February 24, 2005

Memorandum

To: State University Presidents (campuses with Teacher Education programs)

From: Provost Peter D. Salins


Now in its third year of implementation, we have made much progress toward the goals outlined in A New Vision in Teacher Education: (1) assuring excellent preparation of teachers; (2) meeting the State’s need for teachers; and (3) sustaining continuing assessment and improvement of teacher preparation programs.

At this time, I am pleased to attach, for your review and comment, a comprehensive report on our progress to date.

I hope you share the draft report broadly on your campus and solicit feedback from all relevant parties, including those copied below. I would ask that all comments be coordinated by your office and sent as a whole to my attention either in writing or via e-mail by Wednesday, March 9th (note our new System e-mail addresses: Peter.Salins@suny.edu). My goal is to issue the final report to the Chancellor by the end of March and to make a subsequent presentation to our Board of Trustees.

If you have any questions or concerns, please do not hesitate to contact me or Associate Provost Jennifer Clarke.

I look forward to your feedback.

Attachment

Copy: State University Chief Academic Officers (Teacher Education campuses)
Deans and Directors of Teacher Education
Deans of Arts & Sciences
Members, Advisory Council on Teacher Education
Chancellor King
Vice Chancellor Capaldi
Executive Vice Provost Huot
Associate Provost Clarke
Assistant Provost Van Arnam
Executive Summary

A New Vision in Teacher Education, articulates three major foci: (1) assuring excellent preparation of teachers, (2) meeting the State’s need for teachers and (3) sustaining continuing assessment and improvement of teacher preparation programs. This innovative policy was derived from recommendations submitted by the Advisory Council on Teacher Education to Provost Peter Salins and was adopted by Chancellor Robert King, with the endorsement of the SUNY Board of Trustees in 2001. This document provides a progress report after over three years of implementation.

Assuring excellent preparation of teachers:

The preparation of our teacher education students is enhanced through two primary mechanisms: (1) requiring that all students preparing to be secondary education teachers to major in the subjects to be taught and requiring that all students preparing to be elementary school teachers complete either a major or a concentrations in areas relevant to the elementary curriculum, most require at least 18 credits at the upper level in the major, (2) requiring all students to complete 100 hours of field experience before beginning their student teaching internship and (3) requiring 75 days of student teaching in a high-need school. Compliance with these requirements is quite high across the System and where problems exist solutions are actively being sought. Additionally, a task force on mathematics education has made recommendations for preparing teachers of mathematics, including especially those who will teach in the elementary grades and those who attain certification through the transcript evaluation route from the State Education Department. Implementation of these recommendations is under consideration. While all campuses have created ways of recognizing the service contribution of classroom teachers who supervise SUNY student teachers, all colleges report difficulty in finding and retaining sufficient student teacher placements and cooperating classroom teachers. A contributing factor may be the relatively low stipend provided through the “critic teacher” program. To date, System has been unable to identify additional funding to increase the $200 recognition stipend.

Addressing Need for Excellent Teachers:

The SUNY Teacher Education Transfer Template initiative, with participation by 33 associate degree-granting institutions and 11 senior colleges that offer teacher education programs, is operating and will facilitate transfer with minimal loss of credit into teacher preparation programs. Student advisement for transfer will be greatly facilitated by use of the SUNY TETT web site (www.suny.edu/tett). Working with the State Education Department, the University developed a model associate degree curriculum with “teacher education transfer” in
the title. To date four SUNY colleges have registered programs which conform to the template curriculum. The SUNY TETT features a universal compatibility matrix for courses in pedagogy and the liberal arts and sciences and, with the existing General Education course acceptability listing, will greatly simplify course evaluation for transfer. The *New Vision* initiative has stimulated renewed attention to transfer in the complex curricula of teacher education, and regional partnerships have in many cases exceeded the framework of the TETT. Empire State College initiated in fall 2004 alternative teacher preparation programs (“Transitional B”) at major sites across the state to provide routes to certification for mid-career professionals and to address geographic and special teaching area needs.

The University has established the SUNY Urban Teacher Education Center (SUTEC) in New York City to facilitate student teaching experiences in urban schools and to stimulate development of urban education expertise in SUNY teacher preparation programs. During its first two years of operation, SUTEC oversaw the placement of 220 student teachers in the City, and 109 of these have taken teaching or full-time substitute positions in the City’s public schools. Interest among students and their home campuses in utilizing SUTEC’s services is growing rapidly with more than 150 student teachers placed during the 2004-2005 academic year. SUNY students have constituted the majority of participants in New York City’s Summer in the City program since its inception in 2000, with more than 70% of participants in the past two summers being from SUNY colleges.

