



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

OCTOBER 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 OCTOBER ITEMS

**School Building Leader Programs.** At its December 2017 meeting, the Board of Regents approved requiring school building leader (SBL) programs, that are registered or seek registration on or after December 1, 2020, to be aligned with the new Professional Standards for Educational Leaders (PSELs), with some modifications. The Board of Regents [adopted an emergency measure](#) to extend the date by which SBL programs must be aligned with the PSELs until September 1, 2022, providing SBL programs additional time to align with the standards due to the COVID-19 crisis.

The Department also presented a [proposed revised regulatory amendment](#) to create a safety net for the two-part School Building Leader Assessment. For the safety net, candidates may take Part One of either the Revised (Sept. 2013) School Building Leader Assessment or Revised (May 2019) School Building Leader Assessment, and may take Part Two of either the Revised (Sept. 2013) School Building Leader Assessment or Revised (May 2019) School Building Leader Assessment, until August 31, 2024. The August 31, 2024 date is two years after September 1, 2022, the date by which all SBL programs must be aligned with the PSELs.

It is anticipated that the Revised (May 2019) School Building Leader Assessment will become operational in April 2021. The [assessment framework](#) is available on the [NYSTCE website](#) to assist candidates and SBL programs.

**School District Leader and School District Business Leader Programs.** Until recently, candidates enrolled in school district leader (SDL) and school district business leader (SDBL) programs needed to take and pass the SDL and SDBL assessment, respectively, before they could be considered a “program completer” and obtain their institutional recommendation for certification. Due to limited test center availability, the regulations were amended so that SDL and SDBL candidates do not need to take and pass the SDL and SDBL assessment, respectively, in order to be recognized as a program completer and obtain their institutional recommendation for certification, provided that they completed all other program requirements during the 2019-2020 academic year. This month, the Board of Regents [adopted an emergency measure](#) to extend that time to include both the 2019-2020 and 2020-2021 academic years.

To also provide additional flexibility for Transitional D programs leading to SDL certification, the Board of Regents [adopted an emergency measure](#) to extend the date by which candidates admitted to Transitional D programs are exempt from taking and passing the SDL assessment for the institutional recommendation for the Transitional D certificate, if they complete all requirements for admitted candidates except the assessment requirement, from September 1, 2020 to September 1, 2021.

### NYSATE/NYACTE PRESENTATION

Deputy Commissioner Bill Murphy along with Laura Glass and Leslie Templeman discussed the [higher education reopening guidance](#) during a New York State Association of Teacher Educators ([NYSATE](#))/ New York Association of Colleges for Teacher Education ([NYACTE](#)) webinar. Click [here](#) to view a recording of the webinar, which is viewed best using Chrome or Safari.

**Safety Net for the Arts Content Specialty Tests.** The revised Content Specialty Tests (CSTs) in Dance, Music, Theater, and Visual Arts will become operational on November 9, 2020. The Board of Regents [adopted a regulatory amendment](#) to create safety nets for the CSTs in Dance, Music, Theater, and Visual Arts that allow candidates to take either the revised CST or the predecessor CST for one year after the revised CSTs in each arts subject area become operational. The amendment will become effective on November 4, 2020. The test frameworks for the revised arts CSTs are available on the [NYSTCE website](#) to assist candidates and teacher preparation programs.

## STATE PERSONNEL DEVELOPMENT GRANT IN SPECIAL EDUCATION

The New York State Education Department (NYSED) received a State Personnel Development Grant (SPDG) from the U.S. Department of Education. The NYSED will use SPDG funds to improve results for all students, particularly students with disabilities, by establishing a Statewide, evidence-based, multi-tiered system of support (MTSS) that integrates academics and behavior through State, district, and building leadership of effective structures and practices. As this Statewide framework will integrate several tiered implementation models into one coherent, combined system that incorporates both academics and behavior, it is referred to as MTSS-I.

The NYSED will utilize SPDG funds to create a MTSS-I Center that will develop the Statewide framework and accompanying resources. The MTSS-I Center will also be staffed with coaches who will provide embedded coaching in the implementation of MTSS-I in identified schools Statewide. Over the five years of the project, the MTSS-I Center will work with over 50 school districts and 7,600 teachers, as well as district and school building leadership teams. The SPDG also focuses on providing evidenced-based instruction via virtual formats and is designed to advance the development, dissemination and use of resources for pre- and in-service training to address virtual and hybrid instruction of students.



Additionally, a Higher Education MTSS-I Consortium will be created that is specifically focused on special education teacher training institutions that also have general education teacher training programs. Institutions of higher education will be sought to participate in this consortium to inform the development of the Statewide MTSS-I framework and promote the inclusion of this framework in teacher preparation program syllabi and student teaching opportunities throughout the State. Invitations will be sent to all New York State teacher preparation programs to engage with the MTSS-I Center and Consortium with the goal of participating teacher preparation programs to have:

- course syllabi that reflect MTSS components;
- virtual and hybrid best and research-based practices listed in the learning objectives in the pre-service course syllabi; and
- in-service teachers who will consistently utilize virtual and hybrid best and research-based practices in their classroom.

## DISTANCE EDUCATION GUIDANCE UPDATE

In New York State, programs at institutions of higher education are required to be registered in the distance education format if 50% or more of the program can be completed through distance education. Due to the COVID-19 crisis, the NYS Education Department (NYSED) allowed colleges and universities to exceed the 50% distance education threshold for the Spring, Summer, and Fall 2020 semesters.

NYSED has extended the distance education flexibility to include the Spring 2021 semester. This extension permits institutions to continue to offer distance education courses in programs during the Spring 2021 semester without triggering the need to register the programs in the distance education format, even if the 50% threshold will be reached. Since this flexibility is scheduled to finish at the end of the Spring 2021 semester, institutions should begin to do a thorough review of each program now to determine the appropriate delivery mode(s) for each program. Please see the [memo to the field](#) for additional information.

## COACHING COURSE INTERNSHIP FLEXIBILITY

All coaches of extracurricular sports must complete a sport-specific theory and techniques of coaching course within five years of their initial appointment as a coach. One of the requirements in this course is an internship experience. The Department encourages course instructors to provide opportunities for prospective and current coaches to work with P-12 or college students, mentors, and supervisors in-person or virtually using distance education instructional methods and technologies during the internship, wherever possible. If this type of interaction is not possible for the entire experience, the Department is extending the internship flexibility for the 2020-2021 academic year where course instructors may supplement the internship experience with alternative methods of instruction. However, the internship must include some virtual and/or in-person interaction with P-12 or college students. Please see the [memo to the field](#) for additional details, including examples of alternative methods of instruction.

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