

Sustaining Educator Pipeline Newsletter



WEBSITES

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

NYSTCE

- [Professional Standards and Practices Board](#)

The Office of Higher Education (OHE) newsletter highlights initiatives and updates related to NYSED’s [Sustaining Educator Pipeline](#). It focuses on efforts to 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](#).

OHE Newsletter Update

Happy New Year from the Office of Higher Education! With the start of a new year comes an opportunity for growth and transformation. In that spirit, the Office of Higher Education newsletter reflects an exciting shift in focus—from educator preparation to a broader vision aligned with the Department’s Sustaining Educator Pipeline. Recognizing the interconnectedness of recruitment, preparation, and retention, our work is in-

creasingly centered on systemic strategies that promote sustainability and equity throughout every stage of an educator’s career.

This shift also highlights our dedication to fostering partnerships, advancing professional learning, addressing educator shortages, and supporting innovative programs that create inclusive and supportive environments for educators. By prioritizing long-term investments in educator devel-

opment and equitable access, we aim to ensure that every student benefits from highly effective and diverse educators who are prepared to meet their needs. This expanded focus underscores our mission to advance policies and practices that sustain educators and elevate educational outcomes across New York State.

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

Board of Regents Items



Administrator Certificate and Extension to Work as a Superintendent.

The Board of Regents [adopted a regulatory amendment](#) to establish

the Professional Administrator Certificate and Extension to Work as a Superintendent. Sections 52.21, 80-1.2, 80-4.3, and 80-5.20 and Subpart 80-3 of Commissioner's Regulations outlining the requirements for SDL and SBL certification were modified to create a single Administrator Certificate enabling individuals to work in both school or district level administrator positions because individuals serving in these leadership roles need the same core set of knowledge and skills to be effective in today's schools and districts. The amendment also creates an extension to work as a superintendent for superintendent positions.

With the adoption of the amendment of Section 52.21, the Department will stop registering new programs leading to the current SBL and SDL certificates on or after February 1, 2025. Registration of programs that meet the new requirements would begin on January 29, 2025. Additionally, currently registered programs leading to SBL and/or SDL certification will no longer be registered as of September 1, 2030, providing a transition period for higher education institutions to register administrator programs and allowing candidates in the pipeline to complete their SBL and/or SDL programs.

Additionally, with the adoption of the amendment to section 80-1.2, the Department will not issue certificates in the SBL and SDL titles other than the Professional and reissuance of an Initial SBL certificate, with an effective date that begins after September 1, 2031. However, the Professional certificate and Initial Reissuance will continue to be issued to hold harmless candidates who continue to pursue the Professional SBL and/or SDL certificate or have a valid or expired Initial SBL certificate. Candidates must apply and qualify for such certificates on or before January 1, 2031, including the SBL and SDL Internship certificates, SBL Initial and Conditional Initial certificates, and Transitional D certificates. The Department may extend the effective date of such certificates, as applicable, after September 1, 2031.



Evaluation of Classroom Teachers and Building Principals.

The Board of Regents [voted to extend the emergency rule](#) regarding implementing 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 called the New York State Standards-based Educator Evaluation and Professional Support ("[STEPS](#)") System. All school districts and BOCES must transition to a STEPS system beginning with the 2032-2033 school year. However, school districts and BOCES could transition to the new evaluation system in the 2024-2025 school year.

The proposed amendment was presented to the Higher Education Committee for discussion and recommendation to the Full Board for adoption as an emergency rule at the November 2024 meeting of the Board of Regents. Because the November 2024 emergency action will expire on February 2, 2025, a second emergency action is necessary to ensure the emergency rule remains continuously in effect until it can be permanently adopted at the March 2025 Regents meeting. If adopted, a Notice of Emergency Adoption will be published in the State Register on February 19, 2025. Supporting materials are available upon request from the Secretary to the Board of Regents.



TEACHNY



TeachNY has subscribed over **60,000** 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 to complete the materials needed to be featured on TeachNY's program finder for future educators.



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 February 26, 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	
 <p>1) Introduce ResultsAnalyzer® to new users, and orient users to the three basic categories of data reporting in the system.</p>	 <p>2) Familiarize participants with the basic features and functions, including navigation, filtering, sorting, and downloading data reports.</p>

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, February 26, 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.

