

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](#)

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[Educator Quality and Professional Development](#)

NYSTCE

[Professional Standards and Practices Board](#)

Board of Regents Items

Proposed Amendments. The Department [proposed regulatory amendments](#) to sections 52.21, 80-1.1, 80-1.5, 80-3.3, 80-3.4, 80-3.10, 80-3.11, 80-4.3, 80-5.6, 80-5.13, 80-5.14, 80-5.15, 80-5.18, and 80-5.28 of the Regulations of the Commissioner of Education to allow candidates to meet the examination requirement for educator certification by passing one of the [NYSTCE examinations](#) or another examination under certain conditions and establishing waiver options for the content knowledge certificate examination requirement for specific certificates.

Other Certification Examinations. The proposed amendment creates definitions for the following terms in

section 80-1.1 of the Commissioner’s regulations:

- Certification examination is defined as an examination that is one of the New York State Teacher Certification Examinations or another examination, as determined by the Department, which is developed for the purpose of educator certification. Such examination must be aligned with State learning standards or professional education organization standards, as appropriate, and developed in accordance with national industry and professional standards for educational testing.

- Content knowledge certification examination is defined as a certification examination that assesses candidates’ knowledge of the area of the certificate for certificates in the classroom teaching service, educational leadership service, or title school counselor, or for applicable extensions pursuant to section 80-4.3 of this Part.

The proposed term “content knowledge certification examination” replaces specific references to the NYSTCE Content Specialty Tests (CSTs) and examinations for certificates in the educational leadership service and for school counselors in Part 80 of the Commissioner’s regulations. (continued)



Board of Regents Items, continued

Furthermore, the proposed term “certification examination” replaces other references to the NYSTCE examinations in section 52.21 and Part 80 of the Commissioner’s regulations. In both cases, candidates could satisfy certification examination requirements by passing a certification examination other than a NYSTCE approved by the Department and meeting the above definition’s criteria. The Department will maintain information concerning which examinations other than the NYSTCE are deemed appropriate by the Department on its [certification requirements web pages](#).

Waiver Options. The Department proposes to amend section 80-1.5 of the Commissioner’s regulations to establish a process where candidates may apply for a waiver of the content knowledge certification examination requirement for a certificate in the classroom teaching service, educational leadership service, or school counselor, or an applicable extension pursuant to section 80-4.3 of this Part, provided that they receive a score within a 0.5 standard error of measurement of the passing score on a CST required for the certificate or extension sought and complete one of the following waiver options:

- Option 1: Achieve a satisfactory level of performance on a NYSTCE portfolio assessment to demonstrate their depth of subject matter knowledge on the NYSTCE CST for which they did not pass, when available; or
- Option 2: Achieve at least a 3.5 cumulative grade point average or its equivalent in the program leading to a baccalaureate, or a graduate degree culminating in at least 30 semester hours, at an institution of higher education that is accredited by an institutional accrediting agency recognized for this purpose by the United States Department of Education or a higher education institution that the Commissioner deems substantially equivalent.

Technical Amendments. The proposed amendment includes several technical amendments. First, the institutional accountability requirements in section 52.21 of the Commissioner’s regulations suggest that institutions of higher education may be able to condition program completion on candidates’ passing of each required certification examination. The Department has held a long-standing position that passing certification examinations should not be a requirement for program completion. Therefore, references to this type of institutional

requirement are removed. Second, at its March 2022 meeting, the Board of Regents relieved SDL and SDBL candidates from the requirement that they pass the New York State assessment in the area of the certificate for program completion and the institutional recommendation for Professional certification. The Department is proposing technical amendments to conform to this permanent rule, including removing references to the former requirement in section 80-3.10 of the Commissioner’s regulations and companion programs in section 52.21. The regulation also contains

nonsubstantial technical amendments that update Part 80 to make the regulations current and consistent.

