



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** Higher Education Committee  
**FROM:** John L. D'Agati   
**SUBJECT:** Proposed Amendment to Section 80-5.13 to the Regulations of the Commissioner to Allow for Greater Flexibility in Alternative Teacher Preparation Programs  
**DATE:** December 5, 2017

**AUTHORIZATION(S):**  

## SUMMARY

### Issue for Discussion

Should the Board of Regents amend §80-5.13 of the Commissioner's Regulations to allow for greater flexibility in the design of alternative teacher preparation program models?

### Reason(s) for Consideration

Review of Policy.

### Proposed Handling

The proposed amendment is submitted to the Higher Education Committee for discussion at its December 2017 Board of Regents meeting (Attachment A is a copy of the proposed amendment).

### Procedural History

A Notice of Proposed Rule Making will be published in the State Register on December 27, 2017. Supporting materials for the proposed amendment are available upon request from the Secretary to the Board of Regents.

## **Background Information**

Alternative teacher preparation (ATP) programs in New York State are designed to attract highly competent people who possess a bachelor's degree with a major in the subject they plan to teach, but who initially lack courses in teaching. ATP programs qualify candidates for Transitional B certification validating their employment as teacher of record as they transition to meeting all requirements for initial teaching certification. The model currently supports programs in the State, including the NYC Teaching Fellows and Teach for America programs.

ATP program admission requires applicants have a 3.0 undergraduate GPA, and a major in the subject in which they plan to teach at secondary grade levels, or a liberal arts and sciences major for teaching at elementary grade levels.

Before qualifying for the Transitional B certificate, candidates must complete an intensive introductory program component, all required workshops, pass two certification exams (EAS and CST), and receive fingerprint clearance. In addition, regulations require the preparation institution to have written agreements with the employing school districts that clearly define a schedule of mentoring and support for the ATP candidate. ATP candidates receive mentoring and supervision during the entire period that they are both teaching and enrolled in the program.

The introductory program component must include a minimum of 200 clock hours of pedagogical study providing the candidate with pedagogical knowledge, understanding, and skills in areas including historical, social and legal foundations of education, special education and the multicultural education of ELL students. The introductory component must also include child development, instructional planning, effective teaching strategies, literacy and language acquisition, classroom management, and at least 40 field experience hours of observation with a minimum of 6 hours focused on the needs of students with disabilities.

The Transitional B certificate is limited to the employing school district and remains valid only while the candidate is enrolled in the ATP program. The current regulation also requires the employing school district to provide a commitment to the candidate that they will employ the candidate full-time for three school years while they simultaneously complete required credit-bearing courses and seminars that are designed to link educational theory with classroom experience. Like traditional programs of preparation, the ATP candidates must complete coursework that address all areas of teaching competency required for initial certification.

Institutions are finding the requirements for a Transitional B certificate limiting because current regulations require the candidate to be employed full-time as teacher of record at the onset of their employment. Variations of the ATP model have been proposed where the ATP candidate is initially employed part-time and works in the classroom of the mentoring teacher of record. This variation emphasizes mentored scaffolded training where the teaching candidate can observe and practice skills, gradually assuming responsibility of their mentoring teacher's classroom, and ultimately teaching full-time as the teacher of record.

### **Proposed Amendment**

The Department proposes an amendment to the regulation to provide more flexibility for scaffolded training. The proposed amendment maintains the three year employment commitment but in lieu of all three years being full-time, the proposed amendment allows a candidate to be initially employed part-time while gradually assuming more responsibility and then ultimately teaching full-time for at least one school year. This amendment would allow for a range of alternate program preparation models and would validate the employment service of Transitional B candidates while completing their alternative teacher preparation program. The proposed amendment also maintains the current rigor by making it clear that the employment and support commitment include at least one year of full-time mentored teaching to meet the experience requirements required for an Initial teaching certificate as prescribed in §80-5.13(b)(1)(ii) of the Commissioner's Regulations.

### **Related Regents Items**

N/A

### **Recommendation**

N/A

### **Timetable for Implementation**

Following the 45-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to Board of Regents for adoption at its March 2018 meeting. If adopted at the March meeting, the proposed amendment will become effective on March 28, 2018.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 207, 305, 3001, 3003, 3004 and 3009 of the Education Law.

1. Subparagraph (iii) of paragraph (2) of subdivision (a) of section 80-5.13 is amended to read as follows:

(iii) Employment and support commitment. The candidate shall submit satisfactory evidence of having a commitment from a school or school district of employment as a [full-time] teacher with the school or school district in the area of the certificate sought for at least three school years, which shall include at least one year of [mentoring] full-time teaching experience that is mentored, as prescribed in section 52.21(b)(3)(xvii) or (b)(5) and 80 5.13 (b)(1)(iii) of this Title.