



## THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY  
OF THE STATE  
OF NEW YORK  
ALBANY, NY 12234

EXECUTIVE DEPUTY  
COMMISSIONER

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## Civic Readiness Index

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### **SUMMARY**

The civic readiness index reflects our commitment to equity by empowering all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Through civic readiness, students learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. These skills can help stimulate and motivate students to excel in other academic areas. Civic readiness strengthens the relationships of schools and students with parents, families, civic leaders, and organizations and community partners. New York State chose to include the civic readiness index in our Every Student Succeeds Act (ESSA) Plan as a tool to measure school's success in providing life-long skills to support student success. We are now in the process of defining and strengthening this important measure for our students.

### **NEXT STEPS**

The Office of Curriculum and Instruction will establish a practitioner committee that will meet in person and online to define Civic Readiness.

The committee will include but is not limited to:

- New York State teachers (P-12 classroom teachers, special education teachers, English Language Learner teachers)
- parents
- curriculum specialists
- school librarians
- school administrators
- college professors

Representatives will reflect New York State's rich diversity, including parents and teachers of students with disabilities and English Language Learners, and representatives from all of New York's regions including the Big 5 cities, urban, suburban, and rural communities.

The goals of the committee include developing and discussing initiatives such as:

- Capstone Project
- State Seal of Civic Engagement
- Active Citizenship Portfolio Based Assessment
- Service Learning
- Voter Registration Awareness



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## Implementing School Climate Frameworks in NYS Schools

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### SUMMARY

Research has proven that suspension is often the first step in a series of events leading to lower student academic achievement, higher truancy, higher dropout rates, and increased contact with the juvenile justice system. Research continues to show that students of color and students with disabilities are at higher risk for suspension and expulsion, and the disparate rates are not due to higher rates of misbehavior or poverty. Emerging research shows that Lesbian, Gay, Bisexual, Transgender (LGBT) students are also experiencing suspension at higher rates than their peers. In addition, research has also shown these populations to experience higher rates of suicide due to bullying, harassment, and discrimination by their peers. Research has also demonstrated that the use of punitive and exclusionary discipline adversely impacts school climate overall, does not make students feel safer, and can have a negative effect on other students' academic performance and achievement. (Skiba, Arredondo & Rausch, 2014; Perry & Morris, 2014)

As the US Department of Education (USDE) reported in 2014 in its *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*, "...no school can be a great school – and ultimately prepare all students for success – if it's not first a safe school." The Guide continues to explain, "...to improve safety in schools, we first must take deliberate steps to create positive school climates that can help prevent and change inappropriate behaviors."

With guidance from the USDE and the New York State Safe Schools Task Force, the Department has begun a pilot in the 2017-18 school year with 30 school districts to **promote school climate** that includes 5 steps:

- 1) Adopt a **school climate framework** that includes strategies such as embedding **Social Emotional Learning** into academics and implementing **Restorative Practices** and **Trauma-Sensitive Practices**, among others;
- 2) Establish a Community Engagement Team;
- 3) Administer the valid, and reliable **USDE School Climate Surveys** to students, parents, and school personnel;
- 4) Analyze Survey Results and other pertinent data such as chronic absenteeism data, school violence index, and **suspension data** with the Community Engagement Team; and,
- 5) Create an Action Plan with the Community Engagement Team to address areas for improvement in the following school year.

To support these initiatives, New York State's approved Every Student Succeeds Act (ESSA) Plan commits to fostering the development of **Social Emotional Learning** competencies for all students and adults in our schools and communities to ensure that all students have access to support for their social-emotional well-being. Another goal in the ESSA Plan is to promote a relationship of trust, cultural responsiveness, and respect between schools and families, which is also a key aspect of promoting **school climate** and student engagement. The ESSA Plan also states that students should have access to non-academic support services such as **mental health**, social-emotional, behavioral, and social services provided by specialized instructional support personnel.

