



NEW YORK STATE EDUCATION DEPARTMENT OFFICE OF HIGHER EDUCATION EDUCATOR PREPARATION NEWSLETTER

APRIL 2022

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](#).

BOARD OF REGENTS APRIL ITEMS

Residency Programs and Certificate. The Residency certificate was established in July 2017 for candidates who are enrolled in the Classroom Academy Residency Pilot Program. There is a growing interest in residencies by New York State teacher preparation programs and school districts as well as nationally. In response to this increased interest in residencies, the Department [proposed a regulatory amendment](#) that establishes registration requirements for residency programs, which will provide registered programs with the flexibility to create their own residency models while setting consistent standards for residencies in teacher preparation programs across New York State. The proposal also revises the Residency certificate requirements such that candidates who are enrolled in a registered residency program, based on the proposed standards, would be eligible for the certificate. The [presentation](#) to the Board of Regents provided an overview of the proposal and information about the benefits of residencies, the New York State P-20 Collaborative, and the new “Teacher” apprenticeship trade that was approved by the [NYS Department of Labor](#) to offer registered apprenticeships in New York State.

Teacher Performance Assessment. The Board of Regents [adopted a regulatory amendment](#) that modifies the teacher performance assessment requirement by eliminating the edTPA requirement for certification and, instead, requiring that New York State registered teacher preparation programs integrate a teacher performance assessment into the candidates’ student teaching, practicum, or similar clinical experience (e.g., residency, mentored in-service component) by September 1, 2023. This assessment would be designed to promote the professional growth of candidates who are seeking their first Initial teaching certificate. Teacher preparation programs would use the following definition to develop or choose their teacher performance assessment. Responses to frequently asked questions (FAQs) about the new teacher performance assessment requirement and former edTPA certification requirement are available on the [FAQs webpage](#).

- *Teacher performance assessment* means a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the [New York State Teaching Standards](#), which align with the four principles of the [New York State Culturally Responsive-Sustaining Education Framework](#), and their content knowledge and skill in teaching to the State learning standards in the grade band and subject area of a certificate sought.

General Education Core in Liberal Arts and Sciences Requirement. The Board of Regents [adopted a regulatory amendment](#) that eliminates the general education core in liberal arts and sciences (LAS) requirement for registered teacher preparation programs, which included coursework in the following areas: artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a world language other than English, scientific and mathematical processes, and written

analysis and expression. Undergraduate programs would still be required to meet the degree requirements of having a specified minimum amount of LAS coursework and at least 120 semester hours for the undergraduate degree. The general education core in LAS requirement for candidates seeking teacher certification through the individual evaluation pathway was also eliminated. These candidates were required to complete 30 semester hours of coursework in LAS that included study in each of the above areas.

Based on the regulatory amendment, registered teacher preparation programs are no longer required to include, or ensure that current candidates complete, the general education core in liberal arts and sciences in their program as of April 27, 2022. This requirement can be removed from a program's curriculum or admission process without submitting a program revision application to the Office of College and University Evaluation (OCUE), unless the program is changing more than one-third of the semester hours required in the program. Candidates who are currently matriculating in a graduate program, and were required to complete one or more courses for the general core in liberal arts and sciences requirement as a condition of admission, no longer need to complete the course(s).

Teacher preparation programs that wish to continue to require coursework in the general education core in liberal arts and sciences may do so. For programs leading to a generalist certificate (Early Childhood Education; Childhood Education; Generalist in Middle Childhood Education; Students with Disabilities (Birth-Grade 2) and (Grades 1-6); Deaf and Hard of Hearing; Blind and Visually Impaired), the content core requirement remains unchanged and is still in effect. The content core requirement is a major, concentration, or the equivalent in one or more of the liberal arts and sciences and is described on the [OCUE website](#). The content core, in combination with the pedagogical core, must ensure that the candidate has a knowledge base for teaching to the State learning standards for students in the following areas of the generalist curriculum: the arts; career development and occupational studies; English language arts; health, physical education, and family and consumer sciences; world languages; mathematics, science and technology; and social studies. Programs can send questions about curricular requirements, and changes to them, to OCUE at ocueinfo@nysed.gov.

DISTANCE EDUCATION FLEXIBILITY

Recognizing that institutions of higher education continue to navigate the evolving conditions created by the COVID-19 pandemic on behalf of the students that they serve, the NYS Education Department is extending the current distance education flexibility until the end of the 2022-2023 academic year. This extension permits institutions of higher education to continue to offer programs through distance education during the 2022-2023 academic year, without triggering the need to register those programs in the distance education format. Before the end of the 2022-2023 academic year, the Department will make a determination about possible permanent revisions to the distance education program requirements and definitions.

DIRECTOR OF TEACHER CERTIFICATION POSITION OPENING

The New York State Education Department is currently searching for the Director of Teacher Certification position in the [Office of Teaching Initiatives](#). Information about the position and how to apply for it is available on the [Employment Opportunities webpage](#).

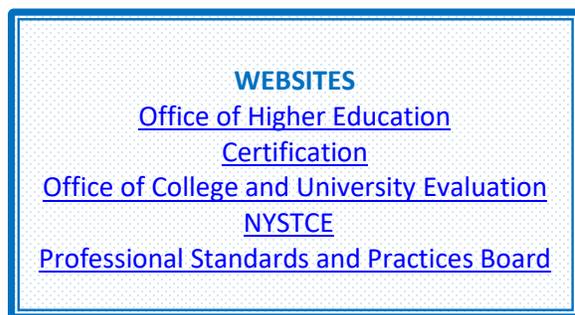
Institutions are reminded that, regardless of delivery modalities or formats, all academic programs offered by NYS degree granting institutions are required to meet all NYS program registration standards, including all regulatory requirements related to clinical and other experiential and laboratory program components. Institutions are further reminded of the necessity to continue to comply with all requirements, including, but not limited to, those concerning the offering of programs via distance education, established by their accrediting agencies, the U.S. Department of Education, and the State Authorization Reciprocity Agreement (SARA) for postsecondary distance education.

Questions related to educator preparation programs should be directed to: ocueinfo@nysed.gov. Please see the [memo to the field](#) for additional information.

SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT (SEED) PROGRAM AWARD APPLICATION

The U.S. Department of Education posted a [notice](#) inviting applications for the Supporting Effective Educator Development (SEED) Program. The SEED program provides funding to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators. These grants will allow eligible entities to develop, expand, and evaluate practices that can serve as models to be sustained and disseminated.

The notice contains two absolute priorities and three competitive preference priorities. The absolute priorities are “Supporting Effective Teachers” and “Supporting Effective Principals or Other School Leaders.” The competitive preference priorities are: (1) Increasing Educator Diversity, (2) Promoting Equity in Student Access to Educational Resources and Opportunities, and (3) Meeting Student Social, Emotional, and Academic Needs. The deadline for applications is June 3, 2022. The deadline for the notice of intent to apply, which is strongly encouraged, but not required, is May 4, 2022.



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