



# Sustaining Educator Pipeline Newsletter



The Office of Higher Education (OHE) newsletter highlights initiatives and updates related to NYSED's [Sustaining Educator Pipeline](#). It focuses on efforts to prepare, recruit, develop, and retain a high-quality, diverse educator workforce through comprehensive policies, programs, and strategies. 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 Subdivision 100.2 (dd) of the Regulations of the Commissioner of Education Relating to Professional Learning Plans

At the February Board of Regents meeting, Alex Trikalinos, Assistant Commissioner for the Office of Teacher and Leader Development, presented [proposed amendments](#) to section 100.2 (dd) of the Commissioner's regulations. These amendments would require school districts and BOCES to include professional learning opportunities aligned with culturally responsive-sustaining education (CRSE) practices and pedagogy in their professional learning plans (PLPs). This change aims to ensure that

educators receive training and development to better serve diverse student populations.

By incorporating CRSE practices into PLPs, school districts and BOCES can strengthen their educators' capacity to support all students more effectively, close opportunity gaps, and promote positive school climates. This amendment reflects the State's ongoing commitment to fostering inclusive and equitable learning environments, aligning with the Board's broader policy priorities related to improving student outcomes, advancing workforce diversity, and fostering equitable learning environments.

Stakeholders are encouraged to review the proposed amendment and consider its implica-

tions for enhancing instructional effectiveness statewide. Following the 60-day public comment period, the amendment is anticipated to be presented for permanent adoption at the June Regents meeting. If adopted, it will become effective on June 25, 2025.

### Statewide Plan for Higher Education Update

Bill Murphy, Deputy Commissioner for Higher Education provided [an update](#) on the Statewide Plan for Higher Education and the first meeting of the Advisory Council. For more information, email the Office of Higher Education at [Statewideplan@nysed.gov](mailto:Statewideplan@nysed.gov).

# Board of Regents Items, continued



## Proposed Amendment of Sections 52.21, 80-1.2, 80-3.7, and 80-5.6, as well as Subpart 80-6 of the Regulations of the Commissioner of Education Relating to Teaching Assistant Certification.

Bill Murphy, Deputy Commissioner for Higher Education and Alex Trikalinos, Assistant Commissioner for the Office of Teacher and Leader Development, [presented proposed regulatory amendments](#) to the Department's Teaching Assistant (TA) certification requirements. These proposed changes aim to streamline the certification structure and create clearer pathways for TAs who wish to remain in their role or transition to classroom teaching.

Currently, TA certification requirements are not aligned with teaching certification requirements. For example, although the current TA certification progression requires TAs to complete additional college-level coursework, it does not require any pedagogical coursework, which is necessary to obtain Initial teacher certification.

The proposed amendments include:

- Establishing new Initial and Professional Teaching Assistant (TA) certificate requirements.
- Specifying when the current Level I, II, and III TA certificates will cease to be issued.
- Broadening the pool of eligible candidates for the Pre-Professional TA certificate.
- Permitting one year of experience under the Pre-Professional TA and newly introduced Professional TA certificates to fulfill the teaching experience requirement for the individual evaluation pathway to Initial teaching certification.
- Formalizing that holders of the new Professional TA certificate must complete registration and continuing teacher and leader education (CTLE) requirements and
- Establishing requirements for institutions of higher education to register programs that lead to Professional TA certification.

Following the 60-day public comment period, the proposed amendment is anticipated to be presented to the Board of Regents for adoption at its July 2025 meeting. If adopted at the July meeting, it will become effective on July 30, 2025.



## Evaluation of Classroom Teachers and Building Principals.

The Board of Regents [voted to adopt the proposed amendment](#) of the Title to Subpart 30-3 and Section 30-3.1 and the addition of Subpart 30-4 to the Rules of the Board of Regents Relating to the Evaluation of Classroom Teachers and Building Principals to Implement Chapter 143 of the Laws of 2024.

On June 28, 2024, Governor Hochul signed Chapter 143 of the Laws of 2024 ("Chapter 143"), amending Education Law §3012-d, which currently governs annual teacher and principal evaluations. This law also established Education Law §3012-e, a new framework for locally designed evaluation systems and professional growth. Each local educational agency (LEA) has the flexibility to design a Standards-based Educator Evaluation and Professional Support (STEPS) plan that reflects their expectations for teaching and learning and school leadership while maintaining fidelity to our State's [Teaching Standards and Leadership Standards](#), including the [Culturally Responsive-Sustaining Education Framework](#) and with an emphasis on professional learning and growth.

All school districts and BOCES must transition to their new evaluation systems beginning with the 2032-2033 school year.

# Board of Regents Items, continued



**Recruiting the Next Generation of Teachers in New York State.** Laura Glass, Chief of Staff in the Office for Education Policy, led a P-20 Education Workgroup [presentation](#) on strategies to inspire young people to pursue careers in teaching. This session highlighted the successes of [TeachNY](#), an initiative that is identifying and cultivating the next generation of teachers throughout the state, and featured insights from experienced educators and program leaders on effective Grow Your Own (GYO) models.

Panelists – including Dr. Nichol Brown (SUNY Oswego), Kara McCormick-Lyons (White Plains Public Schools), Tara Tolan (Questar III BOCES), Jenna Almon (Genet Elementary School, East Greenbush CSD) - shared their perspectives on what makes a GYO program successful. A common theme throughout the discussion was how intentional support systems and early exposure to teaching experiences help build a strong educator pipeline.

To learn more about engaging in this work, check out the Office of Teacher and Leader Development's [Grow Your Own Initiatives webpage](#).