Over the past year, the Department has worked with mental health and health education experts along with other key stakeholders to implement the new Mental Health Education in Schools legislation that requires instruction be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Knowing how to recognize the signs of crisis, emotional trauma, and other related mental health issues is critical.

**NEXT STEPS**

1. Department staff will gather feedback from the **school climate pilot districts** and will work with those districts to develop guidance and resources related to interpreting survey results, facilitating Community Engagement Teams, and developing and implementing action plans to address areas of need.
2. Develop guidance for schools on best practices for student discipline to reduce disproportionate **suspension** and exclusionary policies and implement **restorative practices**. Under ESSA, beginning in the 2019-20 school year, out-of-school suspensions will be used as an indicator of school quality. In the summer of 2018, 25 BOCES and school district staff will participate in a train-the-trainer course on **restorative practices**, which will build capacity in the field to bring restorative practices to schools across the State.
3. Distribute **Social Emotional Learning** guidance and resources, including: a) New York State Social and Emotional Learning (SEL) Benchmarks for voluntary implementation; b) Social Emotional Learning: Essential for Learning, Essential for Life; c) Social Emotional Learning: A Guide to Systemic Whole School Implementation; and d) District-developed resources aligning Social Emotional Learning competencies, academic standards, classroom activities, and general teaching practices. Rollout of resources will begin in July 2018.
4. The NYSED guidance document for schools on **mental health** instruction was recently released and includes a variety of resources to support schools in providing K-12 health education curricula that includes mental health.



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## Improving Service Availability for Students with Disabilities

Decisions

Data

Information Knowledge

Informed Outcomes

### **SUMMARY**

The Department oversees special education programs for students with disabilities between the ages of three and twenty-one, ensuring that the State is in compliance with federal requirements under the Individuals with Disabilities Education Act (IDEA) and that monies are used for the maximum benefit to students with disabilities. Although most school-age students with disabilities attend a public school district or BOCES program, in the 2014-15 school year approximately 29,000 students attended an approved private school (Article 853 school), Special Act School District, or State Supported School for the Blind or Deaf at a cost of \$731 million in total State and local tuition reimbursement for these programs.

Preschool students with disabilities are served by approved section 4410 programs including Multidisciplinary Evaluation (MDE), Special Education Itinerant Services (SEIS), Special Class in an Integrated Setting (SCIS) and Special Class (SC) and related service providers, and in the 2014-15 school year 79,000 preschool-age children were served at a cost of \$1.3 billion in State and local reimbursement (including MDE, related services, SEIS, SCIS, SC, and transportation).

Through several program offices, the Department collects extensive student-related and cost data directly from placing school districts, providers, and municipalities. Although the Department has various data sources, they are not consolidated or coordinated into one system that can be shared among the multiple program offices that have oversight responsibilities. A significant amount of information and essential data is collected and stored in paper form and not available electronically. As a result, data is not in a format that is readily or easily accessible internally to staff and there is no method of publicly reporting student-related and cost data for the benefit of parents, school districts, municipalities, and external stakeholders.

Concerns from the field have been raised regarding the lack of available services and programs to meet students' needs, insufficient reimbursement, and challenges with the timeliness of Department decisions impacting approved providers.

The 2017-18 Enacted State Budget provided funding to the Department to pursue the development of a student services and provider management system which would improve our ability to collect, use and disseminate programmatic and fiscal information relating to programs and services operated by approved providers in New York State. Staff have worked to develop a blueprint for the system which would enable the Department to:

1. Identify and respond to capacity needs in real time;
2. Provide parents, school districts, counties, and other stakeholders with information using a single, accessible source;
3. Recommend where targeted fiscal investments are needed;
4. Improve processing timelines; and,
5. Better inform school district and BOCES program decisions.

### **NEXT STEPS**

The second phase of the project is to develop the student services and provider management system which will require additional funding and new data reporting requirements to identify seat availability and student needs.