**Continuous Assessment and Improvement of Teacher Preparation:**

In January 2005, nine SUNY colleges’ teacher education campuses were successfully accredited by the National Council on the Accreditation of Teacher Education. Three colleges are scheduled for accreditation evaluation by NCATE, and three are scheduled for evaluation by the Teacher Education Accrediting Council in 2005-06. A grant from the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education has provided $680,000 (with an additional equal amount of in-kind contribution by SUNY institutions) to support a three-year (2003-2006) System-wide Teacher Education Program Assessment (TEPA) project for programs at 16 SUNY institutions (Empire State College was added in 2004 with a supplemental grant from FIPSE). Collaboration among the colleges and System Administration will create a system for program assessment using data from multiple sources: individual campuses, school employer evaluations, System Administration, and the State Education Department. An unique collaboration among diverse entities, the TEPA project is gaining national attention as a model for assessment in teacher education. Guidelines for the implementation of the Chancellor’s Guarantee of new teachers prepared by State University colleges are under development.
Introduction

Responding to recommendations made by the Advisory Council on Teacher Education, submitted in a report during spring 2001, Chancellor Robert King and Provost Peter Salins formulated an initiative titled *A New Vision in Teacher Education*. Implementation began at that time and in January 2003, policy guidelines for the implementation of *A New Vision* were issued in Memorandum to Presidents, Vol. 03 No. 2, which identifies the *New Vision* agenda with objectives and specific requirements for each item, including responsibility for implementation and the timeline.

This report covers progress on all action agenda items. Progress on most items is ongoing, with some developments (e.g., curricular changes and proposals) occurring routinely. The report follows the organization and agenda of *A New Vision*, the primary objectives of which are: I. assuring excellent preparation of effective teachers, II. addressing the State’s need for excellent teachers, and III. assuring continuous assessment and improvement of the University’s teacher preparation programs. The sections that follow reflect the objectives and include responsibility and implementation timelines. The italicized text is derived directly from the *New Vision* policy. Recommendations on several items are included.

I. Excellent Preparation of Effective Teachers

I.A. *Students preparing to teach secondary (grades 7-12) 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.*

**Responsibility for implementation:** Campus. This requirement applies to all classroom teaching baccalaureate programs leading to an initial certificate.

**Timeframe for implementation:** Beginning with freshmen admitted to programs in fall 2001; applicable to transfer students in fall 2003.

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According to the campus implementation progress reports, all campuses meet this requirement for all adolescence and specialized subject areas. The history/social studies subject area presents a challenge in accommodating the course work for a history major and the necessary cognate course work in economics and geography in an efficient baccalaureate program. This is causing several campuses to consider five-year or combined degree programs with initial certification at the master’s level for social studies preparation in addition to and/or in lieu of baccalaureate social studies curricula.
I.B.  *Students preparing to teach in the elementary grades (B-2, 1-6) will complete an approved major or concentration directly related to the elementary curriculum (i.e., English, mathematics, etc.) of at least 30 credits with at least 18 credits at the upper division level.*

**Responsibility for implementation:** Campus. This requirement applies to all early childhood and childhood baccalaureate programs leading to an initial certificate. Interdisciplinary majors or concentrations are appropriate provided content provisions are met.

**Timeframe for implementation:** Beginning with freshmen admitted to programs in fall 2001; applicable to transfer students in fall 2003. Ongoing.

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*ud: upper division credits in the major/concentration*

Initial campus reports on the implementation of this *New Vision* policy item revealed difficulty with this requirement. Two campuses – Brockport and Cortland – engineering substantial program revisions and attained compliance with *New Vision* by fall 2005. The time was necessary to phase out particular concentrations, alter curricula through governance process to include 18 credit hours at the upper division level, and accommodate incoming transfer students to the changes. Two other campuses propose retaining majors/concentrations in disciplines not widely held to be “directly related to the elementary curriculum”: anthropology, international relations, philosophy, psychology, and sociology.

**Recommendation:** The *New Vision* policy includes the provision for review in special cases by a “committee of peers” in the event that a campus program design or requirements are subject to interpretation with the *New Vision* policy. (See Memorandum to Presidents 03-2, attachment p. 3.) It is recommended that a campus not meeting the major/concentration requirement by fall 2005 be given the opportunity to present its case for review by the committee of peers. The committee, drawn from the ACTE, would review the program(s) and advise the System Provost.

Further difficulty is apparent in meeting the *New Vision* requirement of 18 credit hours of upper division work in the major/concentration. Two explanations are offered by reporting campuses: 1) the arbitrariness of the course numbering system intra- and inter-campus make the “upper division” requirement an inappropriate standard, and 2) the hierarchical nature of some disciplines (e.g., mathematics) and the breadth of knowledge required to teach the NYS curriculum (e.g., the sciences, social studies) make it extremely difficult to enable 18 credit hours of upper division work in a single discipline. Campuses argue that 18 credits at the upper division level in the major is not the optimal preparation for early childhood and childhood teachers. Campuses point out that the upper division requirement in the major is also not conducive to transfer students completing certification programs in just two years at the senior campus. (This is also relevant to certain disciplines (e.g., mathematics, the sciences, general science) in the SUNY Teacher Education Transfer Template. Campuses report ongoing faculty efforts to meet the requirement without simply “re-numbering” courses. Campuses also report
concern that a rigid interpretation of the 18 upper division credit requirement will drive candidates away from the high needs areas of mathematics and sciences.

The table below demonstrates campus compliance with meeting the intent of the requirement if courses are defined as strictly upper division as compared to interpreting the requirement as advanced or beyond the introductory level.

