



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

To: Higher Education Committee
From: Joseph P. Frey
Subject: Teacher U Application for Degree Authority
Date: January 10, 2011
Authorizations:

SUMMARY

Issue for Discussion

Should the Board of Regents grant degree authority to Teacher U, New York, New York to award the Master of Arts in Teaching (M.A.T.) and to offer teacher education programs in Middle Childhood Education leading to teacher certification in Biology, Chemistry and Earth Science.

Reason(s) for Consideration

Review of Teacher U's readiness to offer degree programs in the sciences at the 5-9 grade levels, and at a future time at the childhood and secondary levels, and to prepare highly qualified teachers to teach in urban, high need schools in New York City and other geographic locations.

Proposed Handling

This question will come before the Higher Education Committee at its January 2011 meeting for discussion.

Background Information

Over the past two years, Uncommon Knowledge and Achievement (UKA), in partnership with Hunter College's School of Education, has developed and managed the Teacher U at Hunter College (TUHC) program in the preparation of general and special education teachers for New York City charter and district public schools serving low-income students. Teachers and instructional leaders from Uncommon Schools, KIPP, Achievement First and the New York City Department of Education have been

teaching the Hunter College curricula and guided the progress of enrolled teacher candidates with oversight and participation from Hunter College deans, department chairs and faculty. Teacher U is prepared to continue its collaboration with Hunter College for the preparation of special education teachers.

A New Graduate School of Education

Teacher U desires to expand its teacher preparation efforts and more efficiently address the urban public schools need for certified teachers who are prepared to close the achievement gap.

The organizers of this program propose to establish the Teacher U Graduate School of Education (Teacher U) as an institution of higher education to offer a Master of Arts in Teaching (M.A.T.) degree in the areas of Secondary, Middle Childhood, and Childhood Education. Teacher U initially seeks authority to offer a master's degree program in Middle Childhood Education – leading to 5-9 Specialist certification in: Biology, Chemistry, Earth Science, and General Science, prime shortage areas in teacher education.¹ Based on TUHC ongoing offerings, Teacher U will be applying as well, at some future time, to register a Childhood Education program, consisting of approximately 50 teacher candidates. In 2012, with resources and capacity in place, Teacher U will propose a master's program to prepare secondary teachers in Biology, Chemistry, Earth Science, English, Mathematics, Physics, and Social Studies, with a focus on urban education to address high need areas.

The mission of Teacher U is to teach teachers to develop in all students the academic skills and strength of character needed to succeed in school, college and life. In fulfilling its mission, Teacher U is seeking authorization as an independent institution of higher education to offer instruction leading to the Master of Arts in Teaching (M.A.T.) and teacher certification in Middle Childhood Education Specialist in five aforementioned science areas. Teacher U expects to attract 100 full-time equivalent graduate candidates who have been hired as full-time teachers at charter and district public schools in the first year of operation. In Year 5, with additional middle and secondary programs registered, it expects to serve up to 300 full-time equivalent graduate candidates. All graduate candidates will be enrolled part-time and will have job offers from New York City charter and district schools before matriculating in the M.A.T. programs. Teacher U has determined, based on its collaborative experience with Hunter College and surveys of the market, that there is a clear understanding of the unmet and acute need for effective, well-prepared teachers in these schools. Thus, they have concluded that “enrollment projections are feasible.”

Education Law §224(1) provides that no individual, association, partnership or corporation which does not hold degree-conferring powers granted by the Regents or the Legislature shall confer any degree, or shall use, advertise or transact business under the name “university” or “college,” unless the right to do so has been granted by

¹ 2008-2009 State data on certified teachers teaching in New York City are as follows: Mathematics 93%; Earth Science 61%, Biology Life Science 90%, Chemistry 82%, Physics 73%, English 93%, and Social Studies 95%.

the Regents. The Board considers such proposals in terms of the need for the proposed program and the Regents Statewide Plan for Higher Education. In addition, proposed full programs offered by such institutions must be approved and registered by the Commissioner.

