



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

JUNE 2021

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 JUNE ITEMS

**Statewide Plan.** Education Law section 237 requires that the Board of Regents submit a plan for the development of higher education in the State, or a “Statewide Plan,” to the Governor and legislature for Governor approval. The previous Statewide Plan spanned eight years from 2012-2020. The onset of the COVID-19 pandemic coincided with the last year of the plan. Now that we are emerging from the pandemic, the Department [presented an overview](#) of the statewide planning process. The [presentation](#) to the Board of Regents about the 2023-2031 Statewide Plan for Higher Education summarizes the timeline and activities.

**DASA Training.** At its April 2020 meeting, the Board of Regents [initially adopted an emergency measure](#) to permit the six-clock-hour DASA training to be conducted entirely online, and no longer include at least three clock hours through face-to-face instruction, during the time period of the State of Emergency declared by the Governor pursuant to an Executive Order for the COVID-19 crisis. Since it was unclear at the time of the June 2021 Board of Regents meeting exactly how long the State of Emergency would remain in effect, the Board of Regents [adopted another emergency measure](#) that permits approved DASA training providers, including institutions of higher education, to provide DASA training entirely online through December 31, 2021 in response to the COVID-19 crisis. This regulatory amendment ensures that DASA training can be completed entirely online until December 31, 2021, even though the State of Emergency has been lifted, and provides a set end date to help approved DASA training providers plan for this flexibility.

### **Permanent School Counselor Certificate Requirements.**

At its May 2017 meeting, the Board of Regents established new Initial and Professional School Counselor certificates that will be first issued on February 2, 2023. At present, candidates who have an expired Provisional School Counselor certificate and apply for a Permanent School Counselor certificate prior to February 2, 2023 must meet all requirements for the Permanent certificate while their Provisional certificate was valid.

[WEBSITES](#)  
[Office of Higher Education Certification](#)  
[Office of College and University Evaluation](#)  
[NYSTCE](#)  
[Professional Standards and Practices Board](#)

The Department [proposed regulatory amendments](#) to allow those candidates who have an expired Provisional School Counselor certificate and apply for a Permanent School Counselor certificate prior to February 2, 2023 to have the flexibility to meet the Permanent School Counselor certificate requirements until such date, regardless of whether their Provisional certificate was in effect when all requirements were met. In addition, the Department proposed to clarify that candidates who hold a valid Provisional School Counselor certificate and apply for a Permanent School Counselor certificate must meet the requirements for the Permanent School Counselor certificate prior to February 2, 2023 or while under a Provisional School Counselor certificate that was in effect after such date.

## NEW SENIOR DEPUTY COMMISSIONER

The Board of Regents appointed Dr. Jim Baldwin as the Senior Deputy Commissioner for Education Policy. He led Excelsior College from June 2016 through July 2020, first as Chief of Staff/Executive Vice President and then as President and Chief Executive Officer. Prior to his time at Excelsior College, he spent more than a decade as District Superintendent of Questar III BOCES and also served as Chief Operating Officer/School Attorney at the BOCES. In addition, Dr. Baldwin worked at the New York State Education Department where he served as Chief of Staff and was responsible for advancing the Regents Reform Agenda. He holds a Juris Doctor from Albany Law School, a Doctor of Education Administration from Teachers College, and a Bachelor of Arts from Union College.

## CLINICAL EXPERIENCE FLEXIBILITIES FOR THE 2021-2022 ACADEMIC YEAR

The Department will continue permitting some flexibility regarding the use of alternative models of clinical experiences for educator preparation programs during the 2021-2022 academic year, as described below. The alternative models of clinical experiences for the 2020-2021 academic year were described in the Department's higher education [reopening guidance](#) and are applicable through the Summer 2021 term. Beginning with the Fall 2021 term and extending through the Summer 2022 term, the Department will continue to permit the use of alternative models of clinical experiences as follows:

- ***Candidates enrolled in registered programs leading to teaching or pupil personnel services certificates:*** Clinical experiences other than field experience hours prior to student teaching, including those leading to an additional certificate, must include **direct interaction** with cooperating teachers/mentors/supervisors and P-12 students, either in-person or remotely. These clinical experiences may be supplemented with alternative methods such as simulations, video case studies and other academic exercises, if necessary. These clinical experiences **may not** be completed entirely through alternative methods. **Field experience hours** prior to student teaching may continue to be completed entirely through alternative methods, if necessary.
- ***Candidates enrolled in registered programs leading to educational leadership certificates:*** Clinical experiences must include **direct interaction** with P-12 administrators, faculty, staff and/or students, either in person or remotely. These clinical experiences may be supplemented with alternative methods such as simulations, video case studies and other academic exercises focused on school or district leadership, if necessary.

All clinical experiences must meet the minimum number of hours/days required in the Commissioner's regulations. Please note that this latest guidance does not require filing alternative model plans with the Office of College and University Evaluation (OCUE). Questions about this guidance can be sent to OCUE at [ocueinfo@nysed.gov](mailto:ocueinfo@nysed.gov). Additional information about this guidance can be found in the [June 2021 memo](#).

## EDTPA WEBINARS

The [edTPA 101 and Deep Dive Series](#) webinars for educator preparation program faculty and staff are being offered in August and September. Additional webinar offerings will be posted throughout the summer. Webinars for faculty and staff are posted on the [Faculty Tab](#) of the edTPA website, and webinars for candidates can be found through the "Getting Started" link on the [Candidates Tab](#) of the website.

## COLLEGE RECOMMENDATIONS FOR CERTIFICATION IN TEACH

The college recommendation for certification that educator preparation programs submit in the TEACH system is an attestation that the candidate completed all requirements in their registered program. The college recommendation is not an attestation that the candidate completed all certification requirements (e.g., passing certification exams, completing years of experience).

The program registration and completion requirements outlined in Part 52.21 of the Commissioner's regulations are separate from the certification requirements listed in Part 80. For example, according to the regulations, the only programs that require candidates to take and pass specified certification exams as a condition of the college recommendation for certification are School District Leader programs (leading to the Professional or Transitional D certificates) and School District Business Leader programs.

Therefore, educator preparation programs may not require candidates to complete certification requirements, in addition to program requirements, as a condition of the college recommendation for certification unless the certification requirements were included in the program requirements when the program was registered by the Department.

Candidates should be recommended for certification in TEACH immediately upon program completion. When candidates have completed a program that leads to Initial/Professional certification, the candidates must be recommended for both certificates. Not recommending candidates upon program completion can result in issues for the candidates, program, and Department.

## U.S. DEPARTMENT OF EDUCATION COVID-19 REOPENING HANDBOOK

The U.S. Department of Education (USDOE) recently published the [Ed COVID-19 Handbook, Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff](#), which is the third volume in a series to support the safe reopening and operation of K-12 schools and institutions of higher education. This volume focuses on higher education and includes topics such as safe practices for in-person learning; supporting higher education in navigating online learning in a pandemic; broadband and device access for higher education students, faculty, and staff; basic needs supports for students; student caregivers; mental health needs of students and staff; commitments to the community; and available federal funding and flexibilities.

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

**Content Specialty Test (CST) Practice Test.** The full-length practice test for the English Language Arts CST will be available on July 1 the [NYSTCE website](#). The practice test supplements the free sample test questions and test framework, which are also available through the above link.

**Recruiting Educators for Test Development Committees.** The Department is seeking educators to participate in the following committees that will meet in 2021. Higher education professionals, including both higher education educator 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](#).

- Framework Review for the new Computer Science Content Specialty Test
- Item Review for the revised Business and Marketing Content Specialty Test
- Item Review for the revised Bilingual Education Assessments

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