DATE: May 15, 2018

TO: Chancellor, State University of New York
Presidents, State-Operated Campuses
Presidents, Community Colleges
Statutory College Contacts

FROM: Office of the Provost

SUBJECT: Guidance: TeachNY Policy on Educator Preparation

This Memorandum provides guidance regarding the implementation of the SUNY Board of Trustees’ TeachNY Policy on Educator Preparation (the “Policy”), adopted via Resolution 2017-32 on June 21, 2017.

The Policy and guidance is based on the recommendations of the Provost Steering Committee on SUNY TeachNY Policy, which was led by the Office of the Provost and included representation from across SUNY, including presidents, provosts, deans, faculty, staff, and students. The Steering Committee examined SUNY’s existing educator preparation policy, A New Vision for Teacher Education—which dates back to 2001—and developed recommendations for a renewed, enabling policy framework and action agenda to address current and anticipated needs. Because educator preparation is an all-university responsibility, the Policy includes action items for all campuses, not only those with registered educator preparation programs.

Questions regarding this memorandum may be sent by email to: provost@suny.edu.

Attachment

Copy: Chief Academic Officers, All Campuses
Campus Chief Diversity Officers, All Campuses
Campus Vice Presidents for Student Affairs, All Campuses
Campus Vice Presidents for Business Affairs, All Campuses
Campus Vice Presidents for Human Resources, All Campuses
Deans and Directors of Education
Deans of Arts and Sciences
President, University Faculty Senate
President, Faculty Council of Community Colleges
President, Student Assembly
Goal

SUNY TeachNY Policy sets an explicit goal for campuses and System Administration to work collaboratively to implement a new standard of excellence for educator preparation.

The TeachNY Policy replaces in its entirety previous educator preparation policy, A New Vision in Teacher Education (Resolution No. 2001-78) and incorporates—in a single policy—program admissions and clinical practice requirements that were introduced through Educator Preparation Programs and the New NY Reform Commission (Resolution No. 2013-58).

Guiding Principles

SUNY TeachNY Policy is informed by the following guiding principles:

- Teaching is a practice profession requiring study that is academically rigorous, clinically based, content-rich, and informed by research, preparing candidates to apply the science and art of teaching and learning;
- Teacher quality is the number one in-school factor contributing to student academic success; therefore, the preparation of, support for, and access to excellent teachers who inspire all students to learn, prepare them for college and career, and empower them to positively contribute to a democratic society as engaged citizens must be shared priorities and responsibilities;
- Teachers, school/district leaders, and higher education faculty across disciplines are part of one profession of educators—a community of practitioners and scholars who take pride in and responsibility for their learning and practice, who benefit from learning from one another, and who hold themselves accountable for the principles and standards of the profession;
- Educator preparation and the full continuum of professional advancement—from novice through expert—are embedded in collaborative endeavors supported by the entire academic community and occurring through intentional, integrated, and mutually beneficial clinical partnerships that need to be well-resourced; and
- The best educator preparation programs are dynamic, evolving in response to knowledge gained through professional practice and academic research across varied teaching and learning contexts, and within regulatory and policy environments that enable experimentation and innovation.

Campus and System Administration Responsibilities

SUNY’s TeachNY Policy calls on campuses and System Administration to work collaboratively to address the four key areas of the policy framework, as detailed below.

I. Recruitment and Selection of Excellent Candidates for the Profession

A. Promote entry of a diverse and talented pool of prospective teachers and school/district leaders through comprehensive recruitment strategies that leverage both local and statewide assets, such as the following:

- intra-campus recruitment through the faculties of arts and sciences and other disciplines as well as campus-based programs (e.g., Educational Opportunity Programs);
- partnerships with P-12 schools (e.g., teacher academies in high schools);
- agreements with community colleges and technical colleges (e.g., articulation agreements and jointly registered programs); and
connections with business/industry and community-based organizations (e.g., related to those seeking to transition careers).

Campuses are to review their recruitment practices, developing new strategies to expand and diversify the pool of applicants to their programs, including the leveraging of faculty across the campus (particularly in departments of arts and sciences) and strengthening partnerships with external, community-based organizations.