Teacher U Program Description

Teacher U Graduate School of Education (TUGSE) is proposing a rigorous 36-credit two-year program leading to an M.A.T. It is primarily aimed to prepare beginning teachers who have been hired by urban charter and district public schools serving low-income students, especially in New York City. Employed teachers who meet admission requirements will be eligible for New York State transitional-B certification.

Teacher U coursework begins in the summer before their teaching commences (six credits) so as to properly prepare them for their first weeks of school. Their work will continue with ten credits of work in the first year, while they are teaching full-time; ten credits in the second summer; and ten credits in their second year as teachers.

Teacher U intends to give teachers theoretical and practical preparation, grounded in research and proven methods derived from the experiences of the highest-performing urban schools in the country. Teacher U's curriculum will include coursework in the following areas: goal setting; effective learning environments; instructional planning; instructional delivery; and assessment. Teachers will also be prepared to effectively communicate with parents, families, and communities. All teachers will also receive significant study in middle school pedagogical content knowledge as well as in literacy and other content areas. Those seeking certification as Middle Childhood Science teachers, will take eight credits in science content and pedagogy. Teachers will submit videos, lesson plans, measures of student achievement, and reflections to demonstrate their progress. They will be regularly assessed and given feedback as to their effectiveness in each of these areas. In order to graduate, they will need to produce a "master's defense:" a clear demonstration of how they will lead their students to meaningful achievement gains. Teacher U intends to hold itself and its graduate students highly accountable for student learning, through ongoing assessment supported by data that provides evidence that goals, objectives, and State Learning Standards are being achieved.

Faculty

TUGSE will begin with 10 full-time faculty members at launch, which will more than adequately support the number of graduate students in the M.A.T. program. Over time, the (full-time equivalent) student to full-time faculty ratio will be approximately 13:1. All faculty members will have the requisite credentials, i.e. earned doctorates and/or demonstrated special competence in their field, and all will possess experience in preparing graduate students for the challenges of delivering remarkable achievement gains in urban schools. The faculty will be comprised of individuals who have demonstrated superior instructional performance in K-12 classrooms and who themselves have proven successful at systematically preparing low-income, urban students for college. At minimum, they will also have on average three years of experience as faculty teaching graduate students.

Five full-time faculty members are committing 100 percent of their time to the proposed program. Four hold the doctorate in the following areas: Education Policy Leadership and Instruction, Harvard University; Curriculum and Instruction, Teachers College, Columbia University; Curriculum and Teacher Education, Stanford University; Curriculum and Instruction (ABD 2012) Teachers College, Columbia University; Public Administration with specialization in Nonprofit Management and Public Policy, New York University; one holds the Masters of Education in Language and Literacy from Harvard University, and has 5 years teaching, leadership and teacher training experience, is certified in special education, and served as literacy coach at Harvard Graduate School of Education. All have between 5 to 9 years of experiences in education. Teacher U plans to hire a full-time Director of Science Education and Professor of Science Education, with the doctorate degree in a relevant field of science by March 2011. (See Attachment A which lists full-time and part-time faculty, credentials and experiences).

Nine part-time faculty members are also teaching in the program. Two hold doctorate degrees, one in History, the other in Educational Theory, Policy and Administration, both from Rutgers University. The remaining seven hold master's degrees and 10 to 19 years of teaching and leadership experiences in education. Faculty members include Doug Lemov, the author of *Teach like a Champion: 40 Teaching Techniques that Put Students on the Path to College* (Jossey Bass: 2010), and Paul Bambrick-Santoyo, the author of *Driven by Data: A Practical Guide to Improve Instruction* (Jossey Bass: 2010). TUGSE is committed to supporting and funding faculty members who want to engage in research to bring about improvement in teacher preparation.

Financial Resources

UKA was created with an initial philanthropic investment of \$30 million from the Robin Hood Foundation with the purpose of creating a teacher training program for New York City. This investment has funded TUHC, and will now be the funding resource for TUGSE. Serving on the Board of TUGSE are the Executive Director of the Robin Hood Foundation, and managing partner of Glenview Capital Management, who is a member of the Robin Hood board and whose own philanthropic contribution launched UKA.

