



CENTER FOR EDUCATIONAL INNOVATION-
PUBLIC EDUCATION ASSOCIATION

CUNY TEACHER ACADEMY

SPEAKER:

DR. SELMA BOTMAN

**EXECUTIVE VICE CHANCELLOR FOR
ACADEMIC AFFAIRS
CITY UNIVERSITY OF NEW YORK**

SEPTEMBER 14, 2006

Luncheon Series

ABOUT CEI-PEA

The Center for Educational Innovation – Public Education Association (CEI-PEA) is a New York-based nonprofit organization that creates successful public schools and educational programs. Our staff of experienced leaders in public education provides hands-on support to improve the skills of teachers and school leaders, increase parent involvement, and channel cultural and academic enrichment programs into schools. The benefits of this hands-on support are multiplied through a network of more than 220 public schools in New York as well as work in other major urban school systems across the country and around the world. We operate in cooperation with, but independently of, public school systems, providing private citizens the opportunity to make wise investments in the public schools.

ABOUT THE LUNCHEON SERIES

CEI-PEA's luncheon series provides one of the only forums in which the full range of stakeholders—parents, principals, teachers, policy makers, leaders of nonprofit organizations, funders, newspaper reporters—are able to meet and discuss critical issues affecting public education. Topics of the luncheons range from educational research on innovative instructional models, to analyses of educational policies, to practitioner models for effective school leadership.

SPECIAL THANKS

Special thanks to Bob Isaacson, Executive Director of CUNY TV, for broadcasting the CEI-PEA luncheons to the public. CUNY TV's educational, cultural and public affairs programming is an invaluable resource for our city, and we are proud to be a part of it.

**TEACHER ACADEMY:
PREPARING THE NEXT GENERATION
OF PUBLIC SCHOOL TEACHERS**

SPEAKER:

DR. SELMA BOTMAN

**EXECUTIVE VICE CHANCELLOR FOR ACADEMIC AFFAIRS
CITY UNIVERSITY OF NEW YORK**

SEPTEMBER 14, 2006

NOTE FROM THE CEI-PEA PRESIDENT

New York City is facing a growing “supply and demand” problem in public education. Every year for the past three years, the New York City Department of Education has had to hire 750 new mathematics teachers and 450 new science teachers. However, the United States is graduating less and less math and science majors each year, and the majority of these majors plan careers in industry or research, not teaching.

The City University of New York (CUNY) is stepping up to this challenge by launching the Teacher Academy. The Teacher Academy is part of a broader initiative, the New York City Partnership for Teacher Excellence, which includes the New York City Department of Education and New York University. This initiative is dedicated to increasing the supply of quality public school teachers in math, science, special education and other disciplines that have shortages. CUNY’s Teacher Academy focuses on preparing promising math and science undergraduate students to teach in the city’s public schools. Students are provided with full tuition and fee remission as well as paid internships in the public schools.

The Teacher Academy goes beyond simply recruiting and educating students into the teaching profession. CUNY has created partnerships with quality public schools located close to the CUNY campuses where students will gain classroom experience throughout their four years in college. This is a critical component as the initial “shock” of entering a classroom as a teacher is often overwhelming for new teachers. By making training in classroom instruction—in real classrooms—part of their undergraduate education, the Teacher Academy will help these young teachers avoid common pitfalls and reduce the high burnout rate among new teachers.

On September 14, 2006, Dr. Selma Botman, CUNY’s Executive Vice Chancellor for Academic Affairs, spoke at a CEI-PEA Luncheon about the Teacher Academy and its strategy for success. Dr. Botman’s remarks demonstrated the optimism and accomplishments that CUNY, under the leadership of Chancellor Matthew Goldstein, has brought to the New York City educational community over the past decade as the University has gone through a renaissance that places it as one of the most successful public universities in the nation. What follows is an edited version of the transcript.