## From the Office of College and University Evaluation (OCUE)



**New From Existing Residency Application.** The Teacher Education Team in the Office of College and University Evaluation (OCUE) is excited to announce the launch of the “[New From Existing Residency Application](#).” This application replaces the former “Residency Track” application, but continues to offer institutions a streamlined process for registering new programs in the Residency format based on existing, registered programs. As of May 2024, OCUE ceased registering residency tracks and now only registers stand-alone residency programs. This change supports ongoing efforts to strengthen the measurement of outcomes across various certification pathways. Institutions will find that the new application requests nearly the same information as the previous track application. For any questions, institutions are encouraged to contact their Associate at [OCUEinfo@nysed.gov](mailto:OCUEinfo@nysed.gov).

## From the Office of Teaching Initiatives



**New Resource: NYSTCE Certification Exam Waiver FAQ.** NYSED recently introduced a NYSTCE Certification Exam Waiver process for candidates who score within .5 standard error of measurement (SEM) of the passing score on certain Content Specialty Tests (CSTs) required for teacher, leader, and school counselor certifications. A new FAQ document is now available, providing clear guidance on eligibility criteria, required steps, and the waiver request form. For details, view the [NYSTCE Certification Exam Waiver FAQ](#).

## From the New York State Teacher Certification Exams (NYSTCE) Team



**NYSTCE Field Test Opportunity for the New Computer Content Specialty Test (CST)** Take a field test and earn a \$50 Amazon eGift card or a \$100 NYSTCE fee voucher! Eligible participants must be currently enrolled in a registered NYS computer science education program or recently certified in Computer Science. Field testing provides a preview of test items and an opportunity to provide feedback to inform future tests. Appointments are available from March 31-April 25, 2025, at test centers across NYS. Incentives will be distributed 4-6 weeks after the testing window closes. For registration and more information, visit <https://www.pearsonvue.com/us/en/espilot/nystce.html>



**TEACHNY**





Our partner at TeachNY offers up to a **\$100 fee reimbursement** for future educators. TeachNY has been working to recruit more folks into the teaching pathways and offers reimbursement opportunities for future educators applying to Education Preparation Programs like yours! Direct potential applicants to the [TeachNY fee reimbursement opportunities](#) so they can benefit from these valuable resources!



## ResultsAnalyzer® Orientation Webinars

To support ongoing access to and understanding of your testing data, Pearson continues to deliver webinars focused on getting the most out of ResultsAnalyzer®. The session is for persons affiliated with New York State educator preparation programs (EPPs).

On April 23, 2025, from 10:00am-11:00am EST, Pearson will host a webinar focusing on the basic features and functions of the online reporting and analysis system.

PURPOSE	
 <b>Introduce</b>	 <b>Familiarize</b>
<b>1) Introduce ResultsAnalyzer® to new users, and orient users to the three basic categories of data reporting in the system.</b>	<b>2) Familiarize participants with the basic features and functions, including navigation, filtering, sorting, and downloading data reports.</b>

### Who Can Attend?

- ◇ EPP-designated primary score reporting contacts.
- ◇ Users who have been granted permission to use ResultsAnalyzer® by the primary score reporting contact.
- ◇ Any other EPP-based personnel who may be interested in or have a need to be oriented to the system features.

*Please note registration is required in advance.*

To register, click on the link below.

Wednesday, April 23, 2025 (10:00-11:00 A.M. EST): [Register Here](#)

After registering, attendees will receive a confirmation email containing information about joining the meeting. We look forward to seeing you there. This session will be recorded.

If you need direct assistance at any time or want to submit questions prior email: [es-nystce@pearson.com](mailto:es-nystce@pearson.com).

## DID YOU KNOW?

Program evaluation is a critical tool for determining if a program has achieved its intended purpose. According to §52.21(a)(1)(i), institutions authorized to offer teacher preparation programs are required to evaluate their effectiveness in meeting stated teacher education objectives, emphasizing general education and subject specialization, behavioral and social sciences related to teaching, and education theory and practices.

The regulations support a formative approach to program evaluation, requiring clear statements of program objectives in observable and measurable terms, and outlining processes for continuous evaluation and timely program adjustments based on evaluation findings.

However, current regulations do not explicitly require institutions to evaluate whether educator preparation programs produce classroom-ready teachers capable of positively impacting student learning by dem-

onstrating a New York State-specific foundation of professional skill, knowledge, teaching practice, dispositions, and ethical standards aligned with the NYS Teaching Standards, Culturally Responsive-Sustaining Education Framework, and the Competencies of Social-Emotional Learning.

To determine if a registered teacher preparation program prepares classroom-ready teachers who positively impact student learning, institutions should consider conducting impact evaluations of their teacher preparation programs. This evaluation should involve collaboration between the EPP and the local education agencies (LEAs) that hire program graduates. Together, EPPs and LEAs can reimagine program goals and objectives, aligning outcomes and outputs to clearly demonstrate that their combined efforts - the preparation program, mentoring, and induction support - result in classroom-ready teachers who positively impact student learning.



### Office of Higher Education

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**Chancellor:** Lester W. Young, Jr.

**Board of Regents Higher Education Committee Chair:**

Seema Rivera

[www.nysed.gov](http://www.nysed.gov)

[www.regents.nysed.gov](http://www.regents.nysed.gov)

### Sustaining Educator Pipeline Key



**Future Educators:**  
Efforts to engage the next generation of teachers and leaders.



**Preparation and Certification:**  
Collaboration or formal partnerships between LEAs, IHEs, or other eligible partners.



**Recruitment, Induction, and Mentoring:**  
Comprehensive activities to attract and support effective educators.



**Supporting Educators:**  
Differentiated and ongoing support, mentoring, induction, and evaluation for educators to advance their professional practice and improve their ability to produce positive student outcomes.



**Leadership:**  
Opportunities for both vertical and lateral growth within the profession