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ud: upper division credits in the major/concentration  adv: advanced or beyond the introductory level

By way of illustration, in the mathematics concentration campuses cannot count calculus I and II as upper division level work according to their course numbering system; these courses would, however, be considered as advanced course work or beyond the introductory level.

**Recommendation:** It is recommended that the New Vision requirement to assure excellent preparation of effective teachers, in particular the spirit and intent of “at least 18 credits at the upper division level” stipulation, be referred for further study and analysis to the Advisory Council on Teacher Education with the request that recommendations to be made to the System Provost on the interpretation and the effect of the requirement.

I.C.  **SUNY will convene a series of forums involving SUNY faculty and administrators on best practices in teacher preparation.**

**Responsibility for implementation:** System Provost

**Timeframe for implementation:** First forum to be convened in 2001-2002, and ongoing.

**Mathematics Education Task Force.** In April 2002, Provost Salins invited campus provosts to send representatives to a meeting to explore issues in mathematics education. That meeting revealed widespread concern about mathematics education particularly in respect to: the preparation of new teachers; continuing/graduate education for teachers; and alignment between high school and college mathematics; and recommended the formation of a Task Force on Mathematics Education.

In May 2002, Professors Vicky Kouba (Albany) and Alan Tucker (Stony Brook) were appointed co-chairs of the task force. In addition a ten-member Steering Committee was appointed which included an Assistant Commissioner of Education from the State Education Department. The Steering Committee and three Working Groups convened on December 16-17, 2002. A preliminary report, containing recommendations from the Working Groups, was distributed in May 2003. The full Task Force, with representatives from almost every campus in the System, convened on October 24, 2003. The Task Force's final report was presented in spring 2004.

Plans for implementation of the task force’s report include:

- A program of advocacy from the Provost’s office with campuses to adopt the recommendations pertaining to curriculum in their teacher preparation programs.
• Enlisting members of the task force to meet with key groups to advocate adoption of the recommendations.
• Urging the State Education Department to act upon recommendations pertaining to the requirements for certifying teachers through the transcript evaluation route.

Plan to Convene an English Language Arts Task Force. The Provost’s Office will convene a task force to explore issues relating to the preparation of teachers for the teaching of English language arts in the K-12 schools. Convening this group is consistent with the recommendation of ACTE and the New Vision initiative to address the preparation of teachers in certain key subject specific areas.

Science Teacher Development. System Academic Affairs staff attended meetings with SUNY faculty, various science teacher associations of New York State, SUNY TV/New York Network, and representatives of the Harvard Smithsonian Center for Astrophysics. The purpose of these meetings was to explore a possible partnership for development of K-12 teachers of science. Campus science education leaders opted not to participate, preferring to pursue grant funding for local or regional projects. One SUNY institution, Brockport, acquired funding for an integrated, collaborative project on math and science with local schools, and Stony Brook is a member of a partnership in a mathematics consortium of colleges and schools on Long Island. In addition, Binghamton has acquired funds to pursue science education projects with the Binghamton city and other regional schools.

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

Responsibility for implementation: Campus. This requirement applies to all baccalaureate and graduate programs leading to the first or initial certificate.
Timeline for implementation: Beginning with freshmen admitted to programs in fall 2001; applicable to transfer students in fall 2003.

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Campuses report meeting and exceeding this requirement and note that maintaining the quality of the field experience is done at considerable cost to colleges, in paying qualified supervisors and mileage, for example. Campuses also report increasing difficulty in finding sufficient school placements for the 100 hours in addition to the student teaching requirements.

I.E. 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.

Responsibility for implementation: Campus and System Administration working with school districts and the State Education Department. This requirement applies to all baccalaureate and graduate programs leading to the first or initial certificate.
Timeline for implementation: Beginning with students admitted to programs in fall 2002. Ongoing.
Challenges in placing students for a field experience in a high-need school were reported by several campuses, largely dependent on their location: some colleges are not located in an area where districts are characterized as high needs districts; within the limited number of high need districts there are insufficient number of placements for some programs, for example in German, Russian, or Italian; our colleges compete within geographic regions with numerous other higher education institutions, public and independent, for placements; competition for placement now also includes the recommended guided field experience for associate degree transfer curricula; within schools the cohort of experienced teachers available to serve as supervising teachers is limited; students may live with their families in locales (e.g., eastern Long Island) at a distance from high needs districts and placements. Several campuses report meeting the intent of the high-need school requirement by a combination of early field experience work and student teaching placements. Campuses report several plans for dealing with these challenges including actively pursuing relationships with school districts with high rates of free/reduced lunches and working directly with SUTEC for placements as well as to expand its visibility.

Recommendation: System Administration and System Provost continue to work with the State Education Department and the Commissioner of Education to support partnerships between the University and New York State schools and assure the cooperation of school districts.

I.F.  Experienced clinical faculty will supervise all field experiences.

Responsibility for implementation: Campus with support of System Administration.
Timeline for implementation: Beginning with students admitted to programs in fall 2001. Ongoing.
I.G. **SUNY 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.**

Responsibility for implementation: Campus in consultation with System Administration.  