System Administration and campuses will work together to develop a SUNY brand for educator preparation and to leverage existing recruitment resources such as the SUNY Welcome Center in New York City.

**Responsibility:** Campus with support of System Administration  
**Timeframe:** 2017-2018, Ongoing

B. Maintain high standards for each candidate’s admission through multiple measures of readiness, including a minimum GPA of 3.0 or top third of class, or comparable record of accomplishment, as well as other means for assessing cognitive and interpersonal skills. Local admissions standards provide for flexibility articulated through campus policies and procedures that may include a path for candidates who do not meet admissions standards upon first application, but who demonstrate strong potential to do so with additional transitional supports early in their academic careers.

SUNY TeachNY Policy affirms high academic standards for admission to educator preparation programs, including the requirement for candidates admitted fall 2015 and after to have a minimum GPA of 3.0. Importantly, the Policy introduces flexibility with regard to this admissions requirement by allowing campuses to establish local policies that define a clearly articulated review process, including specific criteria used to determine candidate potential for study, a “comparable record of accomplishment,” and “other means for assessing cognitive and interpersonal skills.” Local policies must also describe the kinds of “transitional supports” to be provided to these candidates.

**Responsibility:** Campus  
**Timeframe:** 2017-2018, Ongoing

### II. Preparation of Excellent Educators through Rigorous Academic Study and Clinical Practice

A. Develop candidates’ deep content and pedagogical knowledge and skills, scaffolding learning throughout the curriculum (including foundational courses offered by community colleges) in the context of accomplished practice via rigorous clinical experiences with culturally and academically diverse students, across a range of educational settings.

SUNY educator preparation programs have a longstanding history of commitment to the development of content and pedagogical knowledge within the context of clinical experiences that attend to the diversity of students and educational contexts, including as related to categories referenced in the [pedagogical core requirements of NYSED regulations](#). Faculty who contribute to coursework in educator preparation programs (including, but not limited to, faculties of education and arts and sciences) are expected to review the program curricula, with a focus on how coursework and clinical experiences throughout a candidate’s sequence of study mutually reinforce the development of candidate content and pedagogical knowledge. This review may uncover the need for curricular adjustments to strengthen the relationship between coursework and clinical experiences, increase the quantity and sharpen the focus of
clinical experiences, reorder the sequence of courses (to better scaffold learning), shift the location of courses (from a university classroom into a P-12 school), and expand the scope of clinical experiences to include engagement with a greater diversity of students and educational contexts in a manner that deepens candidate understanding of educational equity and the enactment of equitable practices.

Notes:

- Under New Vision, candidates in adolescence education or specialized subjects (e.g., music) education programs leading to the initial teacher certificate were required to complete a major in the relevant discipline, completing all required courses for the major. This requirement is now addressed through NYSED regulation, which stipulates that candidates must complete a major or its equivalent of at least 30 semester hours that provides a knowledge base for assisting students in meeting the State learning standards, as applicable to the certificate being sought. As State learning standards evolve, program curricula must adjust accordingly.

- Under New Vision, candidates in early childhood (birth-grade 2) and/or childhood (grades 1-6) education programs leading to the initial teacher certificate were required to complete an approved major or concentration directly related to the elementary curriculum of at least 30 credits with at least 18 credits at the upper division level. This requirement is now addressed through NYSED regulation, which stipulates that candidates must complete a major, concentration, or the equivalent in one or more of the liberal arts and sciences or interdisciplinary field that provides a knowledge base for assisting students in meeting the State learning standards. As State learning standards evolve, program curricula must adjust accordingly.

- Under New Vision, candidates in programs leading to the initial teacher certificate were required to complete no less than 100 hours of clinical experiences prior to student teaching. This requirement is now addressed through NYSED regulation, which stipulates the hours of field experiences prior to student teaching (importantly, as of the writing of this MTP, NYSED is in the process of reviewing this regulation for the purpose of enhancing clinical experience requirements and campuses will need to adjust their curricula to implement any forthcoming regulatory amendments).

