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

## JANUARY 2020

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 JANUARY ITEMS

**New York State Learning Standards for Computer Science and Digital Fluency.** The Board of Regents [conditionally approved](#) the NYS K-12 Computer Science and Digital Fluency Standards that were developed by workgroups of stakeholders. The Standards are organized into five concepts: Impacts of Computing, Computational Thinking, Networks and Systems Design, Cybersecurity, and Digital Literacy. They are also currently grouped into four grade bands: K-2, 3-5, 6-8, and 9-12. Students are expected to master the standards by the end of the last year of the grade band (i.e., end of second grade for the K-2 grade band). The development of the standards and the next steps, including engaging further with early learning experts to ensure the K-2 grade band standards are developmentally appropriate, are described in the [presentation](#).

**Update on the Implementation of the edTPA.** The Department [presented an update](#) on the implementation of the edTPA, including the activities completed in response to the edTPA Task Force recommendations. During the discussion, the Board decided to freeze the edTPA passing scores for the next two years at the levels during the period from January 1, 2018 to December 31, 2019, as described below.

### NEW EDTPA PASSING SCORES

On January 1, 2020, the edTPA passing score was raised by one point. At their January meeting, the Board of Regents decided to freeze the New York State edTPA passing scores at the 2018-2019 levels and extend them from January 1, 2020 through December 31, 2021.

The following chart shows the updated New York State edTPA passing scores through December 31, 2021, returning to the levels before the one-point increase. Passing scores beginning January 1, 2022 will be determined at a later date. This information is available on the [edTPA passing score webpage](#).

| Field | Score Release Date | | |
|---|---|---|---|
| | September 2013 to December 31, 2017 | January 1, 2018 to December 31, 2021 | January 1, 2022 and later |
| Elementary Education | 49 | 46 | TBD |
| World Languages, Classical Languages | 35 | 32 | TBD |
| All Other Fields | 41 | 38 | TBD |

Information on the edTPA submission and score report dates is available on the [edTPA website](#).

## SUBJECT AREA CERTIFICATION REQUIREMENT FOR SPECIAL EDUCATION TEACHERS WHO TEACH A SPECIAL CLASS IN GRADES 7-12

In response to the Every Student Succeeds Act (ESSA), effective July 1, 2020, all certified special education teachers who teach one or more subject areas in a special class in grades 7-12, with some or no students under alternate assessment, must either:

- Be certified in each subject area that they teach, or
- Meet the teaching experience requirement for the statement of continued eligibility (SOCE) and have an active SOCE application in the TEACH online system in each subject area that they teach.

There are several ways that special education teachers can become certified in a subject area. They can earn one of the certificates listed on the Types of Certificates and License webpage in a subject area. They can also earn subject area certification through the limited extension, SOCE, or subject area extension. Faculty and candidates in special education teacher preparation programs can learn more about this requirement and the subject area certification options on the Special Education Teacher Certification Options webpage.

## EDUCATOR DIVERSITY REPORT

Amid growing recognition of the value of diversity in New York State's educator workforce, the Department was charged with drafting an Educator Diversity Report to provide an overview of teacher and leader diversity throughout the state. The report pulls together relevant data, analysis, and resources and identifies promising next steps toward a more diverse workforce and a more equitable education system. Key recommendations for educator preparation institutions include:

- Discuss educator diversity with stakeholders and set an intention to address it;
- Partner to build pathways in your region;
- Establish supports to enable candidates to clear the hurdles and overcome challenges to program completion and certification;
- Take an informed look at student recruitment/ admissions and faculty hiring practices; and
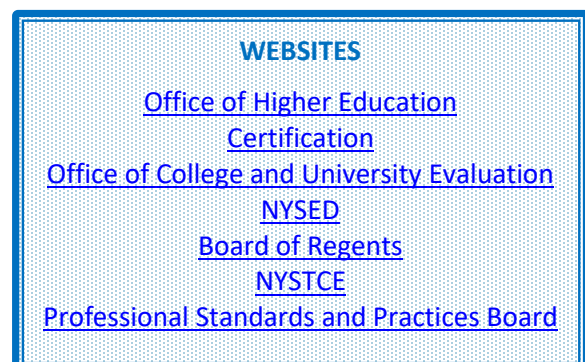- Foster research on educator diversity.

The full report is available for download on the Department's Educator Quality and Professional Development webpage.

## NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS (NYSTCE) TEST DEVELOPMENT ACTIVITIES

**Recruiting Educators for Test Development Committees.** The Department is seeking educators to participate in the following committees that will meet in early 2020. Certified P-12 educators and higher education professionals, including both higher education teacher preparation faculty and higher education faculty who have content expertise, are encouraged to apply for the committees by visiting the Educator Involvement Opportunities webpage and completing the online application.

- Computer Science Framework Review
- Bilingual Education Assessment Framework Review

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