[SIGNATURE]

Sy Fliegel

INTRODUCTION

Sy Fliegel: Good afternoon. This is a great day for the City University of New York. Most of you who have read the papers know that William Macaulay has given the largest gift ever to CUNY of \$30 million. [Applause.] Do you think this crowd would be surprised to learn that Matt Goldstein sat next to Mr. Macaulay at one of these CEI-PEA luncheons? [Laughter.]

Now, it's my pleasure to introduce Dr. Selma Botman, Executive Vice Chancellor for Academic Affairs at City University of New York. Around CEI-PEA, occasionally my Board members ask, "What do you guys actually do?" [Laughter.] And some of you here today have no doubt asked, "What does a Vice Chancellor do at the University?" [Laughter.]

This is what Dr. Botman is responsible for: she leads the development, planning and implementation of University policies relevant to all aspects of the academic programming, including teaching and learning, instructional technology, encouraging student development, and enrollment management. She supervises the provosts of seventeen colleges. Now, supervising one provost is a full-time job, let alone seventeen provosts. [Laughter.]

Dr. Botman develops and implements a variety of special University-wide programs, such as the CUNY Honors College. Mr. Macauley's \$30 million gift is designed to purchase a building for the CUNY Honors College. It's a wonderful, wonderful gift, and that's why we're all so pleased today.

Two years ago, Matt Goldstein and I talked about getting qualified teachers into the teaching profession. I told him that, being something of a scholar myself, I found out that there was a study in Arizona—I don't know where—that said the highest correlation between pupil achievement and teaching was the marks the teacher got as an undergraduate student. So I thought I had a simple solution to the problem. I said, "Matt, why don't you have all the Schools of Education give higher grades to all the students and we will have solved that problem?" [Laughter.] He didn't think that was a good idea. He went one better. He established a new Teacher Academy that will recruit students who actually have earned higher grades, which I think we are all going to hear about in a few minutes.

Now, after the Vice Chancellor's speech, we will have a question and answer period. And if you don't have any questions about the Teaching Academy, might I suggest asking Dr. Botman about the Middle East because that's her specialty. So it's only a coincidence that they brought in a profes-

sor who is an expert on the Middle East to keep CUNY running well.
[Laughter.]

So it's really my pleasure to introduce the Dr. Selma Botman.

[Applause.]

GUEST SPEAKER

Dr. Selma Botman: I want to begin by thanking all of you for coming this afternoon, and we have a number of special guests in the audience whom I'd like to recognize. Regent John Bradermas is here. Former CUNY Chair Herman Badillo is here. CUNY Trustee Wellington Chen, and a number of vice chancellors from the University: Al Dobrin, Ernesto Malave, and Michael Zavelle. Also, Nilda Soto Ruiz, Trustee Emeritus, is here, and I appreciate all of you for coming.

I would also like to extend gratitude to Sy Fliegel for inviting me to this lunch today and to commend him and CEI-PEA for caring so deeply about children and education for decades and decades. All of you here today form an important group for us at CUNY, and I am delighted to be able to present our ideas and our plans to people who are really concerned about students in New York City.

I'd like to begin my remarks today with a story. Last year, I was invited to a social event in New York City with about 30 other women interested in education, and Hunter College President Jennifer Raab, who is with us this afternoon, was amongst this group. The event took place in a beautiful apartment on the Upper West Side overlooking Central Park. And as I was there absorbing the glamour and magnificence of this home, one of the hostesses asked us all to share one concern we have, or one wish we have, for education in New York City. And when it was my turn, I responded to her question by saying, "I would like to put a caring, well-educated, effective teacher in every New York City public school classroom." And after I said that, I thought to myself, "How have I, a scholar of the modern Middle East, a political scientist and historian, a Bostonian, come to this point?" And the answer really was very simple for me.

