

Special edition: Effects of legislation on students, preK-adult

Recently enacted federal and state laws and regulations have had enormous impact on education.

At the January 23, 2016 Legislative Brunch co-sponsored by the Alpha Alpha and Beta Eta Chapters, MCSBA Executive Director Sherry Johnson and Professor Emerita Dr. Christine Murray described some of these effects and suggested steps that citizens can take to influence future decisions regarding education made at the federal and state levels.

The presentations by these speakers are summarized inside.

U.S. Capitol Building at left;
NYS Capitol Building at right;
NYS Education Department
Building below.



Recent state & federal actions affecting our preK – 12 schools



Presented by Sherry Johnson,
Executive Director, Monroe
County School Boards Association

ESSA (Every Student Succeeds Act): Federal education law passed December 2015

Each state must adopt 'challenging state academic standards'; the U.S. Secretary of Education no longer has

any control over state standards or assessments. These standards must include math, reading/ELA, and science.

Alternative standards can be adopted for students with the most cognitive disabilities but must be aligned with state standards.

Assessments are still required: grades 3-8 math and ELA; once in grades 9-12; at least once in science in grades 3-5, 6-9, and 10-12. Assessments may include multiple measures of achievement that can include portfolios, projects, or performance tasks.

The requirement for 95% attendance for assessments still exists. Schools in the bottom 5% or with graduation rates less than 67% still need to be identified. If after three years a local intervention plan is unsuccessful, states would apply their own plans.

Governor's Common Core Task Force: December 2015 Recommendations

Make High Quality Standards age appropriate, flexible for various populations, protecting curricula and love of learning, and transparent and open to review by educators.

Develop better curriculum guidance and resources, and a digital platform to support sharing resources and professional development.

Reduce testing time and test preparation as well as fit tests to curriculum standards; involve stakeholders, student feedback, transparency, and flexibility for students with disabilities.

NYSED decisions based in Regents panel review: December 2015

Because of the 'flawed rollout' of the Common Core assessments, students and teacher will be 'held harmless' from the results of these assessments until 2020.

APPR will have a 4-year transition period.

The Regents have moved to change standards, shorten exams, and alter the teacher evaluation plan.

Education Law 3012-c and 3012-d which control teacher and student assessments can only be changed by the NYS Legislature.

Governor's Budget Proposal for Education January 2016

A \$2.1 billion increase for 2016-17, including a Foundation Aid increase of \$266 million;

End of the Gap Elimination Assessment (GEA) in two years;

\$100 million to transform 'failing' schools to 'community' schools;

\$200 tax credit for teachers for 'out-of-pocket' expenses which is tied to the 'Parental Choice in Education Act' to provide tax credits to provide for donations to private as well as public schools;

\$27 million increase to charter schools;

\$807 million increase for universal preK for 3-year-olds (to date, kindergarten and preK for 4-year-olds are not required by law).

AND, with a tax cap of .0012% schools will be not be able to raise the necessary revenue to comply with current program needs and mandates. To override the tax cap requires a 60% supermajority of the voters to approve school district budgets.

how you can help

Contact state legislators to discuss current issues the legislature has created for public education:

- The Gap Elimination Assessment (GEA) must be eliminated this year.
- Foundation Aid must be fully implemented.
- The tax cap must be untied from the CPI; local taxes should be allowed to rise at least at the same level as state taxes (2%).
- Districts need more certified ELL teachers, interpreters and others to serve increasing numbers of immigrant children.
- The punitive APPR system for teacher evaluation must be removed from state law or the opt out movement will grow.
- PreK needs to be fully funded beyond grants by phasing the support into the Foundation Aid formula.
- The governor's proposed Parental Choice in Education Act should be opposed to protect public education.

Contact information for state lawmakers can be found on page 4.

