



# NEW YORK STATE EDUCATION DEPARTMENT OFFICE OF HIGHER EDUCATION EDUCATOR PREPARATION NEWSLETTER

APRIL 2024

The Office of Higher Education (OHE) newsletter describes the current and upcoming activities related to higher education, with a particular focus on the preparation of educators. This newsletter, past newsletters, and a subscription link are available online on the [OHE website](#).

## BOARD OF REGENTS APRIL ITEMS

**Graduation Rate Data.** Jason Harmon, Deputy Commissioner for P12 Operational Support, and Yufan Huang, Executive Director of Information Reporting Services, presented the [Four Year Graduation Rates for the 2019 Cohort](#).

## FROM THE OFFICE OF TEACHING INITIATIVES (OTI)

**New York State Teacher Certification Examinations (NYSTCE) Test Development.** The NYSTCE team is seeking educators to participate in test development committees related to the following:

- [Multi-Subject: Teachers of Early Childhood \(Birth-Grade 2\) – Part Two: Mathematics test](#)
- [Computer Science CST](#)
- [Physical Education CST](#)
- [Bilingual Education Assessments](#)
- Bias Review for all exam work

You are encouraged to apply for the committees if you are:

- New York State teachers, educational leaders, and pupil personnel services professionals who hold certification; and/or
- Educator preparation program faculty and content area faculty at New York State institutions of higher education who are preparing teachers, educational leaders, and pupil personnel services professionals.

Please visit the [Test Development Participation Opportunities](#) webpage and complete the new, brief [online form](#). If you have any questions, please reach out to [certexams@nysed.gov](mailto:certexams@nysed.gov).

## NEW TOPIC BRIEFS PROVIDE GUIDANCE ON INTEGRATED CO-TEACHING IN THE ENGLISH AS A NEW LANGUAGE (ENL) CLASSROOM

The Office of Bilingual Education and World Languages (OBEWL) has published a [Series of Topic Briefs](#) to support the implementation of integrated co-teaching in English as a New language (ENL) model classrooms as required by [Part 154 of Commissioner's Regulations](#).

These briefs were developed by Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D. of Molloy College for the State Education Department, as resources for administrators and instructors seeking to implement the Integrated English as a New Language (ENL) classroom model. In an ENL integrated classroom, students receive core content area (i.e., English Language Arts, Math, Science, or Social Studies) and English Language development instruction, including the use of the home/primary language and appropriate ELL instructional supports to enrich comprehension.

Though school administrators and instructors are the intended audience for these briefs, teacher candidates in programs leading to the Bilingual Extension and Teaching English as Second Language (TESOL) certification would also benefit from the content and pedagogy covered. The focus on co-teaching in ENL integrated classrooms supports the General Pedagogical Requirement of all teacher candidates for “[study in the effective practices for planning and designing co-teaching and collaboration with peers.](#)”

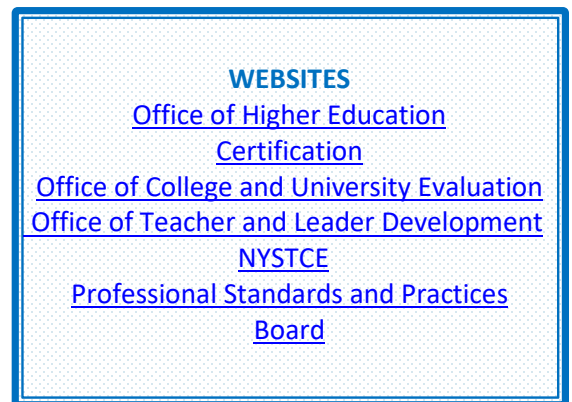
For more information, contact the Office of Bilingual Education and World Languages at [obewl@nysed.gov](mailto:obewl@nysed.gov).

## **NYSED AND TEACHNY ARE LOOKING FOR TEACHER COACHES**

NYSED’s new recruitment initiative, [TeachNY](#), is looking for passionate teacher coaches to advise potential future teachers. TeachNY provides prospective teachers with free resources and tools to make informed decisions about the path they take to certification. Coaches can earn \$20 per conversation and work during their free time (from any location in the state). If you have alumni in your network interested in participating in 1-on-1 coaching calls with people who have likely decided to pursue a teaching career and are trying to determine which pathway is best for them, **please ask them to complete the [TEACH Advising Calls Application](#) by Wednesday, May 8th.** Please direct any questions to Evalyn Gleason, Senior Program Manager for TeachNY, at [egleason@teachny.org](mailto:egleason@teachny.org).

## **U.S. DEPARTMENT OF EDUCATION (USDE) ANNOUNCES \$25 MILLION TEACHER QUALITY PARTNERSHIP (TQP) PROGRAM**

The USDE [announced a Notice Inviting Applications \(NIA\)](#) for the Teacher Quality Partnership program in the Federal Register on April 4, 2024. This TQP NIA will close on June 3, 2024. The USDE plans to award approximately \$25 million to eligible partnerships to support high-quality teacher preparation and professional development for prospective teachers and school leaders.



The purpose of the TQP program is to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

TQP funds teacher preparation programs at the undergraduate or “fifth-year” level (Pre-Baccalaureate Models) and teaching residency programs for individuals new to teaching with strong academic and professional backgrounds (Residency Models). This competition includes four competitive priorities:

- Increasing Educator Diversity,
- Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning,
- Meeting Student Social, Emotional, and Academic Needs, and
- Promoting Equity in Student Access to Educational Resources and Opportunities.

In addition, the notice includes two invitational priorities: 1) Partnership Grants for the [Establishment of Grow Your Own Programs](#) and Registered Apprenticeship Programs for K-12 Teachers and 2) Supporting Early Elementary Educators and School Leaders.

For further information, please contact Mia Howerton, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5960. Email: [Mia.Howerton@ed.gov](mailto:Mia.Howerton@ed.gov) or [TQPartnership@ed.gov](mailto:TQPartnership@ed.gov).

### Did You Know?

Teaching as a professional discipline is characterized by the [dynamic interaction between a theory of teaching, represented by a particular pedagogy, and teaching practice](#). Pedagogy is the conceptual representation of teaching and learning. It is informed by various educational philosophies and learning theories represented by specific strategies, methods, and approaches designed to facilitate learning. Transmission of pedagogical knowledge is typically the domain of teacher preparation programs. Teaching practice, on the other hand, takes place in classrooms and is the domain of the school or LEA. Teaching practice operationalizes pedagogy; It is pedagogy applied and adapted to specific content, student abilities, and classroom dynamics.

Every registered teacher education program in New York State must meet the [Pedagogical Core Requirements](#), which operate as the Department's regulatory conception of teaching. This conception has been in place since 1999. It was codified in Commissioner's Regulations following the publication of the Board of Regents Task Force on Teaching's 1998 report, [New York's Commitment: Teaching to Higher Standards](#). In 2011, the Board of Regents adopted the [New York State Teaching Standards](#), which are designed to make the pedagogical core requirements concrete and observable.

The [Culturally Responsive-Sustaining Education Framework](#) (CR-S Framework), adopted by the Board of Regents in 2019, expands the Department's regulatory conception of teaching outlined in the Pedagogical Core Requirements. As a policy, the CR-S Framework recognizes that educators must create student-centered learning environments that affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

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#### NEW YORK STATE EDUCATION DEPARTMENT

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