

# Educator Preparation Newsletter



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](#).

**WEBSITES**

- [Office of Higher Education](#)
- [Certification](#)
- [Program Registration](#)
- [Teacher and Leader Development](#)
- [Educator Quality and Professional Development](#)

**NYSTCE**

- [Professional Standards and Practices Board](#)

## Board of Regents Items

**Proposed Amendment of Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to the Content Core Requirement for Additional Teaching Certificates in Certain Areas.** Bill Murphy, Deputy Commissioner for Higher Education, and Alex Trikalinos, Assistant Commissioner for the Office of Teacher and Leader Development, [proposed regulatory amendments](#) to allow candidates seeking additional teaching certificates in the following areas, either through a registered teacher preparation program or the individual evaluation pathway, to complete 18 semester hours of study in the content core of the subject area(s) of the additional certificate(s) rather than 30 semester hours:

- Middle childhood education (grades 5-9): biology, chemistry, earth science, English language arts, mathematics, social studies, physics, or a world language other than English.
- Adolescence education (grades 7-12): biology, chemistry, earth science, English language arts, mathematics, social studies, physics, or a world language other than English.
- Special subject areas (all grades) requiring 30 semester hours (a major or its equivalent) for the content core requirements: dance, family and consumer sciences, health education, music, physical education, technology education, theater, and visual arts.
- Other subject areas: agriculture (all grades) and business and marketing (all grades).

This amendment expands the changes made by the Board of

Regents at its [June 2022 meeting](#), when it revised the content core requirement for registered science teacher preparation programs, allowing candidates who already hold a science certificate (Biology, Chemistry, Earth Science, or Physics), or are simultaneously preparing for two or more science certificates, to complete only 18 semester hours in the subject area(s) of the additional science certificate(s).

Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at its April 2025 meeting. If adopted at the April 2025 meeting, the proposed amendment will become effective on April 23, 2025.

# Board of Regents Items, continued

## Teacher Preparation Programs - How it Would Work

For candidates who already hold a classroom teaching certificate, except in a specific career and technical subject (grades 7-12), and are seeking one or more additional classroom teaching certificates in a subject area listed when enrolled in a registered teacher preparation program, the Department would amend section 52.21 of the Commissioner’s regulations to require 18 rather than 30 semester hours of study in the content core of the subject area(s) of the additional certificate(s).

Similarly, for candidates who are simultaneously preparing for two or more teaching certificates, other than a certificate in a specific career and technical subject (grades 7-12), the program would require a major or the equivalent for the content core in the subject area of one certificate and 18 semester hours of study, rather than 30 for the content core in the subject area(s) of the additional certificate(s) in one or more of the subject areas listed above.

For candidates who are enrolled in an alternative classroom teacher certification program (Transitional B program) and are simultaneously preparing for two or more classroom teaching certificates, the Department proposed that the program require: (1) an undergraduate or graduate major in the subject area of one certificate, or an undergraduate or graduate major in a related field approved by the Department; and (2) 18 semester hours of study in the subject area(s) of the additional certificate(s) in adolescence education, agriculture (all grades), business and marketing (all grades), middle childhood education specialist, and/or a special subject other than computer science (which has a content core of 12 semester hours).

## Individual Evaluation Pathway to Certification – How it Would Work

The Department would amend section 80-3.7 of the Commissioner’s regulations to allow candidates who hold one or more Initial, Permanent, or Professional teaching certificates, except in a specific career and technical subject (grades 7-12), to seek an additional certificate in one of the subject areas listed above by completing 18 rather than 30 semester hours of coursework for the content core in the subject area of the additional certificate sought.

Candidates seeking an additional certificate through the individual evaluation pathway must satisfy all certification requirements, including the certification exam(s), pedagogical core (e.g., developmental level coursework), and 18-semester hour content core requirements.