Impact of the 2014 Teacher Certification Requirements



Presented by Dr. Christine Murray,
Professor Emerita, The College at
Brockport; Alpha Alpha Member

Several new certification exams were established:

- Educative Teacher Performance Assessment (edTPA)
- Performance-based assessment during student teaching
- Academic Skills & Literacy Test (ALST)
- Educating All Students Test (EAS)
- Revised Content Specialty Tests (CST)

Educative Teacher Performance Assessment (edTPA)

• Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of three to five lessons from a unit of instruction divided into three tasks:

1. Planning Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

• Attention to candidates' and students' academic language use.

Academic Literacy Skills Test

- Focuses on candidates' academic literacy and writing skills
- Based on the P-12 Common Core Learning Standards

Educating All Students Test

Knowledge of specific pedagogical interest

- Diverse Student Populations
- English Language Learners
- Students with Disabilities and Other Special Learning Needs
- Rights and Responsibilities
- School-Home Relationships

Revised Content Specialty Tests

• Tests expect teacher candidates to demonstrate content knowledge for subject areas of the certification.

• Candidates seeking multiple certifications must pass CST in each certification area.

• Particularly challenging for Students with Disabilities (1-6) and (7-12) certifications (e.g. High school math content for an English major seeking Student with Disabilities 7-12 certification)

Negative Outcomes

- Cost to teacher candidates
 - May be \$1000 or more
 - If failed, test must be re-taken at the same price each time
- Nearly 40% reduction in teacher education programs enrollments statewide, public & private.
- Reduced % of teacher candidates becoming NY State certified.
- Substitute teacher crisis in Monroe Co.
- Potential for teacher shortages statewide already evident.

UUP Legislative Proposals:

Restrict Testing Companies' Profits

- Amendment to state Procurement Law to prohibit educational testing companies from profiting from student exam fees delivered by a testing company to SED.
- NYSTCE exam developed by Pearson, Inc. at no charge to SED.
- Pearson, Inc. remuneration is from certification exam fees. Pearson profits from exam failures.

Recruiting & Educating Teachers

- Proposal to create state-funded teacher education opportunity program to recruit and retain teachers in under-resourced districts.
- Goal to increase number of under-represented and economically disadvantaged individuals to become teachers.
- Would offer financial assistance and support services for candidates in SUNY certification programs.

how you can help

- Contact local Regents on Higher Education Committee (T. Andrew Brown, Wade S. Norwood) to press for revision of the teacher certification exams and fee structure.
- Contact your State Assemblyperson and Senator to seek their support for the UUP legislative proposals.
- Contact information for state lawmakers and Regents can be found on page 4.

Additional Resources

- Further information on UUP's legislative initiatives are available on the UUP Teacher Education Task Force website: <http://uupinfo.org/committees/teached/taskforce.php>
- To join the UUP teacher educator supporter list contact UUP's Jamie Dangler at jdangler@uupmail.org

Update from Jamie Dangler, UUP

Jamie Dangler is Vice President for Academics, and Teacher Education Task Force Chair for United University Professions. She can be reached at 1-800-342-4206 or jdangler@uupmail.org



Jamie Dangler

(This update was distributed after our January 23 session.)

The Regents approved a safety net for the CST Multi-Subject 7-12 at their January 2016 meeting. Since last spring, many of us have communicated concerns to SED about the inappropriateness of some of the content of this new CST for Special Education teacher candidates. This is a very short-term safety net and it remains to be seen whether the exam itself will be improved. Many Regents appear confused about the content of new certification exams. The SED and some Regents imply that all of the new exams are fine – it's teacher educators and their programs that are at fault for student difficulties and failures. We continue to press for a thorough assessment of all the new certification exams. Many Regents have been listening to experts in the field, but some appear to be very uninformed.

At <http://www.regents.nysed.gov/common/regents/files/HE%20-%20edTPA%20Overview.pdf>, you'll find the Powerpoint Deputy Commissioner John D'Agati used during the January Regents meeting. Most of it focuses on the edTPA. **On slides 32-34 you'll see SED's dismissal of most of the concerns raised by teacher education professionals and students at the forums held with Regents in the fall (in New Paltz, Buffalo, and Brooklyn).**

Contact information

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NYS Assembly members	All Assembly members with their contact information are listed at http://assembly.state.ny.us/mem/ .