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uc: under consideration

This *New Vision* requirement is prospective. Several campuses, however, have “integrated” programs effectively in place (indicated by *yes* notation); most have such efforts *under consideration*. Integrated or combined or “4+1” programs will vary by campus, discipline, and certification area. In some cases, the course of study through the master’s will be a separately registered degree program, or it may be a functional articulation between the baccalaureate and a master’s degree, including an MAT (Master of Arts in Teaching), MST (Master of Science for Teachers) or an M.S.Ed. Several campuses indicate that integrated programs may be developed as soon as national accreditation is assured and standards are met, and also as resources become available.

(At its meeting in January 2005, the NYS Board of Regents amended Regulations §80-3.3 returning to five years, the period an initially-certified teacher needs to obtain a masters degree and professional certification. This change, from three year to five, is effective February 2005 and may alter campus plans and timelines.)

I.H. **SUNY will promote, both within the System and with State officials, systematic involvement and recognition of the professional contributions of classroom teachers and schools in educating new teachers. SUNY and campus leaders will engage State Education Department officials and local school administrators in discussion. SUNY will increase the stipend for cooperating classroom teachers who work with student teachers and other non-monetary incentives will be sought. Incentives will also be sought for cooperating teachers who supervise pre-student teaching experiences. SUNY teacher education faculty, in collaboration with schools and teachers, will devise methods of evaluating the contributions of classroom teachers in educating teachers.**

Responsibility for implementation: System Administration for stipends and campus leaders for non-monetary incentives.  

Provost Peter Salins and Commissioner Richard Mills met to discuss broadening the cooperation with schools in new teacher preparation; in addition, at the Commissioner's invitation, Provost Salins addressed regional superintendents. Colleges are aware of the
necessity of maintaining close collaboration with the schools in the preparation of new teachers. However, the schools themselves are often under considerable stress to meet their own challenges (standardized testing, for example) and sometimes student teacher supervision is relegated to a lower priority. For example, some schools prohibit student teachers in grade levels or subjects where standardized testing is critical, such as grades four and eight and high school Regents courses.

The Regulations of the Board of Trustees allow for the recognition of service as a supervising teacher of either a $200 stipend or a tuition waiver valued at $250. This program administration has been in place since 1995 and is part of the University-wide Program for Tuition Reimbursement. As most supervising teachers are already permanently certified, the cash stipend is their usual choice. (Note: New Commissioner’s regulations affecting teacher education students graduating in 2004 will require continuing professional development; this change may make the tuition waiver more attractive.) System Administration had hoped to increase funding to the Cooperating Teacher Stipend/Waiver Account to allow an increase in the stipend. However, the institutions’ needs indicate an increase in number of student teachers placements that essentially consumes the funds in that account. A one-time allocation of funds to assist in the management of student teacher placement and supervision was distributed in summer 2003. Since then, no additional funds have been located and there has been no permanent increase in the stipend.

Nevertheless, non-monetary incentives and recognition are provided by all campuses to the cooperating teachers. Seven campuses conduct recognition ceremonies and receptions each year; some give certificates of recognition or letters of appreciation to cooperating teachers. One campus presents an annual Dean’s Award for Excellence to one teacher in each of the five surrounding counties; recipients are chosen from among the ranks of those serving as cooperating teachers. Other incentives include: use of facilities on campus; discounts at the bookstore; low- or no-cost e-mail accounts; library access; complimentary faculty I.D.; limited parking privileges; reduced graduate tuition from a supplementary campus fund. Most campuses provide some form of professional development for in-service teachers, in some cases favoring or limiting the service to cooperating teachers.

Systematic evaluation of cooperating classroom teachers is generally not carried out. Three campuses cite use of student and field supervisor evaluations of classroom teachers as a means of decisions about future use. However, a few campuses are in process of developing methods of assessing classroom teachers as a part of their comprehensive program assessment systems. Factors that work against such evaluations are the need for large numbers of cooperating teachers to accommodate student teacher placements, and thus a reluctance to exert any pressure on teachers that might lead to their opting not to supervise student teachers. It should also be noted that the low stipend is considered a disincentive.

II. The Need for Excellent Teachers

II.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 will 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 SUNY General Education Requirements, introductory education courses and prerequisites for teacher education programs, and early practical experience or observation in a school classroom.

Responsibility for implementation: System Provost to convene the group; campuses to provide advisement and articulation.

Timeframe for implementation: Convene the group during fall 2001 and ongoing.

In fall 2001, the System Office of Academic Affairs convened a Working Group to discuss transfer into teacher education programs. Participants included representatives from Associate Degree-Granting Institutions (ADGIs) and from senior colleges with undergraduate teacher education programs. The meeting was chaired by ACTE member and New Paltz Provost David Lavallee. The group's discussion focused on development of a model curriculum or transfer template designed to facilitate the transfer of ADGI students who have completed prescribed associate degree programs into senior teacher education programs. Further, the goal would be to devise a transfer mechanism that would enable transferring students to complete programs with two additional years of study. In November 2001, an informational videoconference was held; participants included panels of representatives from both ADGI and four-year colleges, and a college president from each sector.