In addition to drawing from funds already raised, TUGSE will be able to rely upon the success of the founders of UKA whose school reform organizations have a track record of raising more than \$250 million in capital and operating funds nationally over the past 15 years. Based on projected enrollment, TUGSE expects to be financially sustainable without relying on philanthropy after four years of operation.

Audited financial statements for 2007 through 2009 were part of the review process conducted by the Readiness Review Team that concluded that the financial resources were adequate and sustainable. In addition, a 2011-2016 budget projection was also submitted and reviewed by the Team. The institution was found to have sufficient financial resources to effectively carry out its education mission.

Process for Reviewing Teacher U Graduate School of Education (TUGSE) as a New Institution

The State Education Department follows in-depth and comprehensive academic, fiscal, and planning reviews to determine whether the institution and its proposed programs meet the standards of quality for colleges set forth in Education Law, the Rules of the Board of Regents, and Commissioner's Regulations and whether adequate demand and need exists for the proposed college and its programs. The Department has followed the established protocols in the review of Teacher U Graduate School's proposal to be granted degree authority to award the Master of Arts (M.A.T.) degree and to register a Middle Childhood Education program leading 5-9 certifications in Biology, Chemistry, Earth Science and General Science Extension. The review process is listed below:

1. The institution submitted a Self-Study, including the required application documents for a Master of Arts (M.A.T.) program in Middle Childhood Education, leading to 5-9 Biology, Chemistry, Earth Science, and General Science Extension certification.
2. The program was reviewed by an external reviewer, an expert in the field of study approved by the Office of College and University Evaluation. The institution responded to the external reviewers report, clarified some components and addressed issues raised in the external review report.
3. Department staff raised a number of questions and points of clarification during the Self-Study and Program Proposal review process. In response to issues raised, some changes to the program were made, for example, the proposal was pared down to just the middle childhood developmental level rather than the original proposal for programs in Adolescent Education in all science areas, Childhood Education, and Middle Childhood Education certification.
4. Following the external program review and Department staff reviews, based on the institution's satisfactory response to issues raised, TUGS underwent a comprehensive Readiness Review site visit to assess compliance with Education Law, Rules of the Board of Regents and Commissioner's Regulations, including certification requirements. The Team consisted of two Office of College and University staff members, and five experts in the field with a) credentials and teaching experiences in science, b) academic and resource administration, c) faculty credentials and expertise in teacher education, d) library services, and e) admissions and student services.
5. The Readiness Review Report was sent to Teacher U and the institution provided additional information and documentation addressing each area of concern. The Team made 34 recommendations and highlighted the four areas listed below.
 - The issue of faculty with appropriate credentials needs to be addressed.
 - A majority of the academic officers of Teacher U are completing doctoral degrees. Teacher U was asked to specify the supports and accommodations to be made for each faculty member or administrator so that he/she can complete doctoral studies following a schedule for each person.

- Teacher U must recognize the importance of scholarly activity in a graduate school. Teacher U must specify how they plan to support ongoing (rather than episodic) scholarly work by full-time faculty, both in terms of time and in terms of financial resources.
- Teacher U will be lead by administrators who do not have experience operating a graduate school. Teacher U has a plan in place wherein experienced external administrators mentor Teacher U administrators. This mentoring system is important and should be described in sufficient detail to assure confidence that the experienced administrators have been identified and the process and expected outcomes of the mentoring program are well understood by all participants.

In its response, the institution provided documents that support its response to all Readiness Review Team recommendations, including signed agreements and resources to support each element of concern. The Readiness Review Report Team's final statement is indicated below:

CONCLUSIONS

The Readiness Review Team identified concerns that are being addressed as the institution continues its plan to become an entity separate from Hunter College. The Team believes that overall Teacher U Graduate School of Education has the structure in place to be able to carry out its educational objectives linked to its mission. The proposed institution has the financial resources to be able to deliver a curriculum for the preparation of teachers in the State of New York. The administrators of the proposed graduate school have the support of key individuals and foundations (such as the Robin Hood Foundation). Faculty and administrators have experience closing the achievement gap for K-12 students. As a requirement for the degree, all graduates of the Teacher U teacher preparation program must demonstrate that they too can close the achievement gap in their own classrooms (a requirement in the master's degree culminating project).

