

TeachNY Advisory Council

LEADERSHIP TASK FORCES

1. Recruitment, Selection, and Cultural Competence

This task force will provide guidance on the implementation of SUNY's recently adopted policy on admissions criteria for educator preparation students. This task force will consider policy elements regarding the overall recruitment of educator preparation students with a focus on diversity and the skills necessary to lead the classrooms of tomorrow, including the required adaptability to serve at-risk students, strength in STEM fields, and comfort with evolving technologies. This task force will address the public perception of the teaching profession in its work, dispelling myths and affirming facts. The task force will also review best practices for student retention and completion.

Conceptual Framework: We must work to ensure that our teacher and leader candidates have demonstrated academic excellence and a clear understanding of the high expectations and rigorous nature of the profession—on par with physicians, architects, attorneys. Prospective teachers and teacher leaders also must have knowledge of the communities they are preparing to serve. They must be culturally aware and sensitive. We must take concrete steps to ensure that we are recruiting a diverse pool of teacher candidates into our programs.

2. Curricular Design, Simultaneous Renewal, Pre-Service Education, and Related Partnerships

This task force will consider policy elements regarding curricular design, including the review and adoption of best practices, alignment to P-12, and the engagement of faculty across disciplines to support educator preparation. This task force will consider existing SUNY policy and make recommendations regarding clinical placements generally and clinical placement diversity, innovative partnerships, and partnership agreements for high quality, clinically-rich placements. This task force will also provide guidance on how to create sustainable partnerships between higher education and New York school districts to allow all students in teacher preparation programs the opportunity to teach in a model school.

Conceptual Framework: We must consider all of the work SUNY does at the undergraduate and graduate levels in teacher and leader preparation, including the four foci of SUNY's Teacher and Leader Education Network (S-TEN): Preparing teachers to: 1) effectively teach content and strategies embedded in the Common Core; 2) effectively employ data-driven instructional strategies; 3) understand and successfully pass new state certification exams and the APPR; and, 4) develop laboratory facilities and expanded clinical strategies that permeate programs of teacher preparation. SUNY must be collaborative in the development of mutually satisfactory partnerships with New York school districts to ensure clinically rich placements.

3. Induction, Continuing Professional Development and Teacher Leadership

This task force will make recommendations regarding the development of induction programs, serving as a needed extension of pre-service preparation, providing continuing support for the novice teacher in the critical first years of service. This task force will also consider policy elements relating to SUNY's commitment to the ongoing professional development of both education program faculty and clinical supervisors. This Task force will consider expanded linkages with the New York Master Teacher Program and the development of a state-wide pathway to foster future teacher leaders.

Conceptual Framework: To ensure smooth entrée of SUNY trained teachers into the classroom, SUNY must develop induction programs. Following induction, as in other professions—from architects to attorneys—teachers, teacher educators, and clinical faculty must be committed to and participate in continuing professional development. SUNY is in the unique position of being able to turn to the intellectual resources of the entire University to develop an ongoing professional development program for teachers. In addition, the teaching profession has long benefitted from senior teachers mentoring their newer colleagues, but they must have the appropriate supports in place to allow them to do so. This task force will look toward the concept of teacher leaders as key to supporting this work.

4. Evaluation and Program Assessment

This task force will recommend a process for ongoing evaluation and assessment of SUNY's educator preparation programs, aligned with current thinking on continuous improvement and in consideration of changing student needs, changes in P-12 policy, new advances in technology, student and teacher readiness and performance.

Conceptual Framework: To ensure that the preparation of the best possible teachers for New York State, SUNY must be committed to the continuous evaluation and improvement of its programs.

5. Implementation/Infrastructure

This task force will focus on ensuring that both campuses and the System have the appropriate infrastructure in place to support the policy—resources, technology, networked faculty, etc.

Conceptual Framework: The end result of this work must include clear direction to campus and System leaders to ensure that the policy is sustainable and implemented successfully. The members of this task force will be a resource to and actively consult with other task forces as the policy is developed.