



# 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 Section 52.21 to Add Culturally Responsive-Sustaining Education to Teacher Preparation Program Registration Requirements

William Murphy, Deputy Commissioner for the Office of Higher Education, and Emily Sutherland, Director of the Office of College and University Evaluation, presented a [proposed regulatory amendment](#) to section 52.21 of the Commissioner's regulations, revising the pedagogical study requirements regarding curriculum development, instructional planning, and instructional strategies to include culturally responsive-sustaining education practices and pedagogy aligned with the four principles of the [CR-SE Framework](#). Educator preparation programs (EPPs) would need to include this new requirement by September 1, 2027, or at the time a new program is registered, whichever occurs first. This timeline provides EPPs with an opportunity to make any needed changes to their curriculum.

### Content Core Requirement for Additional Teaching Certificates in Certain Areas

At its April 2025 meeting, the New York State Board of Regents approved an amendment to Sections 52.21 and 80-3.7 of the Commissioner's Regulations, reducing the content core requirement from 30 to 18 semester hours for educators seeking additional teaching certificates. This change applies to middle childhood (grades 5–9) and adolescence education (grades 7–12) in biology, chemistry, earth science, English language arts, mathematics, social studies, physics, and world languages other than English. It also includes special subject areas across all grades—dance, family and consumer sciences, health education, music, physical education, technology education, theater, and visual arts—as well as agriculture and business and marketing. The amendment aims to increase flexibility for educators and address teacher shortages by streamlining the pathway to additional certification.

For more detailed information, please see the [April 2025 Regents Item](#), as well as the websites for the [Office of Teaching Initiatives](#) and the [Office of College and University Evaluation](#).

# Board of Regents Items, continued



## Comprehensive Update on Responses to English Language Learners

Educators from across New York [engaged in a conversation](#), moderated by Angelique Johnson-Dingle, Deputy Commissioner of P12 Instructional Support, and Elisa Alvarez, Associate Commissioner, Office of Bilingual Education and World Languages, updating the board on supports, resources, and pedagogical approaches to supporting English Language Learners.

Associate Commissioner Alvarez indicated that partnerships and virtual learning have been key drivers in supporting English Language Learners.

Dr. Sagrario Rudecindo-O'Neill, Assistant Superintendent of Curriculum and Student Support, Beacon City School District; Dr. Jasmin Varela, Superintendent Eastern Suffolk BOCES; Dr. Gladys Cruz, Superintendent, Questar III BOCES; and Dr. Brenda Garcia, Chief, Office of Multilingual Learners at New York City Public Schools, shared how they are supporting English Language Learners (ELLs) and Multilingual Learners (MLs) in their respective districts. During the presentation, these leaders shared supports, including curriculum and research-based teaching practices aligned with the [New York State Learning Standards](#), a focus on Science of Reading initiatives specific to ELLs and MLs, professional learning for teachers, including opportunities to pursue the Bilingual Education Extension Certification, and attention to preserving indigenous languages.



## The Science of Reading Framework and Baseline Reflection for EPPs Reminder

The New York State Education Department (NYSED) reminds educator preparation programs (EPPs) to complete and submit the [Science of Reading Baseline Reflection](#). This tool supports EPPs in identifying areas of strength and growth as they align coursework and clinical experiences with the Framework for Integrating the Science of Reading (SoR), released in March as part of NYSED's broader literacy initiative.

All EPPs are asked to complete the Baseline Reflection separately for each relevant program offered. Please note that only the dean or program director, or their designee, can submit the electronic form to NYSED, the link for which was included in the April 3, 2025 email.

While the original submission deadline has passed, NYSED will continue to accept submissions and encourages EPPs that need additional time to email [OTLD@nysed.gov](mailto:OTLD@nysed.gov) to request an extension.

For additional information, please see the [May 2025 Office of Higher Education Newsflash](#).

## From the Office of Teaching Initiatives



### **Postponed — Requirement for Internship Certificate Superintendent Statement.**

The requirement for Internship Certificate applications to have a school district recommendation is postponed until further notice. Please see the [Contact Us](#) webpage to reach out to OTI with questions.



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



### **NYSTCE Test Development Updates**

**Educating All Students (EAS):** The NYSTCE team has initiated the revision of the EAS exam to ensure it reflects the current expectations for all educators in New York State. This work will focus on aligning the assessment with the competencies of a classroom-ready educator, including integration of the [Culturally Responsive-Sustaining Education \(CR-SE\) Framework](#).