My dedication to the education of children, young people, and adults is autobiographical. Like many people in this room, education changed my life. I grew up in a poor city outside Boston. My parents were not formally educated; my father didn't go beyond the eighth grade. But both my parents knew that the key to a better life for their kids was through education. In this poor city, I received the foundation of what would become a world-class education. The single most important resource in schools was the teachers, teachers who cared about the children and dedicated themselves to instilling in all of us the possibility of dreaming—dreaming about making something of ourselves in the world, and also of making the world a better place.

How many of you had teachers who believed in you? Who made a difference in your lives? Who challenged you to take risks? Who helped you realize the potential of who you are today? I want every child in New York City to have the educational advantage that I had.

Fortunately, I'm in a position to help make that happen. Together with my colleagues at City University, we are creating a new undergraduate program that re-imagines how an educator teaches in middle and high school. We call it the CUNY Teacher Academy. It's part of a broader effort taking place in New York City, an effort that includes the New York City Department of Education and New York University. We call our effort the New York City Partnership for Teacher Excellence. As partners, our three institutions have adopted a set of shared principles on which to base our work. We are committed to addressing the critical demands for effective math, science, special education and even health teachers in high-need schools in New York City. We share the conviction that novice teachers should not only have the content knowledge in their subject matter, but they should be familiar with the public schools in New York City through regular and sustained experience in them. They must also understand the school's curriculum, the institutional priorities of the school, and the children with whom they will be working.

“Together with my colleagues at City University, we are creating a new undergraduate program that re-imagines how an educator teaches in middle and high school.”

Since we wanted a common language that reflected our shared goals, we adopted the professional teaching standards and the continuum of teacher education and teacher development as articulated by the New Teacher Center at the University of California at Santa Cruz. These standards provide us with a framework for understanding the different dimensions of effective teaching and help us hone in on the best ways to prepare aspiring teachers. Through our partnership, prospective teachers will have the opportunity to observe the professional teaching standards as they are made manifest every day in New York City schools by school teachers themselves. And we are very fortunate to have a generous gift from the Carroll and Milton Petrie Foundation to launch our work. This is a private granting foundation that provides assistance to students at all levels of education from kindergarten through professional schools, and also assists with the recruitment, training, and retention of teachers and administrators. We are grateful to the Petrie Foundation for their confidence and support.

So what is this Teacher Academy at CUNY, and how is it different from

other teacher education programs? The most important thing to say is that this program teaches undergraduates. It is designed to recruit exceptional math and science students into the teaching profession. The Teacher Academy is located this year on six CUNY campuses: Brooklyn College, City College, College of Staten Island, Hunter College, Lehman College, Queens College and next year in the Fall of 2007, we will add York College to this group. The Teacher Academy is offering to students a unique experience: that of a college within a college as well as having access to the full complement of academic opportunities available throughout the whole University. We are hoping to offer this experience to high-performing high school students. Students of the Academy can major in one of four areas: biology, chemistry, earth sciences, and mathematics. Upon graduation, Teacher Academy students will have completed the requisite coursework for initial New York State certification. Along the way, we are providing all our Teacher Academy students with full tuition and fees, and we are paying them for internships that they will have during each of the four years they are with us.

After the initial year of study, we ask our students to commit to teaching in a public middle or high school in New York City for at least two years after graduation. We have recruited our first class of Teacher Academy students, and they are a remarkable group of young people who reflect the diversity of New York City. As we are thinking through the Teacher Academy, we emphasize a number of special ideas. We start with the premise that teaching is a noble profession. We all know that the financial rewards of being a teacher can be modest in comparison with a number of other professions. But we equally know that there are unique contributions to be made and rewards to be had. We also know that there is no other field of work that has such a fundamental responsibility for preparing young people for their futures. No other career so fundamentally ensures the health, well being and hope of a modern student. We also embrace the principle that it takes an entire college to prepare and educate a teacher. That means we have to build vital partnerships between faculty and administrators of CUNY Arts & Science and CUNY Education so that the entire campus is responsible for producing deeply educated teachers who know their disciplines fully and at the same time are broadly knowledgeable in the liberal arts and sciences.