Teacher U Graduate School of Education's greatest strength comes from the commitment of faculty and administrators to improve the lives of K-12 students who have traditionally not succeeded in public schools. The Readiness Review Team has made a number of recommendations they believe will strengthen these areas in need of improvement as Teacher U prepares to become an independent institution of higher education. The commitment of the Teacher U personnel can provide the necessary impetus for addressing the recommendations of the Readiness Review Team. Finally, the Readiness Review Team commends Teacher U on their open and helpful approach to the review process.

Planning Review and Canvass

Following the Department's protocol, and consistent with the planning process, on August 13, 2010, the Department sent the Chief Executive Officers of all degree-granting institutions in the New York City Region an abstract describing the proposed offerings. Thirteen institutions responded to this canvass; eight objected to or otherwise raised issues related to need and accountability: Empire State; Fordham University; The

City University of New York (CUNY Central); Monroe College; New York University; Pace University; St. Joseph's College; and Teachers College. None requested a public hearing (See Attachment A, listing all respondents to the canvass, with a summary of their comments and Teacher U's responses).

Teacher U Graduate School of Education's President met with individual institutions in person or by phone to address the canvass concerns raised. With few exceptions concerns were satisfactorily addressed across the individual meetings. A second concern raised was the use of "U" in the institution's name. The issue was related to the possibility of outsiders interpreting the name of Teacher U to Teacher University, when the proposed institution does not meet the requirements for being recognized as a "University" based on Regents Rules Section 3.29, which restricts the use of the word "university," but not the use of the letter "U."

Recommendation

It is recommended that the Higher Education Committee discuss issues related to granting degree authority to Teacher U and provide guidance and recommendation for further review.

ATTACHMENT A: FACULTY TABLES

Note: these tables are duplicates of the hard-copy Faculty Tables provided to the Readiness Review Team during the Site Visit.

Table 1: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program2	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Faculty 1 Professor of Science Education and Provost	TL 10 : Big Goals for Student Achievement TL 30: Instructional Planning TL 40: Instructional Delivery TL 50: Assessing to Improve Learning	100%	- Ed. D. in Education Policy, Leadership, and Instruction (2011), Harvard University Graduate School of Education - M.A. in Education, Harvard University GSE - Bachelor of Science in Biology, Arizona State University	- 9 years teaching, leadership, or teacher training experience - National Board Teaching Certificate - Adjunct Instructor, Hunter College - Teaching Fellow, Harvard GSE; - Science Curriculum Specialist, Teach for America - Chemistry Curriculum Designer, IDEA Academy
Faculty 2 Professor of English Education and Dean of Teaching & Learning	TL 20 Powerful Learning Environments TL 60: Teaching Character TL 70: Student, Families, and Community TL 80: Professionalism and Reflection	100%	- Ed.D. in Curriculum and Instruction (2014), Teachers College at Columbia University - M.A. in Mind, Brain, and Education, Harvard University GSE B.A. in English and American Literature, Harvard College	- 8 years teaching, leadership, or teacher training experience - Adjunct instructor, Hunter College - Literacy Curriculum Designer: Harlem Village Academies - Research Assistant, Department of Brain and Cognitive Sciences, MIT