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## Assessments

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### SUMMARY

The June Standards and Assessment Workgroup meeting included the following topics:

1. The 2018 Grades 3-8 English Language Arts and Mathematics Tests were reduced from three sessions to two sessions per the Board of Regents' June 2017 directive. The number of passages, multiple choice questions, and constructed responses were all reduced to arrive at the shortened test design while continuing to provide a valid and reliable measurement of student achievement.
2. Teachers were involved in all stages of developing and reviewing the 2018 Grades 3-8 tests. Activities since February 2016 include:

#### Reading Passage Review

- Grade-specific panels of classroom educators review the rigor, appropriateness, and quality of all proposed reading passages.

#### Item Writing Workshops

- Educators receive training in test development and item writing and are given assignments to write items for certain learning standards.

#### Item and Passage Review

- A different committee of educators review items generated by the Item Writing Workshops, where the items are evaluated based on grade level appropriateness and whether they measure the learning standard. Items meeting these criteria are reviewed at Educator Item and Passage Review.

#### Educator Item/Passage Review

- A separate group of educators review and recommend edits to all passages and items that have yet to be field tested.

#### Field Testing

- A representative sample of NYS students complete test questions that have been created for their grade level. The results of the field test are meant to inform the creation of the operational test.

#### Rangefinding

- Additional educators rate student responses to field-tested constructed response questions in order to inform the production of scoring materials and standard setting for future exam administrations.

#### Test Forms Construction

- Another panel of educators select the questions that will appear on the operational tests.

#### Test Forms Final Eyes

- A different group of educators review the final draft of each operational test before test administration.

### NEXT STEPS

NYS educators will be engaged in planning for and designing the Grades 3-8 tests measuring the Next Generation Learning Standards as well as new elementary, intermediate, and high school science assessments. Innovative assessment options including performance-based components and adaptive testing will be explored.



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## Charter School Performance Framework

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### SUMMARY

The Charter School Performance Framework was initially endorsed by the Board of Regents in October 2012 and amended in November 2015 and is now in the process of being updated. As part of this process, discussions have taken place with the Regents in October and November of 2017, and with charter schools and advocates across the State. The Charter School Performance Framework is the document that enumerates the standards by which all Regents-authorized charter schools are held accountable at the time of renewal (see [Charter School Performance Framework](#) for the current Framework). These standards are broken down into ten quality benchmarks that represent the high level of performance necessary across multiple domains to earn charter renewal.

(<http://www.p12.nysed.gov/psc/regentoversightplan/section3/CSPerfFrameworkNov15.pdf>)

As in the past, when developing the updated Framework the Department is adhering to the following guiding principles derived from the performance-based accountability system envisioned in Education Law §2850(2)(f):

- 1) Focus on student performance over compliance;
- 2) Preserve operational autonomy;
- 3) Facilitate transparent feedback to schools;
- 4) Align to the ongoing accountability and effectiveness work for all public schools; and
- 5) Balance clear performance benchmarks with Regents' discretion.

Some high-level changes currently being considered in the updated Framework are the addition of:

- Benchmark 1 – Student Performance:
  - ✓ A more robust analysis of a charter school's performance pursuant to ESSA accountability methodology;
  - ✓ Comparative academic outcome measures and sub-group performance;
  - ✓ Grades 4 and 8 science exam outcome measures;
  - ✓ Comparing Regents versus local diploma rates;
  - ✓ Student out-of-school suspension rates compared to the district of location; and
  - ✓ Additional differentiated accountability metrics for charter high schools serving over-aged under-credited students.
- Benchmark 3 - Culture, Climate, and Family Engagement:
  - ✓ A School Climate Survey and Index; and
  - ✓ Measures used to evaluate non-academic indicators of school quality, i.e., chronic absenteeism rates, school climate survey results, and suspension rates.