We are convinced that the preparation of good teachers requires a deep and sustained connection between the University faculty and the teachers and principals who dedicate themselves to New York City kids every day of the week. So our Teacher Academy is founded on the view that teachers in

the schools are our partners at CUNY. The CUNY Teacher Academy also reflects the view that aspiring teachers must have multi-faceted and continuous experiences in the classroom from the time they come to us as freshmen until the time they leave. And we are planning to offer as many as 1,000 hours of internship experience to our students over the course of four years. We also believe that aspiring teachers must be high-performing students themselves, capable of academic excellence. In addition, the preparation of teachers and their inductions into the initial phase of their careers must be a deeply social enterprise. Few of us, and perhaps more accurately, none of us, can become good alone. We need the support of others around us.

Ultimately, however, the success of the Teacher Academy, and indeed the success of all teacher education done at CUNY, will require a transformation of many of our assumptions and many of our routine practices. In recent years, the majority of our students at CUNY have been studying at the graduate level to become teachers. We believe that this is simply too late. The Teacher Academy is a program that begins teacher training at the undergraduate level.

Why is it fitting for the City University to be the site for a fundamental change in teacher education? CUNY is the largest urban public institution in the country, and as a public entity we have an obligation to be substantially involved in and indeed indispensable to the community in which we are situated: New York City. We take this responsibility very seriously. The City University of New York has a proud history of educating and training teachers for New York. Hunter College began over 130 years ago with this very mission, and continues today to be dedicated to this practice. The President is here and that's an indication, the Dean of the School of Education, David Steiner, is also here and that's another indication of the commitment of Hunter College to this mission. Many of our campuses are here today because they, in fact, over the years have enrolled thousands of teachers in their classrooms and provided the city with this service.

Today, we have over 13,000 students enrolled in the University in baccalaureate, master's and advanced certificate programs. In 2005-2006 school year alone, CUNY granted over 4,500 degrees and advanced certificates in teacher education. These are students who perform well on the teacher certification tests; these are students that we want to perform well in the classroom as well. I give you these statistics because we believe at CUNY that preparing teachers is one of the most important contributions we can make to the city. Over the past eleven years, the Department of Education

hired nearly 27,000 students with a CUNY degree. We know that these students have been dedicated to their schools, and dedicated to their students, but they have not always persisted in the classroom. They have not always stayed over time. We know we can do better. We know we must do better.

We set up the Teacher Academy because we want our students not only to be visibly educated and prepared, but we want our students to understand their classrooms so well that, in fact, they remain in the city's public schools over a long period of time as successful teachers, or, if they so desire, as instructional leaders or administrators. The schools offer our students a host of opportunities that can lead to a lifetime of fulfilling employment.

“We know from research and we know from experience that teachers have the greatest impact on student success, on student learning—greater than the quality of the curriculum, greater than the physical plant, and even greater than the make-up of the students in the classroom.”

We also created the Teacher Academy because we fundamentally believe that good teachers matter. We know from research and we know from experience that teachers have the greatest impact on student success, on student learning—greater than the quality of the curriculum, greater than the physical plant, and even greater than the make-up of the students in the classroom. We understand also that teachers must and should have an important place, a special place, in society. They guide, they shape, they inspire young people, they influence their life choices and in so doing, they shape the city in which we live.

The lasting impact of teachers on young people translates into active citizenship, successful careers, and principled lives. But we also, frankly, at CUNY have a self-serving motive. As we train excellent teachers who produce high-performing students, we hope those students may become CUNY students. And like every university system across the United States, we want to fill our college classroom with able, motivated minds. We want to admit students who are college-ready, who are anxious to carry on the proud CUNY tradition of scholarship and achievement. We want to admit students who will become the next generation of citizens, educators and leaders.