**New Administrator Certification Assessment (ACA):** In January 2025, the New York State Board of Regents [approved amendments](#) to establish a new Professional Administrator certificate and a corresponding Superintendent Extension. This initiative aims to streamline certification for educational leaders by consolidating the existing School Building Leader (SBL) and School District Leader (SDL) certificates into a single Administrator certificate. The new certification aligns with New York State's version of the Professional Standards for Educational Leaders (PSELs) and reflects the evolving responsibilities of administrators across school and district levels. To support this transition, the NYSTCE program is developing the Administrator Certification Assessment (ACA), designed to evaluate the competencies required for effective, equity-driven leadership in New York State schools. The ACA will replace the current SBL and SDL assessments once implemented.

**Test Development Committees:** The NYSTCE team is seeking educators to participate in test development committees related to the following:

- Administrator Certification Assessment (ACA)
- Computer Science CST
- Educating All Students (EAS)
- Bias Review for all exam work

You are encouraged to apply for the committees if you are:

- New York State teachers, educational leaders, and pupil personnel services professionals who hold certification; and/or
- Educator preparation program faculty and content area faculty at New York State institutions of higher education who are preparing teachers, educational leaders, and pupil personnel services professionals.

Please visit the [Test Development Participation Opportunities](#) webpage and complete the new, brief [online form](#). If you have any questions, please reach out to [certexams@nysed.gov](mailto:certexams@nysed.gov).





TEACHNY

**R**efer Candidates to One-on-One Coaching: TeachNY's coaching services offer personalized support to prospective teachers navigating certification, coursework, and career decisions. You can connect potential applicants to these coaching resources to ensure they get the targeted guidance they need.

[Connect Candidates with Coaching](#)



## NYSTCE Updates from Pearson



**ResultsAnalyzer®:** ResultsAnalyzer® is an interactive reporting tool available to educator preparation programs to support the review and analysis of NYSTCE performance assessment data. Programs interested in exploring how this tool may assist with data-driven decision making can contact Pearson at [es-nystce@pearson.com](mailto:es-nystce@pearson.com).

**NYSTCE Right Start™:** Pearson offers a subscription-based online resource, NYSTCE Right Start™, designed to support candidates in preparing for selected certification exams. The resource includes:

- A diagnostic assessment to gauge initial content knowledge
- Self-paced learning modules aligned to the content of selected NYSTCE exams
- A post-assessment to measure growth
- A dashboard that tracks individual progress

Subscription options include \$35 for 30 days or \$70 for 90 days. Bulk purchase options are available through the NYSTCE Voucher Program. For additional information or a product demonstration, contact [es-nystce@pearson.com](mailto:es-nystce@pearson.com).

**Voucher Usage Reports:** Institutions may request customized reports showing the number of financial aid vouchers issued and redeemed, along with corresponding exam information. These reports can support tracking and planning at the program level. To request a report, email [es-nystce@pearson.com](mailto:es-nystce@pearson.com).

**Score Report Update/Waiver Eligibility Indicator:** Beginning in July 2025, candidates who score within 0.5 standard error of measurement (SEM) of the passing score on a required NYSTCE exam will see an asterisk (\*) next to their Total Score. This symbol indicates that the candidate may be eligible to apply for a certification exam waiver. More information about the waiver process is available on the [NYSTCE website](#).

## DID YOU KNOW?

Educator preparation programs (EPPs) have an opportunity to strengthen the connection between preparation and practice by authentically collaborating with the local educational agencies (LEAs) that hire their graduates. Teacher education program regulations require EPPs to maintain partnerships that systematically align clinical experiences with classroom expectations. At the same time, LEAs are required by regulations to have a Professional Learning Plan that includes at least one year of mentoring for all new teachers with initial certification. This dual requirement creates a powerful point of professional intersection between teacher preparation and K-12 support systems.

By aligning candidates' clinical experiences (student teaching, practica, or residency) with an LEA's mentoring program, EPPs can:

- Establish a seamless transition for candidates from the Teaching Per-

formance Assessment to implementation of the Professional Learning Plan.

- Build social capital for new teachers through strong networks, shared norms, and collaborative professional cultures.
- Strengthen local partnerships through mutual investment in teacher development, improving both teacher retention and student learning.

Including support for an LEA's mentoring program as a part of the partnership agreement demonstrates shared responsibility for developing and sustaining classroom-ready teachers who impact student learning. It also models the kind of relational trust that underpins all effective teaching and learning communities.



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Seema Rivera

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

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### 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