From the Office of College and University Evaluation (OCUE)



New Professional Administrator Certificate and Superintendent Extension Application. In January, the New York State Board of Regents approved a new regulation to establish the Administrator Certificate and Superintendent Extension, effective January 29, 2025. To support this, OCUE has published an application for institutions to register new programs leading to these certifications. This application, [available here](#), is designed for institutions with existing School Building Leader (SBL) and/or School District Leader (SDL) programs. As per the September 2024 [Regents Item](#), all current SDL/SBL programs must conclude by September 1, 2030. The new application streamlines the registration process for programs leading to the Professional Administrator Certificate and Superintendent Extension and requires institutions to outline teach-out plans for their existing leadership programs.



New York State The Path Forward Action Plan: EPP Science of Reading Framework and Baseline Reflection Webinar

In October 2024, the New York State Path Forward team [released](#) the [New York State Action Plan: The Path Forward](#) as part of the Hunt Institute's [The Path Forward initiative](#). The goal of the initiative is to improve literacy instruction in schools by supporting and integrating the [science of reading](#) into teacher preparation program and certification requirements. Information about this initiative in New York State is available [online](#).

One of the activities in the Action Plan is to develop a New York State Educator Preparation Program (EPP) Science of Reading Framework and Baseline Reflection. The framework and reflection are being designed for teacher preparation programs in early childhood education, childhood education, English to speakers of other languages, literacy, and students with disabilities.

On **Tuesday, February 11 from 12:00-1:30**, NYSED and the [Literacy Academy Collective](#) will present a webinar hosted by the New York State Association of Teacher Educators ([NYSATE](#)) and New York State Association of Colleges for Teacher Education ([NYACTE](#)) to describe the draft framework and baseline reflection and answer questions about them. Individuals can register for the webinar by completing this [registration form](#). For background information, individuals could watch the [December 2024 webinar](#) to learn about the Action Plan.

From the Office of Teaching Initiatives



Internship Certificates. Effective June 1, 2025, all Internship certificates must have a Superintendent Statement Support Commitment entered into the TEACH account of the applicant for the certificate to be issued. This statement ensures that the LEA has agreed to support the candidate and understands the conditions of the certificate. Please email otiaadmin@nysed.gov with any questions. Note: this email address is only for school administrators; it is not for applicants or the general public.

DID YOU KNOW?

Professional dispositions are not an explicitly required component of registered teacher preparation programs or teacher certification in New York State. Neither the program regulations in [Part 52.21](#) nor the certification regulations in [Part 80](#), or related education law, require teachers to demonstrate particular dispositions to be considered effective. Nevertheless, professional dispositions have been a focus of study in teacher education since the 1960s, with research affirming their importance in [teaching effectiveness](#). Recent research further suggests that dispositions in teacher education can be [fostered](#) and [improved](#) through intentional preparation practices.

It is also worth noting that educator preparation program accreditors, such as [CAEP](#) and [AAQEP](#), require preparation programs to address professional dispositions as part of the accreditation process. However, these accrediting bodies do not prescribe a definitive list of dispositions, leaving their identification and development to the discretion of individual programs.

There are two places where the Department has provided insight into the dispositions that New York State educators should embody. First, four Culturally Responsive-Sustaining Mindsets identified in the Cul-

turally-Responsive Sustaining Education Framework suggest habits of mind teachers in New York State should have. Referred to as beliefs, they include:

- Believing that culture is not an addition but is a critical component of education.
- Believing that students and their families are individuals with their own assets, knowledge, and abilities who should be valued and consulted.
- Believing that critical and continuous self-reflection is required to dismantle systems of biases and inequities rooted in our country's history, culture, and institutions.

Additionally, dispositions essential to effective teaching in New York State are evident in the [Competencies for Social Emotional Learning and Adult Practice](#). For example, self-awareness and self-reflection - understanding one's emotions, thoughts, and values, and their influence on behavior - help adults develop a strong sense of identity and insight. This practice supports educators in acknowledging and addressing implicit and explicit biases, thereby promoting a more equitable and inclusive learning environment.



Office of Higher Education

Deputy Commissioner:

William Murphy

89 Washington Avenue
Room 975 EBA
Albany, NY 12234
(518) 486-3633

www.highered.nysed.gov

New York State Education Department

Commissioner: Betty A. Rosa
Chancellor: Lester W. Young, Jr.

**Board of Regents Higher
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