The Working Group presented its recommendations on a curriculum template in June 2002 and the SUNY Teacher Education Transfer Template (TETT) project was initiated. In fall 2002, the process to develop a base of two-year college courses that are universally accepted at four-year colleges was begun. To date, a total of 34 two-year colleges have submitted course material and 11 four-year colleges have evaluated the courses. Three rounds of course submissions by ADGI and subsequent evaluations by senior colleges have been carried out. In the future, an annual round of course submissions and evaluations will occur.

A website (http://www.suny.edu/tett) for student advisement and program planning purposes has been developed and is refined with each round of course submission/evaluation. Guidelines for formulating associate degree programs for transfer in teacher education were promulgated in August 2003. Several associate degree programs have been approved by the University and registered by the State Education Department. Program proposals continue to be submitted.

Participation by senior institutions in the review of Liberal Arts and Sciences (LAS) component courses and the Professional Education (PfE) component courses of the TETT is as follows (institutions with undergraduate teacher education programs only).

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* Stony Brook is in process of completing all course evaluations for full participation
II.B. Two-year and baccalaureate colleges will negotiate revised and jointly registered programs to bring more qualified two-year students into teacher education programs. Two-year and baccalaureate colleges will collaborate to assure expert counseling and advisement of qualified two-year college students pursuing teaching certification programs. 

Responsibility for implementation: Pairs of collaborating campuses. 

Timeframe for implementation: Joint program revision and development ongoing. Advisement began with students entering in 2001.

<table>
<thead>
<tr>
<th>Alby</th>
<th>Bing</th>
<th>UB</th>
<th>SB</th>
<th>Bkpt</th>
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<th>Osgo</th>
<th>Platts</th>
<th>Pots</th>
</tr>
</thead>
<tbody>
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<td>n/a</td>
<td>n/a</td>
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<td>AA</td>
<td>yes</td>
<td>AA</td>
<td>AA</td>
<td>AA</td>
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<td>AA</td>
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<td>AA</td>
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<tr>
<td>n/a</td>
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<td>n/a</td>
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<td>TET</td>
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<td></td>
</tr>
</tbody>
</table>

yes: has jointly-registered program; AA: articulation agreement; TET: planned participation in TET

Most of the jointly-registered teacher education (associate/baccalaureate) programs in the University were re-registered under the new teacher education Regulations since 2000 (indicated by yes notation). The AA notation above indicates campuses choosing not to re-new their jointly-registered programs (Stony Brook, Brockport, Buffalo College w/Erie, Potsdam) in favor of articulation agreements or joint admission arrangements among several campuses and/or planned participation in the Teacher Education Transfer Template as a universal articulation agreement within the System. Campuses generally regard articulation agreements as more flexible arrangements than jointly-registered programs; several colleges (Buffalo College w/Niagara, Cortland, Oswego, Potsdam) are considering new jointly-registered programs largely as a result of regional need and inter-campus collaboration to meet a particular need.

It should be noted that some jointly-registered programs in childhood and early childhood education were approved by the University prior to the issuance of the New Vision in Teacher Education and are now required to comply with the policy. Some pairs of campuses involved in these programs are finding difficulty in revising the curricula to include “at least 18 credits at the upper division level” in the major and fear the concentrations (mathematics) may have to be withdrawn. (See also Item I.B. above.)

Teacher education campuses report a number of initiatives to enhance advisement, facilitate transfer, and communicate changes and issues affecting teacher preparation in the State: development of area college website containing articulation guides; inclusion of two-year colleges in pre- and post-accreditation visit plans and discussions; annual meetings with two-year college transfer directors, counselors and faculty; orientation sessions for principal two-year ‘feeder’ institutions regarding new assessment models developed for accreditation review; adoption by two-year colleges of senior college education course syllabi for use; employment of full-time transfer service coordinator to serve as liaison and facilitate inter-campus communication; monthly orientation and advisement visits by faculty to two-year colleges; and, regular advisement workshops for regional two-year colleges.

II.C. Partnerships of two-year and four-year campuses will be organized to assure broad geographic access to SUNY teacher preparation programs for place-bound students.
Responsibility for implementation: System Provost will survey the need and convene groups of collaborating campuses.

Timeframe for implementation: Regions to be identified and meetings convened by fall 2003, and ongoing.

Three colleges (Oneonta, Oswego, Plattsburgh) report off-campus course offerings to serve geographic locations. SUNY Oneonta and Mohawk Valley Community College have a jointly-registered program (see above) which enables students to earn the MVCC associate degree and complete most—although not all—of their upper division coursework and field experience at Utica location. Plattsburgh offers undergraduate and graduate teacher education courses at its extension center at Adirondack Community College, and SUNY Oswego offers its Vocational Teacher Education program at several locations remote from the campus. The three colleges indicate interest in extending teacher preparation programs to other areas, and New Paltz has now instituted a program at Sullivan Community College.

