



# NEW YORK STATE EDUCATION DEPARTMENT OFFICE OF HIGHER EDUCATION NEWSLETTER

SEPTEMBER 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](#).

## TEACHER SHORTAGE AREAS

The U.S. Department of Education has posted the 2018-2019 teacher shortage areas for all states on their [Teacher Shortage Areas website](#).

New York State teacher shortage areas are identified in three regions: Big Four (Buffalo, Rochester, Syracuse, and Yonkers), New York City (NYC), and the rest of the state (not NYC, Buffalo, Rochester, Syracuse, and Yonkers).

To see the teacher shortage areas in all three regions through the above link, select “2018-2019” for the school year and “New York” for the state in the search fields.

## BOARD OF REGENTS SEPTEMBER ITEMS

Following the 60-day public comment period, it is anticipated that the following two proposed regulation amendments will be adopted at the January 2019 meeting.

**Professional Learning and CTLE for Teachers Who Work with Teacher Candidates.** A set of [proposed regulation amendments](#) replaces the phase “professional development” with “professional learning” in the Commissioner’s Regulations and Rules of the Board of Regents. This new language is consistent with professional organizations and educational researchers, such as the Association for Supervision and Curriculum Development (ASCD) and the Learning Policy Institute (LPI), that have adopted this change in terminology to emphasize the importance of educators taking an active role in their continual development.

One of the proposed amendments allows a teacher acting as a mentor to a teacher candidate, at the discretion of the school district or BOCES, to credit up to 15 hours toward his/her Continuing Teacher and Leader Education (CTLE) requirement in each five-year registration period, unless they accept remuneration from an institution of higher education to mentor. If they accept remuneration for acting as a mentor, they are not entitled to CTLE credit for acting as a mentor in any school year for which the remuneration was provided.

**Initial Certification for Individuals Who Have At Least Two Years of Postsecondary Teaching Experience.** A [proposed regulation amendment](#) enables individuals who have a graduate degree and at least two years of satisfactory teaching experience at the postsecondary level in a certificate area or a closely related subject area acceptable to NYSED to be eligible for an Initial certificate through two pathways. One pathway is to complete at least two years of satisfactory teaching experience in a school district while holding a Transitional G certificate. Another pathway is to complete at least six undergraduate credits or four graduate credits of specified pedagogical coursework in the area of the certificate sought. The postsecondary teaching experience must have been completed within the 10 years immediately preceding the application for an Initial certificate, unless the individual holds or held a Transitional G certificate.

## WEBSITES

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

## ADDITIONAL ELEMENTARY EDUCATION EDTPA HANDBOOK

Childhood Education teacher candidates currently complete the Elementary Education edTPA with four tasks for certification, with three of the tasks assessing literacy and one task assessing mathematics. In early October, the Stanford Center for Assessment, Learning, and Equity (SCALE) is renaming this handbook “Elementary Education: Literacy with Mathematics Task 4”. This name distinguishes the handbook from their new “Elementary Education: Mathematics with Literacy Task 4” handbook that is a reverse of the current Elementary Education handbook, with three of the tasks assessing mathematics and one task assessing literacy. Both of these four-task handbooks are acceptable for New York State Childhood Education certification. Please note that the three-task Elementary Literacy handbook and three-task Elementary Mathematics handbook will continue to be unacceptable for certification.

Teacher candidates may [change the content area of their edTPA](#) within the first 30 days of registration by contacting [Pearson Customer Service](#). During the first year of implementation of the new elementary education handbook, teacher candidates who inadvertently register for one of the elementary education handbooks, need to switch to the other elementary education handbook, and have not submitted their edTPA could contact Pearson customer service. Teacher candidates should identify which elementary edTPA handbook is the best match for their student teaching placement prior to registering for the edTPA.

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

**Recruitment for the Educational Technology Content Specialty Test (CST) and Business and Marketing CST Committees.** The Department is seeking qualified professionals to serve on the Educational Technology CST and the Business and Marketing CST Framework Review and Item Validation Committees scheduled to convene on November 7 and 8, 2018. Certified P-12 educators and higher education faculty are encouraged to apply and/or nominate educators who are knowledgeable in the field by visiting the [Teacher Participation Opportunities webpage](#) and completing the [online application](#). If you nominate individuals for a committee, please ask your nominees to go to the above link to complete the application.

**Multi-Subject: Secondary Teachers (Grades 7-12), Part Two: Mathematics Practice Test.** The Multi-Subject: Secondary Teachers (Grades 7-12), Part Two: Mathematics Practice Test is now available on the [NYSTCE website](#). The practice test supplements the free sample test questions and test framework that are also available through the above link.

## SMART START PROGRAM REQUEST FOR QUALIFICATIONS (RFQ)

The goal of the Smart Start program is to assist school districts in increasing K-5 educator expertise in science, technology, engineering, and mathematics (STEM), including computer science and educational technology. Per the relevant statute, professional development and support services must be provided by qualified non-profit partners or institutions of higher education. The Smart Start RFQ has been established to identify qualified providers of professional development and support services and to create a *List of Approved Providers of Professional Development and Support Services for the Smart Start Grant Program*. When school districts apply for Smart Start funding, they will be required to select and partner with one or more providers from this list to be eligible to receive grant funding. Information about the RFQ is available on the [Smart Start RFQ webpage](#). The deadline for submitting materials for the RFQ is October 31, 2018.

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