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program2	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Faculty 3 Professor of Science Education	SCI 20: Intro to Middle School Science	100%	Ph.D. in Curriculum and Teacher Education, Stanford University M.A.T. in Secondary Biology, Duke University B.A. in Biology, Middlebury College	<ul style="list-style-type: none"> - 7 years teaching, leadership, or teacher training experience - Adjunct Assistant Professor, Hunter College - Science Curriculum Developer, Stanford University - Teaching Assistant, Stanford Teacher Education Program
Faculty 4 Professor of Elementary Education and Director of Mathematics	GEN 20: Survey of Middle School Content	100%	<ul style="list-style-type: none"> - Ed.D. in Curriculum and Instruction (2012), Teachers College at Columbia University - MSED in Elementary Education, Pace University - B.A. in Comparative Literature, Barnard College 	<ul style="list-style-type: none"> - 8 years teaching, leadership, or teacher training experience - Adjunct Instructor, Hunter College - Instructional Coach, KIPP NY Corps Member Supervisor, Teach for America - Conference Presentation: KIPP Math Conference
Faculty 5 Professor of Literacy and Special Education and Director of Special Education	LIT 10: Literacy for Everybody GEN 20: Survey of Middle School Content	100%	<ul style="list-style-type: none"> - Master of Education in Language and Literacy, Harvard University Graduate School of Education (GSE) - Bachelor of Science in Journalism, Syracuse University 	<ul style="list-style-type: none"> - 5 years teaching, leadership, or teacher training experience - Adjunct Instructor, Hunter College - ESL Teacher of the Year - Special Education Department Chair - Texas Special Education Teacher Certification (K-12) - Special Education Content Specialist, Teach for America - Literacy Coach, Harvard GSE

Faculty Member Name and Title ¹ (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program ²	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
Faculty 6 Director of Research and Professor of Assessment	TL 10: Big Goals for Student Achievement	100%	<ul style="list-style-type: none"> - Ph.D. (2012), New York University Wagner School of Public Service - Master in Public Administration, Masters in Public Administration with specialization in Nonprofit Management and Public Policy, New York University Wagner School of Public Service - Bachelor of Science in Chemistry, Duke University. 	<ul style="list-style-type: none"> - Knowledge Specialist (Education Practice), McKinsey and Company - 6 years experience as an education research associate with MDRC and New York University Wagner School of Public Service - 1 semester as Adjunct Faculty, New York University Wagner School of Public Service

¹ Teacher U does not utilize a ranking system for full-time faculty. All full-time faculty members are given the title Professor.

² The Middle Childhood Education Program leading to a certificate in a 5-9 science subject will be Teacher U's first program as an IHE. Therefore, faculty members do not currently serve as faculty in any other Teacher U academic programs they serve as faculty.

Table 2: Part-Time Faculty

TU Graduate School of Education 43 Readiness Review Team Report Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Faculty 7 Adjunct Professor	SCI 20: Intro to Middle School Science TL 30: Instructional Planning	- M.P.P, Harvard University Kennedy School of Government - B.S. in Chemistry, Willamette University	- 10 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Curriculum Design Consultant, Boston Preparatory Charter - Founding Principal Williamsburg Collegiate Charter School
Faculty 8 Adjunct Professor	TL 60: Teaching Character TL 80: Professionalism and Reflection	- M.Ed., National St. Louis University - B.A. in History, Yale University	- 18 years teaching, leadership, and teacher training experience - Superintendent, KIPP NYC - Founder, KIPP Network of Schools - Adjunct Instructor, Hunter College
Faculty 9 Adjunct Professor	TL 40: Instructional Delivery	- M.B.A. Harvard University Graduate School of Business - M.A. in English, Indiana University - B.A. in English Hamilton College	- 15 years teaching, leadership, and teacher training experience - Managing Director/Superintendent, Uncommon Schools - Vice President for Accountability, State University of New York Charter Schools Institute - Author of <i>Teach like a Champion: 40 Techniques that Put Students on the Path to College</i> (Jossey Bass: 2010)

