



Sustaining Educator Pipeline Newsletter

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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](#).

Presentation to the Board

As a part of the [New York Inspires initiative](#) (launched in November 2024), a collaborative team of P-20 Department representatives presented the updated [Portrait of a Graduate](#) to the Board of Regents, which serves as a blueprint defining the essential skills every high school graduate should embody. Officially adopted in July 2025, this framework marks a major shift in what a New York State Diploma represents.

At its heart lies the [Culturally Responsive-Sustaining \(CR-S\) Education Framework](#), underscoring inclusive, student-centered learning as integral to developing well-rounded graduates. Graduates will be expected to embody six key attributes of being:

1. academically prepared;
2. a creative innovator;
3. a critical thinker;
4. an effective communicator;
5. a global citizen; and
6. a reflective, future-focused individual

This vision is designed to prepare New York State students to learn, grow, create, work, and contribute. In preparing the whole graduate, there will be a focus on the development of real-world skills, including enhanced critical thinking and problem-solving abilities, improved engagement and motivation, and an increased understanding of how different subjects relate to one another.



Presentation to the Board, continued

While existing graduation requirements (including Regents exams) remain in place through the 2027-28 cohort, LEAs are encouraged to begin aligning practices with the Portrait now.

The full statewide requirement—where students must demonstrate proficiency in both state standards and Portrait attributes—takes effect for students entering high school in the 2029-30 school year.

Further information can be found on the [Graduation Measures website](#), including an [FAQ](#) related to the New York State Graduation Measures Initiative.

Board of Regents Items

June 2025 Meeting:



Proposed Amendment of Section 30-1.8 Relating to Special Subject Tenure Areas

Under current regulations, classroom teachers are appointed to a probationary period in one or more tenure areas in which they devote a substantial portion of their time. Educators must hold the appropriate certification for any tenure area to which they are appointed. Subpart 30-1 is subdivided into sections that establish tenure areas related to elementary grades, middle grades, academic subject areas for grades 7-12, and special subject areas.

Since the adoption of §30-1.8, the Department has proposed various amendments to update the tenure areas for special subjects. However, in several areas, these regulations do not align with the existing certification structure outlined in Part 80 of the Commissioner’s regulations and do not reflect current terminology in the field.

The department [proposes to amend](#) §30-1.8 of the Rules of the Board of Regents as follows:

- New tenure areas will be established in agriculture (general), dance, theater, and visual arts;
- Certain existing tenure areas – business education, home economics, industrial arts, physical education, and school media specialist (library) – will be renamed to match their current certificate titles;
- Special education tenure areas will be renamed to match current special education certificate titles and remove outdated language regarding students with disabilities;



- References to vocational education will be updated to reflect career and technical education (CTE);
- Certain existing CTE tenure areas will be renamed to match current certificate titles, and;
- Certain tenure areas – art, driver education, speech-remedial, and school media specialist (educational communications) – will be phased out after September 30, 2025.

The proposed amendment will be presented for permanent adoption at the October 2025 Regents meeting after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period.

Board of Regents Items, continued



Proposed Amendment of the Commissioner's Regulations Relating to Flexibilities for the Supplementary Certificate and Supplementary Bilingual Education Extension Requirements

In response to the need for educators to support the influx of English Language Learners (ELLs) in schools, the Department [proposed an amendment](#) to extend regulatory flexibilities related to the Supplementary certificate and Supplementary Bilingual Education extension through August 31, 2026. These flexibilities were first adopted in November 2024 to help address educator shortages related to supporting ELLs.

Under the proposed extension:

- Certified teachers applying for a Supplementary English to Speakers of Other Languages (ESOL) certificate, and teachers who hold a valid Initial, Professional, or Permanent ESOL certificate and are seeking a supplementary certificate in another area, may continue to complete either the examination requirement **or** the enrollment and education requirements, rather than both.
- Certified teachers and certified pupil personnel services professionals seeking the Supplementary Bilingual Education extension may continue to pass the Bilingual Education Assessment (BEA), if available, in lieu of matriculating in a registered program leading to a Bilingual Education extension and completing coursework.

Additionally, the amendment permits a single renewal of the Supplementary Bilingual Education extension if a candidate obtains their first extension through this flexibility. This is designed to accommodate candidates who may decide to matriculate in a registered Bilingual Education extension program at a later date.

The proposed amendment will be presented for permanent adoption at the October 2025 Regents meeting after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period.