All of us here today know that America is facing a crisis in mathematics and science education. High school students in this country perform poorly in comparison with students from other countries abroad. We also know that the number of students who are majoring in math and science at the bacca-

laureate level are falling. These statistics and findings have implications beyond mathematics and science. In *The Toolbox Revisited*, Dr. Clifford Adelman reminds us of his landmark work on the roots of success in college, and he demonstrates that a student's achievement in high school mathematics is a significant predictor of the ability of that student to be successful in college and earn a baccalaureate degree. Because New York City students' performance in mathematics and science is weak, there is an increasingly urgent need for us to act.

One explanation for the poor performance of New York City public school students may be the shortage of highly qualified teachers in these areas. The New York City Department of Education has had to hire 750 new mathematics teachers and 450 new science teachers each year for the past three years. These are large, large numbers. We created the Teacher Academy in part to respond to this desperate need for highly trained, high-qualified mathematics and science teachers.

I began my remarks today by offering a not surprising fact that education changed my life. As a mother I can assure you that I have had great aspirations for my two daughters and have dedicated myself to ensure that they receive the very best education possible. If they were here today, they, in fact, would tell you of my obsession with the quality of their education. But I want to say that my passion for the education of my daughters goes beyond my own family to the students and to the children of New York City. And I want to explain to you why I think the Teacher Academy model is important and why I think it can succeed.

Teacher Academy students will do much of their coursework and all of their fieldwork as members of several overlapping cohorts. The cohort process is essential to the Teacher Academy experience. Students will be paired with cohorts in their major, cohorts in the general education courses, cohorts in their education sequence courses, and cohorts in their fieldwork experience. Students will provide support to one another and they will also have the support of CUNY faculty and teachers in middle and high schools that we are calling host schools—teachers who will be mentors to our students and coaches to them throughout their years as an undergraduate.

After graduation, Teacher Academy students will continue to receive guidance and support from expert teachers in the Department of Education schools. The host schools that we are affiliating with are located through the five boroughs of New York City. They are on or near CUNY campuses. These schools have been selected in part because they demonstrate principal leadership, they have successful structural design, and are welcoming

our students into their classrooms. At these host schools, students will spend 1,000 hours over the course of four years. They will observe skilled teachers and have the opportunity to practice the craft themselves. Host schools will also be the sites where middle and high school teachers and University professors co-teach courses. We believe that, too often, students have disjointed educational experiences. They learn pedagogical theory without the benefit of direct experience. They are exposed to research without the opportunity to test out their ideas or practices. They model the kinds of teaching they experience, which sometimes is a talking head at the front of the classroom, or other times the back of an instructor as he or she is writing furiously on the board. We seek to change that model.

In much the same way, University faculty and K-12 teachers are often distanced from one another. We are forging a new collaborative spirit so that both faculties can work together more effectively. Department of Education staff can learn from scholars who are on the cutting edge of research. University faculty can learn from Department of Education teachers the most effective strategies for instruction and the goals of the city's classrooms. Both will be responsible for shaping an innovative and dynamic curriculum for our students, and I believe this partnership has the potential to change the face of teacher education at the City University and beyond. Last night we had our first event that included NYU, CUNY, and principals from the host schools. We have approximately thirty-three host schools involved in this partnership, and 95% of the principals came to the event, telling us that there is a hunger for the relationship between the University and the K-12 system.

The obvious advantage of this model is that our future teachers will experience both the joys and the challenges first-hand of an urban classroom. Moreover, they will be ready to assume full responsibility for a middle or high school classroom after they graduate from college. But there are subtle implications to this relationship as well. University faculty will come to understand the Department of Education more deeply, and the Department of Education will come to know higher education more intimately. Both our systems will become more transparent and this is the goal of the K-16 collaboration.