Responsibility: Campus
Timeframe: 2017-2018, Ongoing

B. Provide access to laboratories in which candidates can practice their skills as educators, prior to and concurrent with clinical practica in P-12 schools.

Campus laboratories may include use of physical spaces, simulations, or virtual classrooms that allow candidates to practice the application of knowledge and skills in an authentic manner. To develop these laboratories, educator preparation programs should work with units across campuses and with external partners.

System Administration will work with campuses to seek external funding to support development of laboratories and associated technologies.

Responsibility: Campus with support from System Administration
Timeframe: 2017-2018, Ongoing
C. Provide culminating clinical experiences that are diverse and immersive, ideally over a full school year; such experiences may include affiliations with residency programs, professional development schools, the SUNY Urban Teacher Education Center (SUTEC), and other significant partnerships.

The expectation of the Policy is to enhance clinical experiences for candidates in programs leading to initial teacher certification beyond the minimum requirement of 75 days under New Vision; therefore, the equivalent of a full academic semester remains the minimum requirement for the culminating clinical experiences, with the ideal being a full school year, such as through a residency model.

The culminating clinical experiences in programs leading to the initial teacher certificate need not be completed in two separate experiences or in a high-need school, but the entirety of clinical experiences must be in diverse settings, as per section II A above, and the culminating clinical experiences must provide for a diversity of experience, even if within one placement.

Campuses will work with System Administration to review the utilization of SUTEC with the goal of enhancing its role in programs, especially as related to increased recruitment from and placements in New York City area schools.

System Administration will work with campuses, NYSED, P-12 districts, and others to institutionalize partnership agreements and secure funding to initiate and sustain clinical experience placements for teacher and school leader candidates.

Note:

Programs are expected to adhere to NYSED regulation which currently requires two placements but allows for one placement if certain criteria are met. Importantly, as of the writing of this memorandum, NYSED is in the process of reviewing this regulation for the stated purpose of enhancing clinical experience requirements.

Responsibility: Campuses with support from System Administration

Timeframe: 2017-2018, Ongoing

D. Establish and/or build on existing formal clinical faculty appointments, such as joint (including courtesy) appointments with P-12, as a means to explicitly connect expert educators in the field with those on the campuses, and to recognize and reward clinical faculty for their role in the design and implementation of excellent educator preparation programs.

Given the centrality of clinical practice and partnerships in the preparation of P-12 educators and the need for practice to inform, and be informed by, college/university research, it is essential that P-12 educators work within colleges/universities and that campus faculty work within P-12 schools. Formalized clinical practice appointments are a means to accomplish this.

Campuses are expected to provide opportunities for P-12 educators to be granted joint appointments within the college and to provide opportunities for campus faculty across disciplines to negotiate joint appointments in P-12 schools. Such appointments could be paid (e.g., shared cost or extra service) or unpaid (e.g., courtesy titles) and of varied level of commitment (e.g., part- or full-time), but are likely to be temporary (e.g., time-limited, yet renewable).

Responsibility: Campus

Timeframe: 2017-2018, Ongoing
E. Develop candidates’ information/digital literacy and skills to effectively deploy instructional technologies, applications, and resources that enhance differentiated instruction and expand student learning at both individual (personalized) and group levels.

Instructional technologies, applications, and resources are in a near constant state of flux. In this evolving context, educators must possess both a foundational understanding and an ability to acquire new knowledge for the purpose of innovating instruction.

Campuses are expected to review the ways in which their educator preparation programs develop candidates’ information/digital literacy and skills. This review may uncover the need for curricular adjustments, such as redesign of existing courses or introduction of new courses wherein instructional technologies, applications, and resources are positioned as vital supports in the development of student learning.

**Responsibility:** Campus
**Timeframe:** 2017-2018, Ongoing

F. Develop candidates’ theoretical knowledge and experience using assessment of student learning to inform and enhance professional practice.

Student learning is the primary focus of schooling, and assessment of student learning as a means to inform and enhance professional practice is an aspect of pedagogy in need of sustained attention.