Geographic areas with need for public teacher preparation programs still exist, especially in the lower Hudson Valley, on Long Island, in the central Southern Tier counties centered at Binghamton, and in the Capital District area. (SUNY Albany and Binghamton do not offer undergraduate teacher education programs.)

The SED report, (name it followed by date) on supply and demand of teachers (which is now outdated, having been issued last in 2000) showed very high need in New York City for several teaching specialties: science, mathematics, special education, English as a second language and foreign language. The City had moderate need in other areas, although not in the elementary classrooms. The report also indicated low-level, but widespread need for science, mathematics and special education teachers across the State. But the SED report belies a very high attrition among new teachers, especially among new teachers in the sciences and mathematics, resulting in the necessity for school systems everywhere to replace a substantial portion of their teaching staff over 2 to 5 year period. Therefore, a region that appears to have no need, because it sustains a fully certified classroom teaching force, is actually continuously recruiting new teachers.

II.D. 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. Campuses will obtain formal agreements with school districts. Creation of alternative certification programs will be targeted at high-need school districts and subject areas, and may also serve geographic areas without access to SUNY teacher certification programs.

Responsibility for implementation: Campuses working with System Administration.


<table>
<thead>
<tr>
<th>Alby</th>
<th>Bing</th>
<th>UB</th>
<th>SB</th>
<th>Bkpt</th>
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<th>Cort</th>
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<th>Fred</th>
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<th>Onta</th>
<th>Osgo</th>
<th>Platts</th>
<th>Pots</th>
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</thead>
<tbody>
<tr>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<td>yes</td>
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<td>yes</td>
<td>uc</td>
<td>yes</td>
<td>yes</td>
<td>Yes</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

yes: institution offers traditional certification program for baccalaureate holders in a discipline;
ATP: institution offers Alternative Teacher Preparation “Transitional B” certificate program;
uc: under consideration
This New Vision requirement is intended to encourage the development of alternative means of preparing teachers for high-need subjects and school districts, including, but not limited to Alternative Teacher Preparation (ATP) curricula leading to Transitional Certificates. In New York State, an ATP program is equivalent to a traditional teacher preparation program in content, but is offered in a different format, especially the pedagogical component. Through collaborative agreements between teacher education institutions and school districts, individuals with baccalaureate degrees enrolled in an ATP program at an institution of higher education may work in the schools on a ‘transitional’ certificate and, upon completion of the program, be recommended for teacher certification. The Board of Regents approved ATP programs, leading to the Transitional B certificates, in 2000. The goal of these programs is to increase the number of qualified teachers in difficult-to-staff subject and geographic areas.

Two State University campuses have ATP programs, Buffalo College in Adolescence Physics at the request of Buffalo public schools, and Empire State College, in Middle Childhood and Adolescence subject areas in five urban locations. (Empire State College was authorized in December 2003 to offer programs in teacher preparation, two years after the issuance of the New Vision policy in 2001. Most New Vision policy requirements apply to traditional teacher preparation programs and thus are not applicable to ESC’s Transitional B programs.) Six additional campuses indicate an interest in developing Transitional B classroom teaching programs to meet areas of high need; most indicate that explorative discussions will resume upon attaining national accreditation.

Interpreting ‘alternative’ more broadly — as programs for career changers or programs using various formats or delivery methods — State University campuses are responsive to the need for programs to meet regional needs (indicated by yes notation in the table above). For example, several campuses offer MAT or MST programs in a variety of disciplines for baccalaureate holders (with appropriate content competence) with no prior preparation in professional education: Binghamton, Stony Brook, Cortland, New Paltz, Oswego, Plattsburgh and Potsdam. These programs typically require three semesters of full-time study or two semesters plus study during summers. Some of these are offered in intensive or compressed formats, including evening-only programs for working adults. Two campuses (Buffalo College, and Oneonta) have developed a roster of undergraduate certificate programs, consisting entirely of pedagogy and student teaching, for individuals with a liberal arts baccalaureate degrees who want to obtain an initial teaching certificate. Several campuses offer teacher preparation courses by distance learning, efficiently sending courses to multiple locations across the state and offering courses online to individuals anywhere. Oswego’s Technology Education, mentioned in II.C above, is an example. Finally, in re-registering their programs in 2000 and 2001, several campuses created master’s level courses of study leading to initial/professional certification for the expressed purpose of articulating with baccalaureate degrees in content areas. (See Item I.G. above.)

II.E. SUNY will advocate expansion of government incentive programs, such as New York’s Teachers of Tomorrow, to include undergraduates who pursue high-need teaching credentials. Campuses will pursue private funding for scholarships and incentives to address teacher shortages in high need-subjects.
Responsibility for implementation: System Administration (System Provost, Enrollment Management, SUNY Research Foundation) and campuses.
Timeframe for implementation: Initiate in 2001, and ongoing.

The Teachers of Tomorrow (ToT) legislation has been renewed annually since its first year in 2000. Except for the NYC Department of Education’s “Summer in the City” program, the ToT legislation does not support undergraduate preparation of new teachers. Funds in ToT are dedicated largely to alternative certification programs and support of graduate study for new teachers in high need schools. SUNY students have comprised more than half of students participating in “Summer in the City” with 331 students—more than 70% of the total—in 2003 from SUNY campuses. SITC provides an excellent experience for SUNY undergraduates in teacher preparation programs.