This collaboration and fluidity would not be possible without common goals, shared standards, and straightforward cooperation. Two distinct systems, behemoths really, must learn how each other operates and must learn to work together. Working together, these two systems will improve educational outcomes for students. Structure that was once linear is now becoming interconnected and dynamic. The New York City Partnership for

Teacher Education has reminded us that teacher preparation is a shared responsibility between the University and the public school system and that teacher education is a collective undertaking of both enterprises. Through this approach, CUNY—the largest urban, public university in the country—joins forces with the New York City Department of Education—the largest public school system in the country.

Even though we are in the embryonic stages of this work, we are already beginning to see how the partnership model really works. For example, Dr. Jane Coffee, who is a math professor and Director of the Teacher Academy at the College of Staten Island, and John Crowdell, the assistant principal at Curtis High School on Staten Island, co-developed and co-taught a summer prep course for calculus for Teacher Academy students at Staten Island. Curtis High School is one of the host schools for the Teacher Academy, so our students at Staten Island will have a lot of experience with students at this school.

The goal of the class was to bridge the high school and college math experiences and to make sure that Teacher Academy students were indeed calculus-ready when they started their freshman year. The co-teachers created the bridge together—two perspectives integrating into one shared view—and the Teacher Academy students rose to the occasion. The students worked hard and by the end of the summer they were prepared to face the rigors of college-level calculus. This experience speaks volumes about the nature of collaboration and demonstrates to CUNY faculty, to Department of Education faculty, and to Teacher Academy students that the exchange of expertise across the educational spectrum makes for sound, objective teaching. The class was a huge success. We have confidence in the students as they are beginning their calculus class at Staten Island.

But I don't want to suggest to you that the Teacher Academy has been developed in a vacuum. We have learned from projects and plans that have come before us. Take the Math-Science Partnership at Hunter College, which is led by Dr. Pam Mills. This is a five-year National Science Foundation-funded partnership between CUNY and the Department of Education. One layer of this program provides high school students who did not take the Regents exam in math and science, or who have taken the exam and failed, with collaborative, academic, educational instruction so that they can successfully complete the exam. Another layer of the program involves daily observation and debriefing among the faculty so that faculty at the University and faculty at the Department of Education schools are talking about what students can do and how they can do it better.

This partnership has a place at Lehman College, and our Dean for the School of Education at Lehman College, Annette Digby, is here today and is the leader in this effort. And Susan Polirstok is the Director of the Teacher Academy at Lehman College, also here today. Teacher Academy students at Lehman College worked in this partnership to tutor students in high schools and youth centers. They were able to work with the students and help them with their math instruction, and they were also able to talk with faculty about how they were tutoring, how they were mentoring, how they were instructing students so that they could learn about effective, and frankly, ineffective methods of instruction.

Throughout the math-science partnership we find that teachers are connecting with students and each other, while students connect with concepts that had eluded them beforehand. These are lessons that we will migrate into the Teacher Academy. This summer's experience was highly successful and students who retook the math and science succeeded on the Regents test at 95%.

We've also learned much from the Time 2000 program at Queen's College, which is directed by Dr. Alice Artzt. This is a program that provides greater New York City with highly qualified math teachers, and the success that Dr. Artzt has had at Queen's College makes us confident that what we are attempting to do in the Teacher Academy can and, in fact, will be successful.

The work that is required to make the Teacher Academy a success is bigger and harder than we anticipated when we began to develop this program because it is a four-year undergraduate program that marries an academic major, a set of general education requirements, and teacher education courses. The work that we are doing requires the dedication of people on the campuses. I'd like to recognize all of the people on the campuses—too many to name today—who have worked collaboratively and hard with us to make this idea a reality. I'd also like to thank John Garvey for his work in this effort.

Finally, I want to say that our goals in the Teacher Academy are not only to prepare actual math and science teachers in the Teacher Academy, but also revise and re-imagine teacher education throughout CUNY. This is an expensive initiative. It costs money to provide tuition, fees and internship opportunities for students. We are hard at work soliciting and thinking about the funding mechanisms for this, but we believe that every penny spent is worth it.

