



## NEW YORK ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

October 27, 2011

Dear Colleagues and Conference Attendees:

Thank you so much for attending the NYSATE/NYACTE Fall Conference. Our conference theme, *Teacher Educators Taking Action: Forging Connections and Demonstrating Leadership to Shape the Decade Ahead* afforded us a wonderful opportunity to discuss how the current changes in the political and economic landscape of both the state and the country have impacted teacher preparation.

We had an opportunity to bring together teacher educators; practitioners; policy makers; administrators; and stakeholders to discuss research, scholarship, and effective practices in the fields of teaching, curriculum and instruction. To this end we heard from Commissioner John King on his vision for the New York State Education Department (NYSED); and Deputy Commissioner John D'Agati and Executive Director Allison Armour-Garb about the Office of Teaching, the new teacher certification examinations and cultivating pre-student teaching and student teaching placements.

Prior to ending the conference we were able to outline for NYSED many of the topics and issues that conference attendees identified related to the new teacher certification exams and reduced field and student teacher placement opportunities:

- Shift the implementation of the new examinations to entering freshmen 2012: Historically, changes such as the new examinations utilized a timeline that included coordinating such requirements to begin with entering freshmen classes (instead of aligning with graduation dates). Most teacher education programs include certification requirements in their catalogs and most teacher candidates view these catalogs as a contract that indicates what they must complete to graduate and to be recommended for certification. Any changes may be viewed as a violation of this contract by the teacher candidates.
- Access to K-12 students for videotaping: There was significant anecdotal information that principals and superintendents have indicated that they will not allow teacher candidates to have immediate access to classrooms for the sake of videotaping. Many IHE's have been informed that this will be viewed as a compromise of student and family confidentiality, especially when including students with disabilities.
- Workload implications: Although there is no mandate to require teacher preparation faculty to consult with teacher candidates in the preparation of the videotapes, several schools participating in the pilot and field testing indicated that Pearson will include this in the directions given to teacher candidates. There appears to be some confusion on what the expected faculty role will be, and therefore the workload implications are not clear but potentially significant.

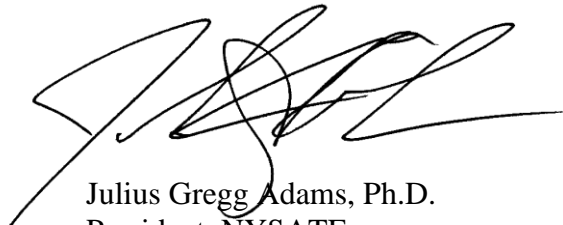
- Teacher candidate access to technology: With limited budgets and limited resources, what will be the college/universities' obligation to ensure that teacher candidates have equal access to videotaping technology? Several concerns were expressed related to the potential disparity of access to quality videotaping equipment, the validity of the videotape if the amount and quality of faculty input is different from student to student and/or IHE to IHE. How will this variable be controlled for in the scoring of the tape?
- Access to preK-12 educational settings for field placement and student teaching opportunities: With the implementation of the new APPR regulations, IHEs across the state are finding a growing reluctance on the part of teachers, and in some cases, school buildings, to host teacher candidates for field placements and student teaching. Individual teachers and school administrators are voicing concern that they are unsure how teacher candidates' presence might impact student test scores, and therefore they are not willing to host candidates.

Several possible solutions were offered:


- Transition the new assessments to begin with the 2012 incoming freshmen class. This would allow programs to effectively implement both the new teaching standards and the Common Core Standards into the teacher preparation curriculum.
- Reconvene the Teacher Assessment Work Group to further discuss and work on the exam as well as discuss the pilot and field testing that recently took place.
- Require Pearson to develop more consistent and transparent communication regarding the assessments, the development of rubrics, training for evaluators, the potential cost for students, expectations for faculty involvement, etc.
- Although there is acknowledgement that NYSED's resources have been decimated, there is a need to develop a mechanism for NYSED to better communicate FAQs regarding teacher preparation (e.g., the new assessments, program registration, certification requirements, etc.) that would ensure that all IHEs are receiving the same information and the same interpretation of the regulations.
- IHEs should take responsibility for working with the policy makers (i.e., their local Regent) to discuss, share, educate and inform them about the assessments, difficulty with finding placements and other issues in teacher education
- IHEs should highlight the innovative programs and collaborations they have developed that enhances the preparation of competent and qualified teachers.

As always, NYSATE and NYACTE remain committed to providing a forum for experts in the field of teacher education to meet, discuss, challenge, and impact on the preparation of teachers in New York State. We look forward to seeing you next year at the Day on the Hill and our 2012 Fall Conference.

Sincerely yours,



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