

**TeachNY - Summary of Leadership Task Force Discussions**  
**Curricular Design, Pre-Service Education, Simultaneous Renewal, and Related Partnerships**

	<b>Challenges</b>	<b>Best Practices</b>	<b>New York State Policy Implications</b>	<b>SUNY Policy Implications</b>	
				<b>SUNY "New" Vision for Teacher Education</b>	<b>Proposed TeachNY SUNY Policy</b>
<b>Curricular Design / Pre-Service Education</b>	<ul style="list-style-type: none"> <li>• The content is disconnected from practice.</li> <li>• It can take two years to inaugurate new programming.</li> <li>• Technological literacy is lacking.</li> <li>• Need for bilingual teachers</li> <li>• Constraints on teacher prep programs</li> <li>• Limited number of credits for pedagogy and content</li> <li>• Changing complexity of the field</li> <li>• Time given to student teaching</li> <li>• Enrollment</li> <li>• Lack of diversity of candidates</li> <li>• Changing demographics of population</li> <li>• Competition from non-university certification programs</li> </ul>	<ul style="list-style-type: none"> <li>• Online repository of teaching materials</li> <li>• Fifth year programs</li> <li>• Teach collaboration skills</li> <li>• Clinical and laboratory experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the number of mandates embedded within SED regulations and allow greater flexibility in designing programs.</li> <li>• Defer to a significant extent external oversight to national, professional-based accreditation bodies.</li> <li>• Revise regulations to reflect current practice, such as clinically rich practices.</li> <li>• Assure alignment of state standards with national accreditation standards.</li> <li>• Review input requirements and assess which, if any, are needed.</li> <li>• Publish projected teacher need data to help colleges better plan program development and recruitment efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students preparing to teach secondary or specialized subjects will major in the relevant discipline.</li> <li>• Students preparing to teach in the elementary grades will complete a major or concentration related to elementary curriculum.</li> <li>• Faculty and administrators will design an academic program at two-year campuses for students pursuing teacher education programs.</li> <li>• Develop alternative certification programs for candidates with a baccalaureate degree and experience in the content field.</li> <li>• All programs will be accredited by a recognized agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key design principals, while allowing for campus flexibility in developing programs.</li> <li>• Provide policy flexibility for consideration of 5 year programs (e.g., combined undergrad and grad programs).</li> <li>• Embed cultural awareness and multicultural experience throughout the curriculum.</li> <li>• Embed technological literacy</li> <li>• Address the growing use of competency-based education.</li> <li>• More strongly link disciplinary focus with pedagogical training.</li> <li>• Ensure teachers can engage in evidence-based decision making to help improve their classroom.</li> <li>• Include assessment frameworks for teacher education programs, that incorporate a variety of data points such as placement rates, graduation rates, retention of graduates in the profession, student achievement in graduates classes, surveys of principals, alumni, etc.</li> <li>• Increase diversity of program types and access pathways, including articulating more clearly the purpose of different teacher education paths.</li> <li>• Encourage use of summers for internships and course work.</li> <li>• Incentivize the creation of experimental teacher education units that test innovative designs such as competency based education, simulations, gaming, adaptive learning, blended programs, time variable instruction, modular programming, technology use, flipped classrooms, innovative staffing, badging and microcredentialing.</li> <li>• Support expansion of teacher education programs in high-need fields.</li> </ul>
<b>Clinical / Student Teaching Experience</b>	<ul style="list-style-type: none"> <li>• Teacher candidates tend to teach the way they were taught.</li> <li>• Student teaching time is too short.</li> <li>• Clinical experiences need to be richer and more intensive.</li> <li>• Fitting all requirements and student internship into four years</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated clinical experiences in addition to student teaching</li> <li>• Simulation centers for teaching and learning, such as TeachLivE and SU model</li> </ul>	<ul style="list-style-type: none"> <li>• Consider increasing the clinical hours required before student teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete not less than 100 hours of clinical experience in a school classroom before and exclusive of time spent in student teaching.</li> <li>• Student teaching will consist of a minimum of 75 days in classrooms and schools in two separate experiences, at least one of which is in a high-need school.</li> </ul>	<ul style="list-style-type: none"> <li>• Require a full year in clinically rich student teaching.</li> <li>• Embed clinical and laboratory, including simulation experiences.</li> <li>• Raise stature of clinical education faculty, possibly granting them academic rank.</li> <li>• Align clinical experience with school calendar rather than college calendar.</li> <li>• Provide opportunities for preservice students to engage in simulated classroom environments.</li> <li>• Better incentivize professors to be more meaningfully involved in clinical education and schools, including both pre-and post-tenure periods.</li> </ul>

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<b>Partnerships</b>	<ul style="list-style-type: none"> <li>Declining enrollment creates need to develop partnerships to increase recruitment.</li> <li>Partnerships between schools and colleges need to be sustainable.</li> <li>Need partnerships between education and business communities.</li> <li>Changing role of teachers</li> <li>Privatization of education</li> <li>Little funding to create and sustain partnerships</li> </ul>	<ul style="list-style-type: none"> <li>SU and Upstate partnership to provide simulations</li> <li>SUNY Geneseo partnering with MCC to introduce teaching as a career option to first-year students in intro STEM courses</li> <li>Professional learning communities</li> <li>Local and international Professional Development School programs at Buffalo State College</li> </ul>	<ul style="list-style-type: none"> <li>Review standards and change to reflect changing teacher role.</li> <li>Broaden definition of success of graduates beyond the current full-time employment in public or charter schools in New York to reflect broader job market.</li> <li>Adapt policy to require K-12 schools to partner with higher education programs.</li> </ul>	<ul style="list-style-type: none"> <li>SUNY will increase the stipend for cooperating classroom teachers who work with student/pre-service teachers by 50%, and other non-monetary incentives will be sought. Incentives will also be sought for cooperating teachers who supervise pre-student teaching experiences.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a forum for representatives of education, community and the business sector to convene around educational improvement.</li> <li>Develop a framework to support sustainable partnerships between schools and colleges.</li> <li>Tie enrollment and teacher production to needs of schools and market.</li> <li>Provide opportunities for teachers/teacher candidates to learn about employer expectations in the work place.</li> </ul>
<b>Simultaneous Renewal</b>	<ul style="list-style-type: none"> <li>Preparing teachers for 20th century schools</li> <li>Identifying and retaining good mentors</li> <li>Effectively sharing best practices</li> <li>Increased focus on accountability and regulation</li> </ul>	<ul style="list-style-type: none"> <li>Raising awareness of the overall professional network in schools by increasing understanding of the role of other teachers, administrators, staff, etc.</li> <li>Providing opportunities for practicing teachers to learn about changes in the workplace and integrate those into their class planning, e.g., Corning providing teachers opportunities to learn about business operations and what would be expected of new hires.</li> <li>Empire STEM Learning Network</li> <li>UAlbany partnership with Amsterdam High School to train clinically rich teachers and contribute to the long-term success of the school</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the discrepancy between the oversight of university-based teacher preparation and alternative certification programs, moving toward great regulatory flexibility for all teacher education programs.</li> </ul>		<ul style="list-style-type: none"> <li>Foster sustained partnerships between school districts, professional development schools, BOCES, community organizations, and HE institutions that provide for and encourage: <ul style="list-style-type: none"> <li>programs to prepare student teacher mentors,</li> <li>three years of post-graduation mentoring,</li> <li>clinical experiences,</li> <li>research-based improvement opportunities,</li> <li>experiences for professors to visit schools,</li> <li>fostering ongoing dialogue between faculty and teachers.</li> </ul> </li> </ul>