pedagogy.
 - b. Campuses will obtain formal agreements with school districts: to provide classroom mentor-teachers; to accommodate the integration of instruction in pedagogy for candidates; and to assure support for successful candidates until they obtain professional certification.
 - c. Creation of alternate certification programs will targeted high-need school districts and subject areas, and may serve geographic areas without access to University teacher certification programs.
3. Preparing more University students to teach high-need subjects such as mathematics, science, special education and languages other than English.
 - a. University will advocate expansion of government incentive programs, such as New York's Teachers of Tomorrow, to include undergraduates who pursue high-need teaching credentials.
 - b. Campuses will undertake aggressive recruitment of students to pursue certification in high-need subjects.
 - c. Campuses will pursue private funding for scholarships and incentives to address teacher shortages in high-need subjects.
4. Meeting the special challenges of urban public education in New York's cities.
 - a. The University will establish an Urban Teacher Education Center (SUTEC) in New York City with the purpose to increase the number of University-educated teachers who take positions in the city's schools and to serve as a laboratory for enhancing the effectiveness of teacher preparation for urban schools.
 - b. The University will promote increased service to the urban schools in other cities, such as Buffalo, Rochester and Syracuse and others, including the possible establishment of teacher education centers in these cities.

C. Continuously assessing and improving University's teacher education programs by:

1. Subjecting programs to rigorous external review and by earning accreditation.
 - a. All programs will be accredited by a recognized agency.
 - b. The University supports the establishment of alternative accrediting agencies to provide choice for campuses.
2. Conducting ongoing research on University's graduates and on best practices in elementary and secondary education.
 - a. Campuses will survey school systems that employ University-educated teachers and use information derived from surveys to respond to concerns and improve programs.
 - b. Both as a system and through the work of its faculty, the University will conduct research on best practices for preparing teachers, for gauging teaching effectiveness, and on identifying the characteristics of successful teachers.

Results of research will be shared with the Board of Trustees and thereafter widely disseminated.

3. Standing behind the professional competence of every graduate of University education programs teaching in the state's schools
 - a. On behalf of University, the chancellor affirms the University's confidence in its teacher education programs. The University guarantees that every graduate of the University's teacher education programs is fully prepared to assume responsibility as a teacher in the area of his or her certification. To this end, the system administration will fund, during the candidate's first two years of teaching, further education if needed.
 - b. The University will engage its collaborating schools as partners in educating new teachers and will provide continuing professional development for in-service teachers.

Definitions

There are no definitions relevant to this policy.

Other Related Information

High need school districts are listed in the July 2004 report, *New York: The State of Learning* (Chapter 655 Report); see the districts with [need/resource capacity \(N/RC\) code 1 through 4](#).

[Teacher Education Transfer Template](#)

Procedures

[Teacher Preparation Programs, Guidelines for the Implementation of SUNY's](#)

Forms

There are no forms relevant to this policy.

Authority

The following link to FindLaw's [New York State Laws](#) is provided for users' convenience; it is not the official site for the State of New York laws.

[NYS Education Law §355\(2\)\(h\)](#) (Powers and duties of trustees.)

In case of questions, readers are advised to refer to the New York State Legislature site for the menu of [New York State Consolidated](#).

[Board of Trustees Policies – University Officers \(8 NYCRR Part 328\)](#)

History

Memorandum to presidents from the office of the provost and vice chancellor for academic affairs dated January 8, 2003 regarding policy guidelines for the implementation of *A New Vision in Teacher Education*.

Chancellor King made teacher preparation a policy priority for the State University of New York in June 2001 by creating an action agenda, entitled *A New Vision in Teacher Education*, based in large part on recommendations of the Advisory Council on Teacher Education. This policy followed a survey of all current baccalaureate certification programs, a review of the status of related issues, and input from presidents of 11 University campuses to advise on particular elements in New Vision needing further attention by faculty and academic administrators.

Appendices

[Appendix A](#) - Report of the Provost's Advisory Council on Teacher Education

[Appendix B](#) - Initial Report: Provost's Mathematics Education Task Force

[Appendix C](#) - A New Vision in Teacher Education: Agenda for Change in SUNY's Teacher Preparation Programs