Buffalo State and Cortland have scholarship programs aimed specifically at recruitment and preparation of teachers for urban schools. Brockport’s Teacher Opportunity Corps provides support for recruitment and preparation of underrepresented teacher candidates.

II.F. SUNY will establish an Urban Teacher Education Center in New York City to increase the number of SUNY-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. SUNY will promote increased service to the urban schools in other cities, such as Buffalo, Rochester, and Syracuse, including the possible establishment of teacher education centers in these cities.

Responsibility for implementation: For SUTEC, System Provost; for other cities, System Provost with campus leaders.
Timeframe for implementation: Initiated 2001, and ongoing.

The SUNY Urban Teacher Education Center (SUTEC) was established in New York City in October 2001; the total number of students placed in student teaching grew to 330 by fall 2004. It is projected that 130 students will be placed during the 2004-2005 Academic Year.

In fall 2002, the Center initiated a student teaching seminar to assist students in meeting program/curriculum requirements.
A survey of former participants in SUTEC is underway; to date, 73 students who undertook student teaching through SUTEC have subsequently taken teaching positions in the New York City public schools.

SUTEC has collaborated with the City Department of Education in recruiting, providing orientation, placing and conducting weekly seminar sessions for SUNY undergraduates in the Summer in the City (SITC) Program. In years 3-5, SUNY students constituted 70% of SITC participants (table below); in years 1-2, SUNY students constituted more than 50% of SITC participants. The SITC program provides SUNY students with valuable experience in urban education and many of them return as student teachers in SUTEC.
<table>
<thead>
<tr>
<th>Campus</th>
<th>Summer of 2004 # Students Participating</th>
<th>Summer of 2003 # Students Participating</th>
<th>Summer of 2002 # Students Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Binghamton</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Brockport</td>
<td>24</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Buffalo State</td>
<td>4</td>
<td>7</td>
<td>0</td>
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<tr>
<td>Cortland</td>
<td>62</td>
<td>73</td>
<td>89</td>
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<td>ALS @ Cornell</td>
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<td>28</td>
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<td>Geneseo</td>
<td>43</td>
<td>60</td>
<td>47</td>
</tr>
<tr>
<td>New Paltz</td>
<td>26</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Old Westbury</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Oneonta</td>
<td>27</td>
<td>33</td>
<td>41</td>
</tr>
<tr>
<td>Oswego</td>
<td>15</td>
<td>38</td>
<td>32</td>
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<tr>
<td>Plattsburgh</td>
<td>0</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Potsdam</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Stony Brook</td>
<td>10</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Univ. of Buffalo</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Student Total</strong></td>
<td><strong>260</strong></td>
<td><strong>331</strong></td>
<td><strong>302</strong></td>
</tr>
</tbody>
</table>

The Cortland Urban Recruitment of Educators (CURE) is a scholarship program, funded from private sources, that each year recruits a group of urban high school graduates, provides a comprehensive program to prepare them for teaching in urban schools, and ultimately requires two years of service as a teacher in an urban school.

Buffalo State’s Center for Excellence in Urban and Rural Education (CEURE) is an administrative umbrella for a number of urban teaching initiatives. CEURE engages in programs with Buffalo Public Schools and the Niagara Falls School District; it oversees the Buffalo Summer in the City and other programs that recruit and educate students for the special needs of urban schools; and it provides professional development for K-12 teachers. The college acquired a $1 million foundation grant to support the work of the center.

For 15 years, Brockport has operated a Teacher Opportunity Corps (TOC) program that prepares underrepresented teacher candidates for urban schools. The program includes recruitment, coursework, and field experience at one of Brockport’s professional development schools in the Rochester area.
III. Continuous Assessment and Improvement of Teacher Preparation

III.A. All programs will be accredited by a recognized agency.

Responsibility for implementation: Campuses.
Timeframe for implementation: By December 2004 or, with approval according to Commissioner’s Regulations, by December 2006. (The Regents have now re-set the date to December 2006.)

All SUNY institutions with teacher education have either attained national accreditation (nine institutions) or are actively working toward accreditation by 2006. Brockport, Buffalo State, Cortland, Fredonia, New Paltz, Oneonta, Oswego, Potsdam and Stony Brook have been accredited by the National Council for the Accreditation of Teacher Education (NCATE) (see table below). Site visits by NCATE or TEAC evaluation teams are scheduled at six additional campuses.