## New York State Educator Preparation Program and Educator Workforce Data Dashboards.

Alex Trikalinos, Assistant Commissioner for the Office of Teacher and Leader Development, and Laura Glass, Chief of Staff for Education Policy, shared a working version of a series of [online dashboards](#) designed to provide data on the New York State educator preparation programs and educators in public schools, which would inform the decision making of preparation programs, school districts, stakeholders, and the Department.

## TEACHER OF THE YEAR

The New York State Teacher of the Year program is now accepting applications for the 2026 Teacher of the Year. The Teacher of the Year program recognizes exemplary educators. Every year, a New York State Teacher of the Year is chosen to serve as an ambassador for New York State teachers and will be New York State's nominee for the National Teacher of the Year.

Find out how to nominate a teacher and/or submit an application.

The application deadline is February 7, 2025. Questions may be directed to the Office of Standards and Instruction at 518-474-5922 or [toty@nysed.gov](mailto:toty@nysed.gov).

Join us in recognizing and celebrating our outstanding teachers!

## TEACHNY

TeachNY has subscribed over **50,000** future educators. It is not too late to highlight your EPP Programs! This is an excellent opportunity to increase your impact for engagement and diversify your applicant pool. [TeachNY](#) aims to increase the interest in teaching and recruitment for New York State EPP programs by offering scholarships, fee reimbursements, and support from coaches. To make sure you are being promoted contact Evalyn Gleason, TeachNY's Senior Program Manager, at [egleason@teachny.org](mailto:egleason@teachny.org) to complete the materials needed to be featured on TeachNY's program finder for future educators.



## NYSTCE Right Start

NYSTCE Right Start learning courses are now available for select fields on the NYSTCE website.

NYSTCE Right Start are interactive learning courses designed to ground candidates in the content for their area of certification.

A Right Start course provides:

- A diagnostic assessment
- Self-paced learning modules aligned to test content
- Multiple opportunities to practice and check understanding
- A customized course dashboard to review results and track progress

Right Start courses are available to candidates on a subscription basis (one-month and three-month subscriptions). Each course is aligned to the framework for the certification test that the

candidate will be taking.

For additional information please watch the [Right Start Video](#) and visit the [NYSTCE Right Start Website](#).



Vouchers are available for purchase by educator preparation programs to provide candidates access to **NYSTCE Right Start** courses.

Additionally, the Department has a limited number of Right Start Vouchers available for candidates with **demonstrated financial need**. Please direct eligible candidates to complete a brief [questionnaire](#) on the [OTLD website](#).

## DID YOU KNOW?

Under [Part 100.2\(dd\) of Commissioner's Regulations](#), all school districts and BOCES are required to develop a Professional Learning Plan (PLP). This plan must include a mentoring program for new teachers, developed in collaboration with a Professional Learning Team. The team must consist of at least one representative from an institution of higher education (IHE), provided that the Board of Education or BOCES has conducted a reasonable search and determined that a qualified candidate is available to serve.

While the mentoring program is a requirement for educators with an initial certificate in the classroom teaching service, school districts and BOCES are encouraged to expand mentoring as a support tool for all newly hired teachers, regardless of their experience level. Mentoring can play a vital role in helping educators adapt to the school culture, build meaningful relationships within the community, and receive individualized guidance that supports their professional growth. When thoughtfully integrated, mentoring for all new hires becomes a key component of a comprehensive induction model. Such models provide

differentiated support tailored to educators' needs during their early careers and serve as a strategic approach to enhancing teacher retention and strengthening the overall teaching workforce.

In addition to mentoring, school districts and BOCES must also provide all teachers with substantial professional learning opportunities. These opportunities must be tailored to the needs of educators and directly aligned with student learning outcomes, as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES. One of these sources could be the candidate's Teacher Performance Assessment (TPA).

As part of the mentoring program for first-year teachers, the TPA completed by candidates during their educator preparation program can be a valuable resource. If agreed upon, school districts or BOCES can use insights from the TPA to inform their PLP and provide targeted support for newly hired teachers.



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