



NEW YORK STATE EDUCATION DEPARTMENT OFFICE OF HIGHER EDUCATION NEWSLETTER

MAY 2018

The Office of Higher Education (OHE) newsletter describes the current and upcoming activities related to higher education. This newsletter, past newsletters, and a subscription link are available online on the [OHE website](#).

BOARD OF REGENTS MAY ITEMS

Clinical Practice Recommendations. The Department convened the Clinical Practice Work Group in June 2017 to examine the current [regulations related to field experiences and student teaching](#) in teacher preparation programs. During February and March 2018, the work group sought feedback on their draft recommendations for updating the regulations from the education community through a survey and regional meetings. Feedback from the nearly 600 survey responses and 11 regional meetings were incorporated into the draft recommendations at the last work group meeting in March, resulting in the final recommendations. The Department and four work group members presented the recommendations to the Board of Regents Higher Education Committee and answered questions about them. During the discussion, the Commissioner explained that the Department will consider the recommendations and would present proposed regulation amendments for field experiences and student teaching at a future Board meeting. The [work group webpage](#) includes the recommendations, feedback from the field, and links to the [Regent's Item](#) and [presentation](#).

ACCREDITATION OPTIONS

The Board of Regents [adopted a regulation amendment](#) that allows educator preparation providers (EPPs) that are currently accredited by NCATE, TEAC, or CAEP to pursue accreditation through an accrediting association that is seeking recognition from the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE) and still meet the continuous accreditation requirement. The Association for Advancing Quality in Educator Preparation (AAQEP) is currently seeking recognition from CHEA. Therefore, institutions may now choose to pursue accreditation through CAEP or AAQEP.

EPPs that choose to work with an accrediting association seeking CHEA or USDE recognition must notify the Department prior to the expiration date of their current accreditation period using the [provided notification form](#) and provide satisfactory evidence that they are pursuing accreditation through the accrediting association. In the case of AAQEP, they need to submit a copy of the membership confirmation letter along with the notification form.

EPPs must successfully complete the accreditation process with the accrediting association seeking CHEA or USDE recognition within five years of the date of the notification to the Department to ensure that its programs are considered continuously accredited. [A memo to the field](#) provides additional details regarding accreditation with an accrediting association seeking CHEA or USDE recognition.

Certification Exam Safety Nets. A [new regulation](#) eliminates the requirement that candidates who use one or more safety nets complete all additional certification requirements by June 30, 2018. Candidates must continue to take advantage of [safety nets before their expiration date](#), but now they can complete any additional certification requirements at their own pace. In addition, the new regulation extends the safety net deadline for Part Two (mathematics) of the Multi-Subject: Secondary Teachers (Grades 7-12) CST until such time that the revised mathematics portion of the exam becomes operational, which is expected to be in fall of 2018.

New Speech and Language Disabilities Certification Pathway. In New York State, individuals can obtain a Speech and Language Disabilities Initial certificate by completing an approved teacher education program or meeting certification requirements through individual evaluation. However, most other states require individuals to complete a speech-language pathology program accredited by the American Speech, Language, and Hearing Association (ASHA) to provide speech services in schools. The [proposed regulation amendment](#) creates a pathway through which individuals who complete an ASHA-accredited speech-language pathology program may obtain a Speech and Language Disabilities Initial certificate, consistent with other states. This additional certification pathway will help address the shortage of teachers in the area of speech and language disabilities in districts across the state by providing another option for qualified individuals both out of state and in New York to gain certification. Following the 60-day public comment period, it is anticipated that the proposed regulation amendment will be adopted as a permanent rule at the September 2018 meeting.

Institutional Accreditation by the Department. To maintain its recognition as an institutional accrediting agency, the Department [proposed a regulation amendment](#) to clarify that extensions of the term of accreditation may be granted only for administrative reasons (e.g., inability to conduct a site visit due to unforeseen events) and that these administrative extensions do not extend the corrective action period granted to an institution. In addition, the proposed regulation amendment establishes a fee structure for institutional accreditation by the Board of Regents and Commissioner of Education. The proposed fee structure is based upon the number of institutions currently accredited. As the number of accredited institutions changes, the Department will review the fee schedule to ensure that it is sufficient to meet the expenses related to accreditation and make recommendations to the Regents for any necessary revisions. Following the 60-day public comment period, it is anticipated that the proposed regulation amendments will be adopted as a permanent rule at the September 2018 meeting.

CAEP DRAFT PARTNERSHIP AGREEMENT

The Council for the Accreditation of Educator Preparation (CAEP) and the CAEP Work Group have been revising and exchanging feedback on the language in the New York State (NYS) draft partnership agreement. They have reached an agreement on the language in the document. The Department sent the draft partnership agreement to School of Education Deans for their feedback this month. The CAEP Work Group considered the feedback and presented their recommended partnership agreement to the Department. The Department will review the recommended partnership agreement and decide how to proceed.

Please note that the CAEP draft partnership agreement does not prevent educator preparation providers (EPPs) from working with AAQEP (please see the blue box on page 1); the draft partnership agreement only applies to EPPs that choose to work with CAEP. For institutions of higher education that pursue CAEP accreditation, the draft partnership agreement describes CAEP's and the State's responsibilities, the scope of accreditation (e.g., programs that are categorized as Advanced Level Programs in NYS), and the accreditation cycle (e.g., composition of site visit teams in NYS).

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

The Department continues to recruit educators to participate in item bank expansion activities and other test development activities in all NYSTCE fields. 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 by visiting the [Teacher Participation Opportunities webpage](#) and completing the [online application](#).

EDTPA SAFETY NET

Critical Information for Candidates

The existing [edTPA safety net](#) (ATS-W) will remain available until June 30, 2018. Teacher candidates who plan to use the edTPA safety net and did not submit it by May 24 as advised may not have sufficient time to register for the ATS-W and find a testing center to take the exam by June 30. [A memo to the field](#) provides additional details about the timing of the ATS-W if teacher candidates would like the safety net to be an option.

WEBSITES

[Office of Higher Education](#)

[Certification](#)

[Board of Regents](#)

[NYSED](#)

[NYSTCE](#)

[Professional Standards and
Practices Board](#)

PROJECT DIRECTOR JOB OPENING

The University of the State of New York - Regents Research Fund received a grant from the Wallace Foundation to examine how educational leader preparation programs can improve the preparation of school building leaders in partnership with school districts and other leadership development organizations. The Regents Research Fund is seeking a Project Director to continue to oversee the administration of this grant. The job responsibilities, qualifications, and directions to apply for this temporary position are listed in [The Chronicle of Higher Education](#) and [Inside Higher Ed](#). All Department job postings, other than Regents Research Fund job postings, are available on the [employment opportunities web page](#).

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