



NEW YORK STATE EDUCATION DEPARTMENT OFFICE OF HIGHER EDUCATION NEWSLETTER

APRIL 2019

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](#).

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS (NYSTCE) SAFETY NETS EXPIRING *CRITICAL INFORMATION FOR YOUR CANDIDATES*

The safety nets for the following Content Specialty Tests (CSTs) are available until June 30, 2019: American Sign Language, Cantonese, English as a Second Language (ESOL), French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Social Studies, and Spanish. The safety nets for these tests allow candidates to take either the [current \(redeveloped\) CST or the safety net \(predecessor\) CST](#).

For Students with Disabilities (Grades 7-12) Generalist certification, the predecessor [Multi-Subject: Secondary Teachers \(Grades 7-12\), Part Two: Mathematics \(242\) test](#) and its [safety net](#) are available until June 30, 2019. The revised [Multi-Subject: Secondary Teachers \(Grades 7-12\), Part Two: Mathematics \(244\) test](#) **does not** have a safety net. The math tutorial that is part of the safety net will not be offered after December 31, 2019.

NEW DIRECTOR OF TEACHER EDUCATION

We are pleased to announce that Heidi Audino is the new Director of Teacher Certification in the Office of Teaching Initiatives. For the past nine years, Heidi was the Director of the Pathways Into Education Center at the University at Albany. While working in this role, she provided candidates, faculty, and staff with information about teacher certification as the University Certification Specialist and managed the Advisement Center in the School of Education.

BOARD OF REGENTS APRIL ITEMS

Student Teaching Requirements. The Board of Regents [adopted regulatory amendments](#) that outline new student teaching requirements for registered teacher preparation programs. The new student teaching requirements would apply to candidates enrolling in a registered program in the Fall 2022 semester or later. The regulatory amendments require programs to develop Memoranda of Understanding or similar collaborative agreements with the P-12 education community and/or other appropriate entities, increase the amount of time in the student teaching experience to at least a full semester (at least 14 weeks), allow certain experienced teachers who are enrolled in graduate programs leading to a certificate to complete only 50 hours of student teaching, and update the minimum qualifications for school-based and university-based teacher educators (cooperating teachers and supervisors, respectively). The regulatory amendments also align the teaching experience requirement in the individual evaluation pathway for certification with the new student teaching requirement for programs.

Language Acquisition and Literacy Development Coursework Requirement. Registered teacher preparation programs in certain subject areas currently require candidates to complete at least six semester hours of study in language acquisition and literacy development of native English speakers and English Language Learners (ELLs). The Department [proposed regulatory amendments](#) specifying that at least three of these six semester hours would be in language acquisition and literacy development of *all students* and at least three of these six semester hours would be in language acquisition and literacy development of *ELLs*. The total minimum required semester hours in language acquisition and literacy development would remain the same at six semester hours. The proposed coursework requirements would apply to candidates enrolling in a program in certain subject areas in the Fall 2022 semester or later. The proposal would also align the literacy coursework requirements in the individual evaluation pathway for certification with the proposed language

acquisition and literacy development coursework requirements for programs in certain subject areas. The proposed regulatory amendments have moved forward to a 60-day public comment period.

School Counselor Education Program Registration Requirements and Certification. School counselor education programs are currently required to meet new registration requirements by September 1, 2020. The Department formed a workgroup comprised of faculty and administrators from school counselor education programs in order to develop guidance for the new program registration requirements. The workgroup also made several recommendations related to the regulations. At the Board of Regents meeting, the Department [proposed regulatory amendments](#) that include increasing the core content areas required for the Initial certificate from six to eight and aligning the coursework requirements in the individual evaluation pathway for certification with the proposed coursework requirements for registered programs. The proposed regulatory amendments would also extend the implementation date for programs to meet the new registration requirements from September 1, 2020 to September 1, 2021; the deadline by which candidates can apply and qualify for the Provisional School Counselor certificate and by which candidates with an expired Provisional School Counselor certificate can apply for a Permanent School Counselor certificate (under specific conditions) from September 2, 2022 to February 2, 2023; and the date by which candidates applying for certification in school counseling must meet the new Initial or Professional certificate requirements from September 2, 2022 to February 2, 2023. The proposed regulatory amendments have moved forward to a 60-day public comment period.

Professional Learning and CTLE for Teachers Who Work with Teacher Candidates. The Department [proposed regulatory amendments](#) related to professional learning and Continuing Teacher and Leader Education (CTLE) based on feedback received during two public comment periods. One of the proposed regulatory amendments is that teachers serving as a mentor to a teacher candidate (e.g., student teacher) would be able to credit up to 25 hours toward their CTLE requirement in each five-year registration period. The proposed regulatory amendments have moved forward to a 30-day public comment period.

WEBSITES
Office of Higher Education
Certification
Office of College and University Evaluation
NYSED
Board of Regents
NYSTCE
Professional Standards and Practices Board

Educational Technology Specialist CST Safety net. The Board of Regents [adopted an emergency rule](#) to extend the Educational Technology Specialist CST safety net from June 30, 2019 to until six months after the revised Educational Technology Specialist CST is redeveloped and operational. The proposed regulatory amendment has moved forward to a 60-day public comment period.

ASHA CERTIFICATION PATHWAY FOR TEACHERS OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES

In October 2018, a new certification pathway for teachers of students with speech and language disabilities (TSSLSD) became available for candidates who earn a master's degree or higher in a speech-language pathology program that is accredited by the American Speech, Language, and Hearing Association (ASHA) and complete a 150 clock hour college-supervised practicum during their program where they work with children/youth who have speech and language disabilities. This "ASHA Program" pathway is an individual evaluation pathway for certification.

Several institutions of higher education (IHEs) have asked if they can recommend candidates who have completed the "ASHA Program" pathway requirements for the Speech and Language Disabilities certificate. IHEs cannot recommend candidates for certification unless the candidates have completed all of the coursework in the institution's approved program leading to Speech and Language Disabilities certification, including pedagogical coursework. Institutions cannot recommend candidates through the "ASHA Program" pathway, even if their programs are ASHA-accredited. If a program is ASHA-accredited, then it could advise candidates to pursue certification through the "ASHA Program" pathway.

In addition, candidates who earn the Speech and Language Disabilities certificate through the "ASHA Program" pathway cannot use the certificate as a base certificate for future additional certificates because this pathway does not require pedagogical coursework. As such, they would need to apply for additional Initial teacher certificates through pathways other than the "Additional Certificate" pathway.

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