

# 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](#).

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## Board of Regents Items

**Proposed Amendments of the Title of Subpart 30-e and Sections 30-3.1, 30-3.4, and 30-3.5 and 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.** Bill Murphy, Deputy Commissioner for Higher Education, and Alex Trikalinos, Assistant Commissioner for the Office of Teacher and Leader Development, presented a [proposed regulatory amendment](#) as an emergency rule to establish standards and criteria for the development of new teacher and principal evaluation systems consistent

with the adoption of Education Law §3012-e.

The new evaluation system is referred to as NYS-STEPS, or Standards-based Educator Evaluation and Professional Support. The amended law provides school districts and BOCES local flexibility to design teacher and leader evaluations aligned with the New York State Teaching Standards, New York State version of the Professional Standards for Educational Leadership (PSELs), and the Culturally Responsive-Sustaining Education Framework. The emphasis of the evaluation system is on professional learning and growth. School districts

and BOCES will be able to transition to their STEPS plans beginning later this school year, once the Department makes available the form and process for submitting plans for review and acceptance. All school districts and BOCES must adopt a STEPS plan by June 30, 2032.

Following the 60-day public comment period that expires on January 20, 2025, the proposed amendment is anticipated to be presented for permanent adoption at the March Regents meeting and become effective as a permanent rule on March 26, 2025.



# Board of Regents Items, continued

**Extending the Validity Period of the Emergency COVID-19 Certificates.** The Board of Regents [adopted a proposed amendment](#) to extend the validity period of any currently valid Emergency COVID-19 certificates set to expire during the 2024-25 school year by changing the expiration date of such certificates to August 31, 2025. This extension allows candidates extra time to complete the examination requirement(s) for their certificate and progress to the next level certificate.

**Extending the Flexibility for Incidental Teaching.** The Board of Regents [adopted a proposed amendment](#) to extend the flexibility for incidental teaching through the 2024-2025 school year. Through incidental teaching, certified teachers can teach a subject not covered by their certificate when the school district determines that no certified or qualified teachers are available. The school district must engage in extensive and

documented recruitment efforts prior to making such a determination. This amendment will enable school districts to address ongoing staffing challenges by providing them with flexibility in making teaching assignments.

**Extending Flexibilities to the Supplementary Certificate and Supplementary Bilingual Education Extension Requirements.** Due to the unanticipated increase in the enrollment of speakers of languages other than English, the Board of Regents [adopted amendments](#) to the Supplementary certificate and the Supplementary Bilingual Education extension requirements to allow candidates to demonstrate that they have the knowledge and skills to provide the necessary supports to recently arrived and asylum-seeking students. This flexibility provides a quicker pathway to obtaining the Supplementary certificate and/or Supplementary Bilingual Education Extension.

## From the Office of Teaching Initiatives

Effective December 1, 2024- All internship certificate applications must have a Superintendent Statement Support Commitment entered into TEACH in order to complete the application. EPPs are asked to submit their recommendations as they normally would. The only addition to this application process is the hiring district's support commitment in TEACH. This is an addition, not a substitution for any of the required documentation the EPP may require as part of the placement.

## New York State Path Forward Literacy Instruction Initiative Webinar

In Fall 2023, New York State was chosen to participate in the third cohort 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. Throughout the past year, with support from the New York State Education Department (NYSED) and the [Hunt Institute](#), [Literacy Academy Collective](#) (LAC) has been regularly convening the NYS Path Forward [Leadership Committee](#), [Steering Committee](#), and [three working groups](#) to develop an action plan.

NYSED and LAC will be presenting a webinar on **Wednesday, December 11 from 3:30-5:00** to describe the activities outlined in the [New York State Action Plan: The Path Forward](#) and the work to implement them. The Action Plan was [released last month](#) and focuses on teacher preparation programs in early childhood education, childhood education, English to speakers of other languages, literacy, and students with disabilities. Individuals can register for the webinar by completing this [online registration form](#).

## TEACHNY

TeachNY has subscribed close to 30,000 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 EPP programs. 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 Vouchers

### NYSTCE Exam Vouchers:

Educator Preparation Programs (EPPs) received their NYSTCE voucher codes in early October. If your program has not yet received an email from Pearson VUE with your codes, please contact us at: [certexams@nysed.gov](mailto:certexams@nysed.gov).

Please note that some programs may have received fewer vouchers than in previous years. If there are additional candidates in your programs with **demonstrated financial need** who require a voucher, please direct them to complete a brief [questionnaire](#) on the [OTLD Website](#).

### NYSTCE Right Start Vouchers:

NYSTCE Right Start learning courses, a suite of interactive, targeted courses designed to help candidates master the content for their certification area, are available for the following fields on the [NYSTCE website](#):

- Educating All Students (EAS)
- Assessment of Teaching Assistant Skills (ATAS)

Content Specialty Tests:

- Biology
- Chemistry

- Earth Science
- ELA
- ESOL (**forthcoming**)
- Health
- Literacy (**forthcoming**)
- Math
- Multi-subject: Teachers of Early Childhood B-2
- Multi-subject: Teachers of Childhood 1-6
- Multi-subject: Teachers of Middle Childhood 5-9
- Multi-subject: Secondary Teachers 7-12
- Physical Education
- Physics (**forthcoming**)
- School Counselor
- Social Studies
- Students with Disabilities

If your EPP is interested in purchasing Right Start Vouchers in bulk, please use the "Contact Us" button on the NYSTCE website to inquire.

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?

In New York State, professionalism, an essential but often overlooked dimension of teacher quality, is a shared responsibility between educator preparation programs (EPPs) and employing school district or local educational agency (LEA). Although most discussions of professionalism occur within the context of teacher education programs, it is equally critical to consider its role in practice.

Two New York State Teaching Standards, Standard VI: Professional Responsibilities and Collaboration and Standard VII: Professional Growth, inform what teacher candidates must know and be able to do. These standards are included in each preparation program's Teacher Performance Assessments (TPAs), which assess candidates' readiness. Additionally, these same standards guide the evaluation of practicing

teachers under the New York State Evaluation System.

Given the importance of these standards, do the partnership agreements that are established as part of program registration requirements outlined in §52.21 include discourse and consensus about what each will do to support the professional growth and development of candidates? Are there shared expectations and commitments to ensure that candidates and teachers alike embody the professionalism articulated in Standards VI and VII?

This is an opportunity for EPPs and LEAs to engage in meaningful discourse and establish a unified approach to fostering professionalism, ensuring that teacher candidates and practicing educators meet the high expectations of the profession.



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