We will do whatever is necessary to make this partnership a success. Amy

McIntosh is here, Director of the New York City Partnership, and we also have the Petrie Foundation representative here. We are deeply appreciative that you have come, and with your support, we are prepared to provide children in New York City with the best education possible.

Thank you.

[Applause].

QUESTION & ANSWER

Harvey Newman: We're in a period of accountability in education now. What are the measures you are taking to ensure the program is a success?

Botman: That's a really important question, and you may know that the Department of Education is very serious about accountability measures. At CUNY, we have committed to being equally responsible for student achievement. We are in the process now of creating those benchmarks to which we will hold ourselves accountable. And so, you know, at the end of the day, just like the New York City Department of Education, we want to ensure that student achievement is the highest possible. For the City University, we want to ensure that students have a long life as a New York City teacher. We are creating those benchmarks now. This is the initial, inaugural class, so you asked a question that is forward in our minds.

Judith West: I'm going to do what I don't like to do and make a statement, but I have to say, Dr. Botman, I, like you have a very fine education but I have a very fine corporate management education as does Mr. Petrie. And I say this all the time so I'd like to say that his tutelage is equal to a Harvard MBA, so it's very fitting that his Foundation is funding math education.

Michael Meyers: I was very encouraged by the theme of your talk—math and science education and teacher preparation. But there were two things that concerned me, that kind of took away my optimism. One was your statement that you are going to connect your students to a teaching cooperative with public schools. And in that regard my chief concern is because too many of the teachers in public schools are already very down. Too many of them believe now that it's out-of-school factors as opposed to in-school factors making our students achieve. Too many of the teachers in the public school system already believe that cultural deprivation theories justify student failure. Yes, there is a question. [Laughter.]

And too many of them believe in voodoo like Ebonics and different cultural learning styles explain the grades that students get. And, your resume talks about you supervising CUNY's so-called Black-male initiative, which is another concern. So my question to you is: How do you keep the very bright students that you are preparing to teach from cross-contamination? From being contaminated by these stereotype native expectations, and stereotype of a minority group of children, and how do you make sure that that's happening in terms that we don't need more teachers who get bitten by the

cultural, race or ethnic bug of stereotypes?

Botman: I hope I can return your optimism to you. You know, in every field there are people who are ready for retirement. We have found in our host schools teachers and principals who care about kids, people who are dedicated to their success, people who are not connected to educational fads and who will provide not only instruction to the kids in their classrooms, but also to CUNY students whom they will mentor and coach. We have chosen our host schools very carefully and we believe that our students will thrive and flourish from the partnership, from the relationship that they will have with teachers in the classroom. We also believe that the education that we give all our students at the City University is an education to be proud of, and our Teacher Academy students are already enrolled in courses across the spectrum in math and sciences. We are very optimistic about the Teacher Academy in general and about the work we do at the University as well. And so I hope that at the end of four years when we have our first class of Teacher Academy graduates, they will be able to show you first hand their successful record in the classroom.

Henry Stern: I think what you are doing is very fine, and I appreciate this initiative and like what Chancellor Goldstein is doing in general. My question is: in view of the difficulties in the current school system and the people behind teaching math and science, where are you going to get the people who come into this program? And, basically, how smart do you think the kids have to be to teach math and science at the high school level?

Botman: You ask an important question. We have 130 students in our inaugural class. These are students who have achieved on the SATs and who have achieved in their math and science courses in their high school. We have certain standards that we require and students have met these standards. But we also realize that we have to do more because the pool of high school students graduating who meet our high standards is limited. And so we are engaged now in thinking about pipeline programs. How do we use, for example, the College Now program that exists in 200 high school in New York City and offers 40,000 students educational opportunities after school? How do we use existing programs to engage high school students, help them succeed in rigorous math and science courses so that they are, in fact, calculus-ready by the time they reach us? What we also are doing at our campuses is watching very carefully how our students learn in mathematics and science so that we can get a better sense for any support services they, or other students in other math classes for that matter, might benefit from. So not only are we thinking about high school seniors who are

applying to college in the fall, we are also thinking of how to create programs that will enrich students' educational backgrounds and make them more ready for programs like the CUNY Honor's College and the Teacher Academy at CUNY.

