



TO: Higher Education Committee

FROM: William P. Murphy *William P. Murphy*

SUBJECT: Proposed Amendment of Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education Relating to Professional Learning Plans

DATE: October 23, 2025

AUTHORIZATION(S): *Don McG* *Betty*

SUMMARY

Issue for Discussion

Should the Board of Regents adopt the proposed amendment of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education relating to professional learning plans?

Reason for Consideration

Review of policy.

Proposed Handling

The proposed amendment is presented to the Higher Education Committee for discussion at the November 2025 Regents meeting. A copy of the proposed rule (Attachment A) is attached.

Procedural History

A Notice of Proposed Rule Making will be published in the State Register on November 19, 2025, for a 60-day public comment period. Supporting materials are available upon request to the Secretary of the Board of Regents.

Background Information

Pursuant to subdivision (dd) of section 100.2 of the Commissioner's regulations, beginning on September 1, 2000, and annually thereafter, each school district and board of cooperative educational services (BOCES) is required to adopt a professional learning plan that has been drafted by its professional learning team. The professional

learning team must include the superintendent (or district superintendent in the case of a BOCES) or his/her designee, school administrators and teachers designated by their local bargaining units, and at least one parent, curriculum specialist, and higher education representative. The team may also include other community representatives and/or professional learning providers as determined by the school district or BOCES. The majority of members on the professional development team must be teachers.

The purpose of the professional learning plan is to improve the quality of teaching and learning by ensuring that teachers, including long-term substitute teachers, level III teaching assistants, and school leaders, receive ongoing learning and have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. These plans provide an opportunity for school districts and BOCES to articulate how they will provide substantial need-based professional learning opportunities for their educators; the expectation for educators' participation in the professional learning; the alignment of the offered professional learning to State standards, student needs, and principles of effective professional learning; and how the school district or BOCES will measure the impact of the offered professional learning. In order to assist school districts and BOCES in the development of these plans and in offering high-quality professional learning opportunities to their staff, the Department worked with the Professional Standards and Practices Board for Teaching (PSPB) to develop [Professional Learning Standards](#) and [field guidance](#) for developing professional learning plans.

Proposed Amendments

On June 28, 2024, the Governor signed Chapter 143 of the Laws of 2024 ("Chapter 143"), which, among other provisions, established Education Law §3012-e, a new framework for locally designed systems of evaluation and professional growth. Pursuant to Education Law §3012-e, all school districts and BOCES (LEAs) must transition to their new evaluation systems beginning with the 2032-2033 school year. At its March 2025 meeting, the Board of Regents permanently adopted regulations to implement the new evaluation system.

Although LEAs are not required to implement new evaluation and professional growth systems until the 2032-2033 school year, some LEAs will begin this transition during the 2025-26 school year. A related provision of Education Law §3012-e requires that LEAs have a process for each classroom teacher and building principal to receive formal support for professional growth annually, along with additional professional learning requirements for certain groups of educators. To implement this statutory provision, the Department proposes to amend subdivision (dd) of section 100.2 of the Commissioner's regulations to require that LEAs include information collected through the evaluation process as one source of evidence in the needs analysis process that is conducted to develop their professional learning plans.

Related Regents Items

[June 2025: Proposed Amendment of Subdivision 100.2\(dd\) of the Regulations of the Commissioner of Education Relating to Professional Learning Plans](https://www.regents.nysed.gov/sites/regents/files/625brca3.pdf)
(<https://www.regents.nysed.gov/sites/regents/files/625brca3.pdf>)

[March 2025: Proposed Amendment of the Title of Subpart 30-3 and Section 30-3.1 and the Addition of Subpart 30-4 to the Rules of the Board of Regents Relating to the Evaluation of Classroom Teachers and Building Principals to Implement Chapter 143 of the Laws of 2024](#)

(<https://www.regents.nysed.gov/sites/regents/files/325brca6.pdf>)

[December 2019: Proposed Amendments to Sections 52.21, 57-2, 75.8, 80-1, 80-2, 80-3, 80-5, 80-6, 90.18, 100.2, 100.13, 100.15, 100.17, 100.19, 151-1, 154-2, and 200.2 of the Regulations of the Commissioner of Education and 30-1, 30-2, and 30-3 of the Rules of the Board of Regents Relating to Professional Development Plans and Other Related Requirements for School Districts and BOCES](#)

(<https://www.regents.nysed.gov/sites/regents/files/1219brca3.pdf>)

Recommendation

Not applicable.

Timetable for Implementation

It is anticipated that the proposed amendment will be presented for permanent adoption at the March 2026 Regents meeting, after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period required under the State Administrative Procedure Act. If adopted at the March meeting, the proposed amendment will become effective on March 25, 2026.

Attachment A

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 215, 305, and 3012-e of the Education Law

1. Subparagraph (i) of paragraph (2) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education is amended to read as follows:

(i) a needs analysis, and goals, objectives, strategies, activities, and evaluation standards for professional learning. Such needs analysis should include quantitative and qualitative information regarding teacher and leader practice and student outcomes and may be conducted at the building, district, and/or BOCES level; provided that, for professional learning plans adopted or readopted beginning in the 2025-26 school year and thereafter, school districts and BOCES that implemented a Standards-based Educator Evaluation and Professional Support (STEPS) plan pursuant to Subpart 30-4 of this Title in the prior school year shall incorporate information regarding teacher and leader practice collected as part of the implementation of a STEPS plan into such needs analysis;