Campuses are expected to review the ways in which their educator preparation programs develop candidates’ knowledge and experience constructing and using assessment. This review may uncover the need for curricular adjustments, such as redesign of existing courses or introduction of new courses wherein assessment of student learning is positioned as the driving outcome.

**Responsibility:** Campus
**Timeframe:** 2017-2018, Ongoing

G. Strengthen and expand collaborative program offerings, to increase access and promote quality; leverage campus and system-wide resources to offer interdisciplinary, online, seamless transfer, multi-award (e.g., associate-baccalaureate, baccalaureate-masters) and/or multi-institution (e.g., jointly registered) programs.

Campuses are expected to review their current program offerings for educator preparation, with a specific focus on the extent to which programs are offered through collaborative efforts across departments, units, campuses, etc., and, where appropriate, develop new collaborations to increase access and promote quality.

**Responsibility:** Campus
**Timeframe:** 2017-2018, Ongoing

III. **Provision of Excellent Professional Support throughout the Continuum of Practice**

A. Foster simultaneous renewal of P-12 schools and institutions of higher education via interconnected professional practice and research opportunities, including through the facilitation of exchanges of teachers, school/district leaders, and higher education faculty (such as teachers-in-residence and professors-in-the-classroom).
Improving education systems happens best when centered on partnerships between P-12 schools and institutions of higher education, wherein each partner contributes to and gains from such partnerships and improvement occurs in overlapping and aligned ways—this is simultaneous renewal.

Campuses are expected to review their current partnerships with P-12 schools in the areas of practice and research in order to identify the collective engagement that currently exists and establish a plan that is focused on enhancing simultaneous renewal. To support this, campuses should establish formal mechanisms for educators across the continuum of practice to work in both P-12 schools and on campus and to have such educators integrally involved with review and planning efforts.

**Responsibility:** Campus

**Timeframe:** 2017-2018, Ongoing

B. Engage with P-12 partners in the design and implementation of induction programs for new teachers and school/district leaders, as well as continuing teacher and leader education offerings for advanced practitioners.

Educator preparation is a continuous process that extends post-graduation, including at the point of entry to the profession during which induction is a means to support the transition into the professional context and through professional learning for experienced educators to evolve their practice. To help cultivate this continuum of practice, it is important for campuses to engage in mechanisms that provide mentoring, support, and professional development opportunities for novice through accomplished educators. Campuses are expected to review their current level of engagement and identify new ways of engaging with P-12 partners.

**Responsibility:** Campus

**Timeframe:** 2017-2018, Ongoing

C. Foster a culture of professional advancement by working with P-12 partners to support participation in programs such as National Board for Professional Teaching Standards, National Writing Project, Empire State Excellence in Teaching Awards, New York State Master Teacher Program, and district-sponsored programs; involve accomplished practitioners in the construction and implementation of educator preparation and ongoing support programs.

Accomplished practitioners have demonstrated leadership in the profession and their knowledge and experience are essential informants in the development of educator preparation programs. Within educator preparation programs, campuses are expected to introduce to candidates the concepts of professional advancement and accomplished practice and to review curricula to ensure that learning outcomes are supportive of the foundational concepts of professional advancement and accomplished practice.

Faculty across the campus are expected to work with P-12 educators to support their participation in programs designed to demonstrate and further professional advancement. This may include efforts such as offering workshops, developing micro-credentials, hosting events, and facilitating communities of practice.

Campuses are expected to involve accomplished practitioners in their educator preparation programs, including through clinical experiences, but also through broader aspects such as curricular design (both at the program and course levels) and program review focused on continuous improvement.
System Administration will advocate for programs that support long-term professional growth for educators, including the development and demonstration of accomplished practice, such as National Board Certification, National Writing Project, Empire State Excellence in Teaching Awards, and New York State Master Teacher Program.

Responsibility: Campus with support from System Administration  
Timeframe: 2017-2018, Ongoing

IV. Demonstration of Program Excellence and Impact on Professional Practice

A. Collaborate with NYSED, New York State Department of Labor, Regional Information Centers, and other partners in the development of a valid, reliable, and secure P-20 data system necessary for effective program assessment and planning.