Faculty Member Name and Title1 (include and identify Program Director)	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Faculty 10 Adjunct Professor	SCI 20: Intro to Middle School Science	<ul style="list-style-type: none"> - M.A. in Secondary Science Education, San Francisco State University - B.A. Michigan State University in English with a concentration in Science and Anthropology 	<ul style="list-style-type: none"> - 13 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Science coordinator, Achievement First Charter Schools
Faculty 11 Adjunct Professor	Gen 20: Survey of Middle School Content	<ul style="list-style-type: none"> - Ph.D. in History, Rutgers University - M.A. in History, Rutgers University - B.A. in History, Princeton University 	<ul style="list-style-type: none"> - 16 years teaching, leadership, and teacher training experience - Adjunct Assistant Professor, Hunter College - Visiting Assistant Professor, Rutgers University - Supervisor, Student Teaching Program, Rutgers University at Newark
Faculty 12 Adjunct Professor	SCI 20: Intro to Middle School Science	<ul style="list-style-type: none"> - M.A. in Secondary Science Education, Teachers College at Columbia University - B.A. in Biology with Chemistry minor, University of North Carolina at Chapel Hill 	<ul style="list-style-type: none"> - 12 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Dean of Curriculum and Assessment, Boston Collegiate Charter School - Staff Developer, Orlando, FL and Charleston, SC Public Schools

Faculty Member Name and Title ¹ (include and identify Program Director)	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Faculty 13 Adjunct Professor	TL 50: Assessing to Improve Learning	<ul style="list-style-type: none"> - M.S.Ed. in Educational Leadership, Baruch College, City University of New York - B.A. in Social Justice, Duke University 	<ul style="list-style-type: none"> - 13 years teaching, leadership, and teacher training experience - Managing Director/Superintendent, Uncommon Schools - Faculty, New Leaders for New Schools - Author of <i>Driven by Data: A Practical Guide to Improve Instruction</i> (Jossey Bass: 2010)
Faculty 14 Adjunct Professor	SCI 20 Intro to Middle Schools Science TL 20: Powerful Learning Environments	<ul style="list-style-type: none"> - M.A. in Educational Administration, Teachers College at Columbia University - B.A. in Biology and Philosophy, Oberlin College 	<ul style="list-style-type: none"> - 8 years teaching, leadership, and teacher training experience - Adjunct Instructor, Hunter College - Founding Principal, Excellence Boys Charter School
Faculty 15 Adjunct Professor	LIT 10: Literacy for Everybody	<ul style="list-style-type: none"> - Ed.D. in Educational Theory, Policy and Administration, Rutgers University - M.A. in Education, Harvard University GSE - M.A. in Writing, John Hopkins University - B.A. in Comparative Literature, Princeton University 	<ul style="list-style-type: none"> - 19 years teaching, leadership, and teacher training experience - Adjunct Assistant Professor, Hunter College - Humanities Department Chair, North Star Academy Charter School - Educational Consultant

¹ Teacher U does not utilize ranking for part-time faculty. All part-time faculty members are given the title Adjunct Professor.

Table 3: Faculty to be Hired

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Faculty 16 Director of Science Education & Professor of Science Education	1	Prefer Doctorate in relevant field	F/T	100%	SCI 20: Intro to Middle School Science	3/2011

Attachment B
Canvass Issues and Teacher U Responses

Institution: Issues Raised	Teach U Response
<p><u>Devry College of NY</u></p> <p>The College does not believe there will be a significant detrimental impact on any of its programs; best wishes for success to TU</p>	<p>N/A</p>
<p><u>Fordham University</u></p> <p>a) abstract does not address governance board, chair, oversight of policy and financial issues; b) operational administrative structure, not addressed; c) dedicated facilities is not addressed (e.g. library resources/services/space; d) “unique and innovative” is not unique; Fordham offers similar programs – appears the programs are very similar to TU’s; e) curriculum not different from norm – i.e. Fordham’s programs; e) abstract is duplicative in a market with sufficient program offerings.</p>	<p>10/8/10 Teacher U’s President met with the Fordham Vice President and Dean School of Ed. a) Explained plans and expectations (e.g. Middle States and NCATE accreditation; b) explained finances, governance, operations, curriculum and overall program; c) noted - program is unique and unitary, designed for new teachers in charter public schools.</p>
<p><u>Long Island Business Institute</u></p> <p>8/19/20 : No objections</p>	<p>N/A</p>
<p><u>Monroe College</u></p> <p>10/22/10 – expressed concern about the use of the name Teacher U Graduate School of Education. Makes reference to Regents rules related to the use of the term University. The College did “an informal” survey, and in every instant, the “U” was interpreted as a reference to “university.”</p>	<p>Section 3.29 restricts use only of the word, "university," not use of the letter, "u." In the past, the Department has ruled that an institution could refer to itself as "a university" so long as it did not use the word as part of its name.</p>
<p><u>New York University</u></p> <p>a) a proper graduate level teacher program should be deeply immersed in current theory and research and appropriate clinical training; b) faculty should be knowledgeable of research and know how to translate theory into practice c) faculty should be actively engaged in research; d) hope TU is held to the same standards as other teacher preparation programs in NY.</p>	<p>Teacher U’s President met with the Dean of the NYU Steinhardt School of Culture and Education, and Human Development on 9/27/10. a) TU explained the process of applying for a charter to be awarded authority to become a degree granting institution in New York; Teacher U explained it plans to seek Middle State and NCATE accreditation, and that they were not looking to operated outside the framework of collegiate degree granting institutions</p>