- Benchmark 5 - Financial Management:
  - ✓ School level funding per pupil compared to the district of location; and,
  - ✓ A more robust model of charter school fiscal impact on the district of location.
- Benchmark 9 - Enrollment, Recruitment, and Retention:
  - ✓ Chronic Absenteeism Rates compared to the district of location;
  - ✓ Enrollment of McKinney-Vento eligible students compared to the district of location;
  - ✓ Updating the current Enrollment and Retention Target Calculator;
  - ✓ Clarifying enrollment and retention standards; and
  - ✓ Using NYSED Enrollment Exit Code and Ending Enrollment data to track the general reasons why and when students leave charter schools compared to the district of location.
- Standards for full-term, short-term, or non-renewal.

**NEXT STEPS**

It is anticipated that an updated Performance Framework incorporating applicable feedback received from all stakeholders will be presented to the Regents for endorsement at their September 2018 meeting. The updated Performance Framework will apply to Regents-authorized charter schools that are authorized or renewed in the 2018-2019 school year and thereafter. Prior to renewal, the current Performance Framework will still apply.



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# Career Development and Occupational Studies (CDOS) Commencement Credential

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## SUMMARY

The CDOS Commencement Credential is now available to all students, including those with disabilities. In addition to earning the CDOS Commencement Credential as a supplement to a high school diploma or as their only high school exiting credential (for the small percentage of students unable to complete the requirements for a high school diploma), beginning with students who graduated in June 2016, all students have the option to earn a Regents or local diploma through the 4+CDOS pathway (exception: students with disabilities eligible and participating in the New York State Alternate Assessment program can earn a Skills and Achievement Commencement Credential – these students do not exit school with a regular high school diploma). To use the 4+CDOS graduation pathway option, a student must pass four required Regents examinations (or the corresponding Department-approved alternative examination) in mathematics, science, social studies, and English language arts (ELA); and in lieu of passing a fifth Regents or pathway examination, the student must meet the requirements for the CDOS Commencement Credential.

Beginning in December 2017, students with disabilities may meet the ELA and/or mathematics Regents examinations eligibility condition(s) for the *Superintendent Determination* option for a local diploma by completing the requirements for the CDOS Commencement Credential.

The CDOS Commencement Credential may be earned in one of the two ways. To earn the CDOS Commencement Credential under **Option 1**, the student must have:

- Developed a commencement-level Career Plan which includes self-identified career interests, career-related strengths/needs, career goals, and career and technical education (CTE) coursework and work-based learning experiences in which the student participates to achieve those goals. The Department provides a sample Career Plan, developed in collaboration with the Department of Labor, which begins in kindergarten and continues through adulthood.
- Met commencement-level CDOS learning standards in areas of career development, integrated learning, and universal foundation skills.
- Completed at least 216 hours of CTE coursework and/or work-based learning (minimum of 54 hours of which must be work-based learning). Work-based learning experiences include, but are not limited to, job shadowing, community service or volunteer activities, service learning projects, and work in a school-based business enterprise or local community business. They also include experiences associated with NYSED-registered CTE programs. Coursework associated with the CDOS Commencement Credential must be provided by a certified CTE teacher.
- Have at least one completed employability profile within one year of school exit (which documents the student's employability skills and experiences, attainment of commencement-level CDOS standards, technical knowledge and work-related skills, and work-related and academic achievements). NYSED provides a model employability profile form that districts may, but are not required to, use.
- Completed at least 12 years of school excluding kindergarten.



To earn the CDOS Commencement Credential under **Option 2**, a district may award a student the CDOS Commencement Credential if the student passed one of the nationally recognized work readiness credential assessments.

***NEXT STEPS***

The Department will continue to engage school districts and BOCES on the implementation of programs that offer access and opportunities to earn a CDOS Commencement Credential.



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## Superintendent Determination Option for a Local Diploma

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### SUMMARY

The Superintendent Determination Option allows a superintendent (or the principal/head of school of a registered nonpublic school or charter school) to make a local determination that a student with a disability has otherwise met the standards for graduation with a local high school diploma when such student has not been successful, because of his/her disability, at demonstrating his/her proficiency on one or more of the Regents examinations required for graduation.