System Administration will collaborate with the Rockefeller Institute of Government, NYSED, the New York State Department of Labor, and regional partners to assess and project P-12 educator supply and demand for the purposes of providing actionable information to prospective candidates regarding employment needs and to the campuses in order to develop targeted outreach in identified shortage areas.

Responsibility: System Administration with support from Campus  
Timeframe: 2017-2018, Ongoing

B. Cultivate networked improvement communities, within and across campuses, as well as with P-12 educators, to conduct collaborative and collegial peer assessment of program outcomes for the purpose of improving practices across all campuses.

Program assessment is essential for program improvement. External perspectives are important in the assessment process as a means to introduce ideas that may not be generated from within. Additionally, opening up the assessment process fosters the sharing of learning that occurs through assessment so that all participants gain from the process. Faculty across disciplines are expected to participate in formal networks within their own campus, as well as with P-12 partners and faculty on other campuses, with a focus on program assessment and revision. Though this may serve accreditation purposes, the intent is broader than accreditation.

Responsibility: Campus with support from System Administration  
Timeframe: 2017-2018, Ongoing

C. Draw on programmatic distinctions and areas of expertise to serve in leadership roles—within SUNY and beyond—to advance education as a practice profession, such as through participation in the development of state and national education policies; development and dissemination of knowledge that connects education research, practice, and policy; and, informing the direction of professional education organizations.

In addition to a necessary focus on continuous improvement at the program level, it is also important for campuses and System Administration to take leadership roles to advance the field more broadly. Such a commitment is longstanding across SUNY and it is expected that campus faculty and System Administration staff will continue to engage in research, piloting of new practice, and policy development.

Responsibility: Campus and System Administration  
Timeframe: 2017-2018, Ongoing
**Academic Program Review Process**

1. Effective as of the 2017-2018 academic year, proposals for new academic programs and program revisions leading to a recommendation for the issuance of a New York State teacher or educational leader certificate will be reviewed by the Office of the Provost for adherence with the Policy.

2. System Administration will work with NYSED and campuses to coordinate program proposal review so that campuses can more nimbly create new programs and revise programs to meet emerging needs.

**Campus Planning and Implementation**

1. By June 30, 2018, the president (or chief academic officer as delegated by the President) of each SUNY campus with an educator preparation program\(^1\) registered with the NYSED will provide to the SUNY Provost a brief summary of campus-wide strategies and initiatives that address the Guiding Principles and Key Areas of the TeachNY Policy Framework as outlined in this Memorandum, with subsequent periodic updates provided via existing regularized presidential reporting mechanisms.

   Educator preparation is an all-university responsibility, which entails collaborations and contributions from leadership, faculty, and staff across multiple disciplines and administrative units. Campus summaries are to be reflective of these collaborative efforts. These summaries are intended to highlight new strategies and initiatives underway as well as mechanisms that are established to address the expectations outlined in the key areas of the Policy.

2. The president (or chief academic officer as delegated by the President) of each SUNY campus will address their commitments and contributions to educator preparation and support as part of their respective campus strategic planning efforts and performance improvement updates.

   While teacher education transfer programs located in community and technical colleges are not considered to be EPPs, given the integral connection with EPPs, community and technical colleges are expected to work with their EPP partners to develop curricula in support of the guiding principles and key areas of the Policy framework. And, all campuses are expected to review and appropriately adjust their commitments and contributions to educator preparation programs, which may include, but are not limited to, newly established or reinvigorated articulation agreements, jointly registered programs, faculty exchanges, and shared facilities.

   Educator preparation and support also includes the ways in which campuses engage with P-12 schools through the provision of professional support and development for educators and programming for students.

\(^1\) An educator preparation program (EPP) is an undergraduate or graduate program leading to a recommendation for the issuance of a New York State teacher or educational leader certificate. Unless otherwise specified, this includes all program award types (e.g., degree and certificate) and teacher certificate levels (e.g., initial and professional). As of the writing of this MTP, EPPs are distributed as follows: University Centers: Albany, Binghamton, Buffalo, and Stony Brook; Comprehensive Colleges: Buffalo State, Brockport, Cortland, Empire State, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, and Potsdam.