Institution: Issues Raised	Teach U Response
<p><u>Pace University</u></p> <p>a) the projected 300 students to be enrolled in Year 5 will have a major impact on Pace programs, given tuition differential. The program will negatively impact the graduate level childhood/adolescent programs at Pace; b) Projected placements would flood the market for middle level science teachers in NY City; high competition.</p>	<p>Teacher U's President had phone meeting with Pace University and addressed "market" issues and "flood the market" issues in the fifth year of operation with 300 students. Explained that long-term projected enrollment covered teachers across multiple disciplines and not only science.</p>
<p><u>St. Francis College</u></p> <p>No significant impact on St. Francis College. Approval of TU will enrich the NY higher education community. TU will model a clinical practice and importance of accountability in teacher preparation. Will advance a common agenda of improving NYC public schools.</p>	<p>N/A</p>
<p><u>St. John's University</u></p> <p>Received 12/17/10 – Office of the Provost comments on behalf of the President: states that time, effort, and financial support would be better used to bolster existing teacher and school leader programs. Given abundance of New York City programs, suggests that a new entity might be somewhat wasteful of scarce education funding. Concern that introducing a radical change, even if proven to be effective, cannot be replicated without extensive additional financial support from the State. Governor-elect has signaled that he intends to make more extensive cuts in both education and health funding. Suggests more collaboration among institutions and access resources already in place to address well-being of children. Concern over the "lack of needed supervision by State officials, given the draconian cuts in Education Department staff."</p>	<p>12/21/10 – Teacher U President indicates the response letters is received beyond the September 13, 2010 deadline. The letter addresses State funding policies vs. the Teacher U application; however, he will respond. TU is unique, not like any other existing teacher preparation program in NY. NCATE identified Teacher U as exemplary model in a recent report, highlighting spiraled curriculum emphasizing teacher strategies – use of videotape, emphasis on graduate student accountability for student achievement. Teacher U's program is unitary, not easy to transfer to other college programs. NCATE has also commented that the model is particularly helpful for novice teachers serving low-income students. The President expressed s "an urgent call to meet the needs of low-income students by preparing their teachers with specific techniques and strategies that allow for maximum effectiveness," and help close the achievement gap in New York City and New York State.</p>