July 2025 Meeting:



Extending the Flexibility for Incidental Teaching

The Board of Regents adopted a [proposed amendment](#) as an emergency rule at its July 2025 meeting to extend the flexibility for incidental teaching through the 2025-2026 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 proposal will enable school districts to address ongoing staffing challenges by providing them with flexibility in making teaching assignments.

Extending this flexibility for one additional school year will also provide time for the Department and Board of Regents to consider further reforms to the teacher and school leader certification process, one goal of which is to increase the supply of available and qualified educators.

The emergency rule became effective July 15, 2025. It is anticipated that the proposed amendment will be presented for permanent adoption at the November 2025 Regents meeting, after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period.



From the Office of College and University Evaluation (OCUE)



REMINDER: Professional Administrator Certificate and Superintendent Extension Application Submissions:

Earlier this year, the New York State Board of Regents approved a [new regulation](#) establishing the Professional Administrator Certificate and Superintendent Extension, effective January 29, 2025. As a result, all current School District Leader (SDL) and School Building Leader (SBL) programs must conclude by September 1, 2030.

To facilitate this transition, the Office of College and University Evaluation (OCUE) has published an [application](#) for institutions to register new programs leading to these certifications. This application is intended for institutions with current SDL/SBL programs and includes requirements for submitting teach-out plans for existing leadership programs.

We encourage institutions to begin preparing their submissions and to reach out with any questions via OCUEinfo@nysed.gov. OCUE remains available to provide guidance and support throughout the application process.



From the Office of Teaching Initiatives (OTI)

Verification of Paid Experience in Place of Student Teaching

Beginning September 1, 2025, paid teaching experience, including Career and Technical Education experience, completed in place of college-supervised student teaching, must be entered via the Superintendent Statement (entitled "Paid Teaching Exp. for Initial") into the applicant's TEACH account by the employing district/BOCES/charter school. The Office of Teaching Initiatives (OTI) will no longer accept paper forms unless it is for experience from a private/religious/independent school. *Please see the [Contact Us](#) webpage to reach out to OTI with questions.*

Second Update to Mandated Reporter Training

In accordance with §413 of the Social Services Law, as amended by the laws of 2024, the mandated Identification and Reporting of Child Abuse and Maltreatment/Neglect coursework has been updated to include the addition of guidance on identifying an abused or maltreated child when such child is an individual with an intellectual or developmental disability. The amended law further requires all mandated reporters, **including all certified educators**, to complete the new, updated workshop. Accordingly, **all certified educators** must have a record of completion of the new, updated training reported to TEACH by their chosen provider by **November 17, 2026**. Please note:

- All NYS Identification and Reporting of a Child Abuse and Maltreatment/Neglect approved providers are required to offer the second updated workshop starting on September 1, 2025.
- All educators must take the entire second updated workshop (for a total of two hours in length), even if they completed the most recent 2025 updated workshop.
- Applications for certification submitted on or after October 1, 2025, will require completion of the second updated workshop for issuance of the certificate.
- New York State approved teacher preparation programs entering recommendations for certification on or after October 1, 2025, must verify that the second updated workshop has been completed at the time of the recommendation.

Additional information will be posted on the [OTI Announcements webpage](#).

NYSTCE Updates from Pearson



Right Start Learning Courses: Right Start offers instructional content aligned to specific NYSTCE, including study tips, practice assessments, and detailed feedback. Each Right Start subscription offers a learning course aligned to a specific examination and is available for many NYSTCE. A subscription for each certification examination title is \$35 for 30 days or \$70 for 90 days, giving candidates multiple opportunities to practice. Click [here](#) to view the list of available NYSTCE Right Start courses.

Online EPP bulk voucher purchase of Right Start now offers a custom dashboard. Programs can view and assign vouchers from the dashboard and follow candidate progress in Right Start courses.

Pearson will be hosting a Right Start introductory webinar on Monday, September 29th from 2:00-3:00pm EST.

In this webinar, Pearson will:

- Demonstrate a course
- Review features and functionality
- Introduce the EPP dashboard
- Set aside time for Q&A

Register for the September 29th webinar [here](#).



NYSTCE Flex coming January 2026:

The Department, in conjunction with Pearson, is excited to introduce **NYSTCE Flex**, a new portfolio-based assessment option for teacher certification candidates who narrowly miss the passing score on a required Content Specialty Test (CST). Beginning with the Multi-Subject: Teachers of Early Childhood (Part 2 – Mathematics, NY246) and Multi-Subject: Teachers of Childhood (Part 2 – Mathematics, NY222), candidates who score within a 0.5 standard error of measurement (SEM) of the passing mark may use NYSTCE Flex to demonstrate their depth of subject matter and pedagogical knowledge to meet the content specialty certification examination requirement for certification. By expanding opportunities for candidates and helping them make timely progress toward certification, NYSTCE Flex provides an additional pathway to earning certification. For details and updates, candidates and educator preparation programs should visit the official [NYSTCE website](#) in early November.