Following the 60-day public comment period that expires on December 23, 2024, the proposed amendment is anticipated to be presented for permanent adoption at the February Regents meeting and become effective on February 26, 2025.



Update of Approved Ability-to-Benefit (ATB) Tests for Purposes of Eligibility for State

Financial Aid. Bill Murphy, Deputy Commissioner for Higher Education and Chris Fernando from the Office of Post Secondary Access, Support and Success, presented [proposed amendments to the current list of approved ATB tests](#). Under Section 661 of the Education Law, as amended by Chapter 57 of the Laws of 2007, a student seeking Tuition Assistance Program (TAP) aid and other State financial aid for the first time, beginning with the 2007-2008 academic year, must pass a federally approved Ability-To-Benefit (ATB) test approved by the Board of Regents if the student does not possess a U.S. high school diploma or its recognized equivalent.

In June 2024, USDOE released [federal guidance](#) updating the field on which ATB tests are now approved for federal financial aid purposes: Combined English Language Skills Assessment (CELSA) and ACCUPLACER Reading, Writing, and Arithmetic requiring the Board of Regents to vote to amend the current list of approved ATB tests to match the ATB tests approved for federal financial aid purposes.

TEACHNY

TeachNY is still working 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, make sure to fill out the Letter of Participation [linked here](#) and the following spreadsheets:

- Completed by All Programs: [TeachNY EPP NEW Profile Request Form.xlsx](#)
- Completed by Undergraduate Programs: [TeachNY New EPP Checklist Request \(Undergraduate\)](#)
- Completed by Graduate and Alt. Cert. Programs: [TeachNY New EPP Checklist Request \(Postgraduate\)](#)

If you house both a master's + certification program and an alternative certification program, please complete two copies of this spreadsheet, one for each program.

TeachNY will soon be commencing their outreach and partnerships with school districts throughout the state. Submitting your information now will increase your recruitment opportunities with non-certified staff and high school students across New York.

If you have any questions or concerns, please don't hesitate to contact [Evalyn Gleason](#), our Senior Program Manager at TeachNY. We're here to support you every step of the way.



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.

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 now available for select fields on the [NYSTCE website](#).

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](#).

Fingerprinting. The Office of School Personnel Review and Accountability (OSPRA) has posted a September 25, 2024 memorandum entitled “[Required Fingerprinting of Prospective School Employees by Covered Schools](#)” reminding school districts, charter schools, BOCES, and nonpublic/private schools that have opted-in to SED’s fingerprinting program of their responsibilities under 8 NYCRR Part 87 of the regulations of the New York State Education Department.

DID YOU KNOW?

Teacher candidates in practice-based preparation programs are trained to become classroom-ready educators who grow into effective teachers. Their ability to positively impact student learning increases as they become fluent in applying research-based teaching practices aligned with the New York State Teaching Standards.

There are two types of research-based teaching practices that teacher candidates need to master to demonstrate effectiveness over time: evidence-based and High Leverage Practices (HLPs). Evidence-based practices are targeted teaching methods for a specific content area or student population. Evidence-based practices are grounded in the findings published in peer-reviewed journals documenting their effectiveness or from a consensus among expert practitioners who regularly assess student outcomes. For instance, evidence-based practices are the focus of the Department’s [Literacy Initiative](#).

The second type of research-based teach-

ing practices are High Leverage Practices (HLPs). HLPs are the foundational teaching practices that all teachers perform daily regardless of the content or students they teach that have been shown to promote student learning. Teaching Works at the University of Michigan has identified [19 HLPs](#).

Examples of these practices include:

- Building respectful relationships.
- Setting up and managing small group work.
- Implementing organizational routines.
- Communicating with families.
- Learning about students.
- Diagnosing patterns of student thinking.

Additionally, the Council for Exceptional Children (CEC) and the Collaboration of Effective Education Development, Accountability, and Reform (CEEDAR) have identified [22 HLPs](#) for special education teachers.



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