The superintendent may only consider an eligible student for a local diploma through the Superintendent Determination Option upon receipt of a written request from the student's parent or guardian. To be eligible for the Superintendent Determination Option, a student with a disability must meet all conditions as follows:

- The student has a current individualized education program (IEP) and receives special education programs and/or related services;
- The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option;
- The student has earned the required course credits and has passed, in accordance with district policy, all courses required for graduation including the Regents courses to prepare for the corresponding required Regents examination areas (English language arts (ELA), mathematics, social studies, and science);
- The student:
  - ✓ earned a minimum score of 55 on the ELA and mathematics Regents examinations; and/or
  - ✓ successfully appealed a score between 52 and 54 on ELA and mathematics Regents examinations; and/or
  - ✓ was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the ELA and/or Mathematics Regents examinations, but he/she completed the requirements for the New York State Career Development and Occupational Studies (CDOS) Commencement Credential.
- The student has participated in all Regents examinations required for graduation but has not passed one or more of these and has otherwise demonstrated competency in the subject area(s) where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examination.

The superintendent must sign the form prescribed by the Commissioner of Education which documents that the student has either met or has not met the requirements for a local diploma. A copy of the form must be submitted to the Department no later than August 31. The student and parent must receive written notice of the superintendent's determination with the copy of the completed superintendent's determination form. Where the superintendent determines that the student has met the requirements for graduation, the district must provide prior written notice that the student is not eligible to receive a free appropriate public education after graduation with a local diploma. Where the superintendent determines that the student has not met the requirements for graduation, the written notice shall inform the student and his/her parent that the student has the right to attend school until receipt of a local or Regents diploma or until the end of the school year in which the student turns age 21, whichever shall occur first.

***NEXT STEPS***

Additional guidance, including an updated question and answer document, will be issued based on changes permanently adopted by the Board in June 2018.

The Department will continue to provide training to the field on the various Safety Net Options, including the Superintendent Determination option, that are available to students with disabilities.

**Superintendent Determination Option for a Local Diploma – (continued)**  
**ATTACHMENT**

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<b>School Year</b>	<b>Number of Districts/Schools that submitted forms</b>	<b>Forms Submitted</b>	<b>Local Diplomas awarded through SD Option</b>	<b>Local Diplomas denied through Superintendent Determination (SD) Option*</b>
2015-16	129	425	418	7
2016-17	143	318	315	3
2017-18**	92	164	159	TBD

\* All local diplomas denied as of June 25, 2018 were the result of the student not meeting the minimum eligibility requirements

\*\* Totals as of June 25, 2018. Forms due by August 31



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## Regents-High School Equivalency (HSE) Exam Pathway

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### **SUMMARY**

The Regents-HSE Exam Pathway has been a great success since its initiation on April 25, 2018, with almost 1,600 applications received and over 240 HSE diplomas awarded. To date, 80 percent of Regents-HSE Exam Pathway applications have been submitted by candidates who are 16-21 years of age, while 20 percent of candidates are 21 and older.

Comprehensive information on the Pathway has been disseminated to all of ACCES' Adult Education Programs and Policy (AEPP) programs funded through the Regional Adult Education Network (RAEN), by SED staff at all program manager meetings, and at statewide TASC™ Examiner trainings.

Two memoranda have been released to District Superintendents and posted on the ACCES webpage. An informational webinar is being planned for stakeholders.

### **NEXT STEPS**

- Continue to promote and provide guidance regarding New York State's approved Every Student Succeeds Act (ESSA) Plan, whereby a school is awarded 0.5 credit on the College, Career, and Civic Readiness Index if a student earns an HSE diploma within two years of exiting a high school without a credential.
- Continue outreach to stakeholders, case managers, and preparation programs to build awareness about the Regents-HSE Exam Pathway. ACCES is engaged in ongoing communication with high schools, encouraging them to follow through with students at risk of exiting without a credential, by facilitating application for HSE credit via Regents Exams, providing students with guidance and support toward earning an HSE diploma.
- Encourage Alternative High School Equivalency Programs (AHSEP) and other HSE preparation programs to implement a practice similar to District 79 in New York City, whereby student academic records are evaluated upon intake to facilitate the submission of applications for the Regents-HSE Exam Pathway.