Institution: Issues Raised	Teach U Response
<p><u>St. Joseph's College</u></p> <p>a) Do we need another college when existing ones have long experiences in preparing teachers? b) Do certification requirements and accreditation apply to TU programs to be offered? c) For two years we have experience a teacher hiring freeze in NYC; will an additional teacher preparation institution further limit employment possibilities?</p>	<p>10/28/10 Teacher U's President's response to St. Joseph's a) Yes TU will be in the best position to do good, innovative work in preparing teachers of low-income children. Have experience with 600 urban teachers in the context of Teacher U at Hunter. NCATE has "identified our program as being particularly promising." b) TU Programs will meet same certification and accreditation requirements as other institutions, including Middle States and NCATE accreditation. c) TU/Hunter applicants have not applied to St. Joseph's College; do not expect an overlap; this is a "unitary" program and credits can not easily transfer.</p>
<p><u>Teachers College</u></p> <p>a) teacher preparation requires continuous study to meet changing needs; Teachers College supports new paradigms; b) programs should apply accepted practices where scholarship and practice inform each other; c) quality, scholarship and professional practice must be in place; d) NY State should ensure they are in place.</p>	<p>Teacher U's President met with the President of Teachers College a) discussed standards applied to graduate degree granting teacher education institutions in NY State; b) explained that Teacher U will be seeking Middle State accreditation and NCATE accreditation c) that Teacher U was not going to exist outside the framework of collegiate institutions; d) issues of research were also explained in scholarship terms.</p>
<p><u>CUNY Central Administration</u></p> <p>a) concern that TU will operate outside regulatory standards required of existing schools of education, as it relates to curriculum and accreditation; b) abstract does not address accreditation; administrative structure; administration and faculty credentials, financial aid eligibility; c) curriculum is not detailed/does not list course requirements; d) library resources not addressed; e) adequacy of faculty not addressed; f) a strong, clear effective systems of assessment, not included; g) in general, no evidence of compliance with NY State standards/regulatory requirements.</p> <p>First we do not see a compelling need for TUBSE in NYC. Almost all local universities offer Transitional B programs, and TUGSE's proposed offering are similar and New York City already offers a rich set of alternative</p>	<p>On October 4, 2010, David Levin, co-founder of Teacher U met with CUNY Central officials: Dr. Logue; Dr. Joan Lucariello, University Dean of Education; Dr. July Wrigly, Associate University Provost; and Burton Sacks, Deputy Chief Operating Officer to address their written concerns. Discussion centered around the process they had undergone to seek Regents consent to operate as a degree granting institution, including accountability for Commissioner's Regulations and teacher education certification standards and requirements, including plans to seek Middle States Association and National Council for Accreditation of Teacher Education accreditation.</p> <p>After the October meeting, Teacher U</p>

Institution: Issues Raised	Teach U Response
<p>approach programs. What TUGSE is proposing is essentially a similar educational model as the existing Teacher U/Hunter College partnership program, except that TUGSE would lack the depth of intellectual and other resources that a university brings to a partnership.</p> <p>Another alternative certification route that CUNY has participated in is the New York City Teaching Fellows (NYCTF) for over 10 years. Because of the success of this program, there are few remaining teacher shortage areas, and no need for another Transitional B program in NYC. The NYCTF has reduced recruits to its lowest level, with only 96 recruits in science and the remainder in special education. If TUGSE's science candidates are in addition to those in science already being prepared by the area's IHEs even more graduates of current programs will have difficulties being placed in teaching positions. The establishment of TUGSE would have a negative impact on CUNY Childhood Education, Childhood/Middle Childhood Generalist, Middle Childhood and Adolescence sciences areas. Although CUNY would survive possible enrollment losses, it questions the need to sustain them, given the absence of need for a new Graduate School of Education.</p> <p>TUGSE has no track record of successful teacher preparation as an independent entity. TUBSE is rooted in the presumed superiority of charter schools in securing greater pupil learning and achievement gains. However, data on charter school success are mixed. CUNY believes that the establishment of a new IHE should be rooted in evidence-based approaches to higher education.</p> <p>CUNY is concerned that the "U" in Teacher U-Graduate School of Education would be understood, especially by prospective students, to mean "university," implying that TUGSE is a university with credentialed arts and science education faculty. To prevent any misleading of the public, if TUGSE were to be established, some revision of its name would be necessary.</p>	<p>submitted its application for accreditation candidacy status to Middle States in November, under the condition of Regents' consent to become a degree granting institution in New York State.</p> <p>Teacher U's response makes reference to NCATE's Blue Ribbon Panel citing Teacher U in its November report as an exemplary model for accountability and innovation in teacher preparation. References to NCATE support letter is cited in the TU response. In addition, he pledges to continue working with Hunter College in the preparation of special education teachers and "hope to continue to share scholarship and professional relationships with Hunter and other CUNY faculty."</p> <p>See previous response from Monroe College</p>