The Teacher Education Accreditation Council (TEAC) was granted status only during summer 2003 by the U.S. Department of Education as a nationally recognized accrediting agency. Three SUNY university centers (Albany, Binghamton, and Buffalo) are seeking TEAC accreditation and are expected to complete the process by 2006.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Accreditor</th>
<th>Status of Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>TEAC</td>
<td>Evaluation team visit scheduled Fall 2005</td>
</tr>
<tr>
<td>Binghamton</td>
<td>TEAC</td>
<td>Evaluation team visit scheduled February 2005</td>
</tr>
<tr>
<td>U. Buffalo</td>
<td>TEAC</td>
<td>Evaluation team visit proposed for Spring 2005</td>
</tr>
<tr>
<td>Stony Brook</td>
<td>NCATE</td>
<td>Accredited 2004</td>
</tr>
<tr>
<td>Brockport</td>
<td>NCATE</td>
<td>Accredited 2003</td>
</tr>
<tr>
<td>Buffalo State</td>
<td>NCATE</td>
<td>Accredited (renewal) 2002</td>
</tr>
<tr>
<td>Cortland</td>
<td>NCATE</td>
<td>Accredited 2004</td>
</tr>
<tr>
<td>Fredonia</td>
<td>NCATE</td>
<td>Accredited 2004</td>
</tr>
<tr>
<td>Geneseo</td>
<td>NCATE</td>
<td>Evaluation team visit scheduled 2005</td>
</tr>
<tr>
<td>New Paltz</td>
<td>NCATE</td>
<td>Accredited 2003</td>
</tr>
<tr>
<td>Old Westbury</td>
<td>NCATE</td>
<td>Evaluation team visit proposed February 2006</td>
</tr>
<tr>
<td>Oneonta</td>
<td>NCATE</td>
<td>Accredited 2001</td>
</tr>
<tr>
<td>Oswego</td>
<td>NCATE</td>
<td>Accredited 2002</td>
</tr>
<tr>
<td>Plattsburgh</td>
<td>NCATE</td>
<td>Evaluation team visit held September 2004</td>
</tr>
<tr>
<td>Potsdam</td>
<td>NCATE</td>
<td>Accredited 2002</td>
</tr>
</tbody>
</table>
III.B. The university supports the establishment of alternative accrediting agencies to provide choice for campuses.

Responsibility for implementation: System Administration.

SUNY System Administration advocated, through appeals to the Education Commissioner and Board of Regents, the establishment of the Regents Accreditation of Teacher Education (RATE) program and the Teacher Education Accreditation Council (TEAC). Both agencies have now attained status as national accreditors.

III.C. Campuses will survey school systems that employ SUNY-educated teachers and use information derived therefrom to respond to concerns and improve programs.

Responsibility for implementation: Campuses.
Timeframe for implementation: Initiate fall 2001, and ongoing.

All institutions have either completed, or are in the process of formulating, plans to evaluate their programs through use of data on the performance of graduates who serve as teachers. Each of the three accrediting agencies requires the evaluation of graduates as a part of gaining accreditation.

All 15 campuses are a part of the Teacher Education Program Assessment project (TEPA) funded for three years (2003-2006) by a grant from the Fund for the Improvement of Post-Secondary Education. This project, with System Administration as a close collaborator, has engaged the State Education Department in discussions about how data from in-service teachers might be used to evaluate programs from which the teachers have graduated. In addition, the project will lead to standardized analyses of teacher certification scores, including sub-scores, that will be made available by System Administration to each campus, using data sets provided by the State Education Department.

III.D. Both as a System and through the work of its faculty, SUNY 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.

Responsibility for implementation: The System Provost, in consultation with appropriate faculty and administrative groups, will organize System-wide research efforts.
Timeframe for implementation: Initiate in fall 2001, and ongoing.

Although the System Administration has encouraged a quantitative approach to evaluation of teaching effectiveness, and various research projects by faculty are underway, no System-wide efforts have been organized.
III.E. *The Chancellor affirms the University’s confidence in its teacher education programs. The System guarantees that every graduate of SUNY’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 will fund, during the candidate’s first two years of teaching, further education if needed.*

**Responsibility for implementation:** System Administration, in consultation with campus faculty and administrators, will develop a guarantee statement.

**Timeframe for implementation:** Initiate in fall 2001 and complete implementation in spring 2003.

The Chancellor’s Guarantee is being developed in conjunction with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards; these standards have been adopted by SUNY campuses as a basis for judging their programs. The Guarantee will be promulgated in policy across the System and incorporated into a promotional brochure for the System’s teacher education programs.

III.F. *SUNY will engage its collaborating schools as partners in educating new teachers and will provide continuing professional development for in-service teachers.*

**Responsibility for implementation:** Campuses.

**Timeframe for implementation:** Ongoing.

All SUNY teacher education programs work with a relatively large number of schools in order to find placements for student teachers and, now that new state regulations have been instituted, for pre-student teaching observation sites. In addition, campuses have extended their array of school partners in order to assure student teaching placement in a high-need school.

Most campuses engage to some extent in professional development for in-service teachers. However, the growing recognition among school staff that ongoing professional development is essential for meeting classroom learning standards, and the pending State regulation that teachers undertake 175 hours of continuing education every five years, portend substantial growth in demand for in-service teacher development. SUNY campuses do not appear to be positioned to increase effort in meeting the growing demand for professional development. The reasons for this lie primarily in (1) the size of faculties relative to the large enrollments in education programs, (2) the fact that education programs are relatively highly regulated and thus require much effort to comply and prepare reports, and (3) demands on time and resources because of activities such as accreditation and program assessment.