Pola Rosen: I'm the publisher of Education Update. And first of all I'd like to say that I think this is a brilliant plan that has been long overdue, and I see this endeavor, this initiative, by CUNY serving as a paradigm for other school systems. My question is this: What are you going to require of the Mayor, or the Chancellor of the Department of Education in terms of raising the salary of some of these talented young teachers you are trying to prepare?

Botman: Pola, I appreciate the question. You know, I try to work on projects that I can actually get results in. [Laughter.] As much as I would like to, I can't raise the salaries of New York City teachers, though I believe they deserve it. But what I'd like to say is that a number of us from CUNY spent a great deal of time last spring in high schools in New York City speaking with juniors and seniors. You know, from the highly selective high schools like Stuyvesant to regular high schools across the city, what we find is that there are students in these high schools who have public service ambitions. There are lots of students who want to work in hedge funds and lots of students who might want to use their time to go to medical school and use their training to do research. We found, in fact, students who are yearning for an opportunity to be high school or middle school teachers. I will give you one example.

I believe it was in July, we had a reception for our Teacher Academy students and their parents. And we asked a couple of students, "Would you like to say a few words to the audience and tell us why you are interested in the Teacher Academy?" One young man, this great big strapping young man got up and said, "You know, my father gave me a blackboard when I was in fourth grade, and ever since I picked up a piece of chalk and wrote on the blackboard I have wanted to be a teacher. CUNY has given me the possibility to realize my dreams." And he wasn't alone. The applause erupted from other students who shared that same sentiment. So this program is not right for everyone, but there isn't a program that's right for everyone. And we believe we will recruit high performing math and science students; we have them now. We have evidence now. And it's our job to retain those in this program, graduate them from CUNY campuses, and put them in the New York City public schools along with our partners in the Department of Education.

Fliegel: I want to thank Dr. Botman and I want to thank all of you for being here.

[Applause.]

CEI-PEA STAFF

President & Gilder Senior Fellow
Sy Fliegel

Senior Fellows

Bill Colavito
John Falco
Stephen Kahn
Harvey Newman

Adjunct Fellows

Edward Costikyan
Stanley Goldstein
Eugene Harper
Carlos Medina

Directors

Barry Gradman, *Director of Development*
Amy Shore, *Director of Communications*

Administrative Staff

Yvonne Bentick, *Controller*
Linda White, *Office Manager*
Judy Jones, *Administrative Assistant*
Cristian Soriano, *Administrative Assistant*

CEI-PEA BOARD OF DIRECTORS

Judy Roth Berkowitz, *Chair*
Charles C. Cahn
Donald Cecil
Anthony Paul Coles
Mary Ellen Fahs
Sherry Jacobs
Steven B. Klinsky
Arthur B. Kramer
George O'Neill
Dean Ringel
Alan S. Rosenberg
Ernest Rubenstein
Robert Sancho
Ann Rubenstein Tisch
Nathan Glazer, *Honorary Member*
Frank J. Macchiarola, *Honorary Member*

CONTACT INFORMATION

28 West 44th Street, Suite 300
New York, NY 10036-6600
Phone: (212) 302-8800 Fax: (212) 302-0088
Website: www.cei-pea.org

Center for Educational Innovation -
Public Education Association
28 West 44th Street, Suite 300
New York, NY 10036-6600

NON-PROFIT ORG.
U.S. POSTAGE PAID
WARMINSTER, PA
PERMIT NO. 225