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



NYSTCE Test Development Updates

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 Content Specialty Test (CST)
- Educating All Students (EAS)
- Standard setting for the Earth Science, Biology, Chemistry, and Physics CSTs
- Standard setting for the Teaching Assistant exam
- 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 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.

DID YOU KNOW?

Advocacy as a Core Practice of Culturally Responsive-Sustaining (CR-S) Education

[Culturally Responsive-Sustaining Education](#) is more than a framework for instruction, it is a call to action. A call that requires educators to advocate for equity and justice in their classrooms, schools, and communities.

Rooted in the CR-S Education Framework, advocacy includes elevating marginalized voices, challenging inequitable policies, and affirming the identities of all students. These are not passive goals. They require educators to stand up for inclusive policies, equitable access to resources, and the right of every child to thrive.

This responsibility aligns with [Part 52.21 of the Commissioner's Regulations](#), which requires teacher preparation programs to equip candidates with pedagogical content knowledge and skills that support diverse learners. While advocacy is not explicitly named, the regulation's emphasis on preparing teachers for diverse classrooms and equitable instruction accentuates the importance of teacher voice and leadership in addressing systemic barriers to learning.

In classrooms and communities across the state, culturally responsive educators enact advocacy by:

- Recognizing school practices that disproportionately discipline students of color and working with colleagues and administrators to review disciplinary data and explore more equitable approaches, such as restorative practices.
- Noticing when multilingual learners are underrepresented in advanced coursework and being a proponent for inclusive placements, language supports, and culturally affirming outreach to families.

- Elevating the strengths and expertise of students, families, and communities by integrating community-based knowledge into instruction and building meaningful relationships with families to connect home and school learning.
- Selecting classroom literature and guiding inquiry projects that encourage students to examine real-world issues, engage in civic dialogue, and explore their roles as change agents.
- Collaborating with peers to critically reflect on school norms and advocate for practices and policies that promote equity, inclusion, and student belonging.

This vision of advocacy is also reflected in Principle 5 of the [New York State Code of Ethics for Educators](#), which calls on educators to “partner with parents and other members of the community to enhance school programs and to promote student learning,” and to “advocate for fair opportunity for all children.” The principle reinforces the importance of collaboration, trust, and respect for diversity, a collection of attributes that comprise culturally responsive advocacy in practice.

Educator preparation programs (EPPs) play a critical role in cultivating this mindset by integrating advocacy into coursework, clinical experiences, and program culture. [The New York State Teaching Standards](#) and [Professional Standards for Educational Leaders \(NYS Version\)](#) also echo this responsibility through Standard 6: Professional Growth, which call on educators to act ethically, engage with families, and reflect on their practice in pursuit of student success. In preparing educators to be advocates, we help ensure that culturally responsive teaching moves beyond intention and becomes transformative action in the service of every learner.





TEACHNY

Help Candidates Access Fee Reimbursements: Do your potential applicants know they may be eligible for application-related expense reimbursements? You can help reduce financial barriers by directing them to TeachNY's resources outlining how to apply for reimbursements and what to expect.

[Fee Reimbursement Details](#)



New York State The Path Forward – Community of Practice

Are you working to bring more evidence-based literacy practices into your educator preparation program? Join colleagues across New York State in a monthly Community of Practice (CoP), hosted by the Path Forward Initiative, dedicated to advancing the Science of Reading (SoR) in educator preparation. This is an ongoing CoP on the SoR components as laid out in the [NYSED Framework](#) & [Baseline Reflection](#).

- Engage with leading researchers, authors, and practitioners to learn key elements in bringing research to practice.
- Hear spotlight presentations from NY State EPP faculty on how they are embedding evidence-based practice into their programs.
- Share stories of transformation and concrete strategies for strengthening educator preparation.

This is a supportive, collaborative environment. No pre-work required!

Friday, October 3rd, 2025

Time: 2:30pm - 3:45pm

[Sign up here!](#)

**Please note - This will continue to take place on the first Friday of each month. It is "Come as you can." There is no commitment to join every session!*

See the [attached flier](#) and please spread the word to colleagues and friends. Open to all!



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 Education Committee Chair:
Seema Rivera
www.nysed.gov
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