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## The Arts

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### SUMMARY

The Department is continuing to roll out the P-12 Learning Standards for the Arts, leading to a Pathway Assessment in the Arts.

#### Professional Development

- **Summer and Fall 2017:** The arts standards writers trained the arts professional association's regional representatives who then partnered with the Staff and Curriculum Development Network (S/CDN) to turnkey the training to the dance, music, theater, visual, and media arts teachers of NYS.
- **February 2018:** NYC first level training in February, teacher trainings throughout the boroughs in April and May.
- **Spring 2018 – Administrator Development:** The first administrator-only training occurred on March 12, at the Capital Region BOCES. Each BOCES representative brought with them an arts professional from their region to build awareness around the new standards and resources that are available to their staff members. The materials from the training were then released so they could be turnkeyed over the next several months by those that attended training to other arts administrators throughout the State.
- **Beginning June 2018 – Arts Teacher Professional Development:** The arts professional associations' PD team members and S/CDN together will ensure that the reviewed, newly developed performance expectations in five disciplines are clearly outlined for regional arts teachers across the State. The first regional training was held at the Capital Region BOCES from June 25-27. The training included an overview of the new standards framework, coding system, and philosophical foundations. Breakout activities focused on discipline-specific implementation considerations.
- All materials will be made publicly available so that participants will be able to return to their districts and utilize the training. Similar regional trainings will take place later this year in other areas of the State.

### NEXT STEPS

- **Recruit and Hire:** The position of Associate in Instructional Services (Music or Visual Arts) in the Office of Curriculum and Instruction has been vacant since April. The Division of Budget has approved the waiver and the position was posted on June 15 on the NYSED Website and distributed statewide. The candidate hired for this position will lead the work of, and build upon, the recommendations of the Blue Ribbon Commission for the Arts Steering Committee to establish a viable and rigorous graduation pathway in the Arts.
- **Commencement General Education Level (C-GEL) Arts Assessment:** The Office of State Assessment continues its analysis and alignment of the C-GEL assessment items to the newly adopted NYS Learning Standards for the Arts. This is a foundation-level assessment in all four disciplines and would be accessible to all NYS students.
- **Individual Arts Assessment Pathway (IAPP):** Upon hiring an arts professional in the Office of Curriculum and Instruction, work will continue in the development of the Individual Arts Assessment Pathway.



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## Creating a Pipeline for Educators

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### SUMMARY

Consistent with the commitments in our ESSA plan, NYSED has and will continue to implement strategies to ensure that there are opportunities for high quality candidates to enter the education professions, particularly in hard-to-staff content areas. Ongoing programs include Teachers of Tomorrow, which provides more than \$20 million annually to school districts to aid in recruiting and retaining teachers, and Teacher Opportunity Corps, which provides financial support to individuals from diverse backgrounds to enable them to complete a teacher preparation program.

During 2017-18, the Department took a close look at certification requirements and enacted policies aimed at ensuring the availability of qualified educators:

- [Adding new pathways for individuals seeking career and technical education \(CTE\) teacher certification;](#)
- [Expanding the Transitional G certificate](#) beyond the STEM fields;
- [Proposing to reinstate the individual evaluation pathway](#) for certification as an option for certification titles where this option does not exist; and
- [Improving school counseling programs and updating the certification requirements for school counselors.](#)

The Department is working with IHEs to encourage offering on-demand online programs, so students can enroll in programs at their convenience and to provide data that may help them support and guide students into certification areas most heavily in demand.

Innovative partnerships are being developed around the state to strengthen educator preparation models. For example, Tompkins-Seneca-Tioga BOCES is working with Bank Street College of Education's Prepared To Teach project to create sustainable funding so that teacher candidates can be financially supported while engaging in year-long co-teaching residencies to prepare them to become teachers.

(For information on how teacher certification policies and programs are specifically targeting shortages of educators of students with disabilities, English language learners, and multi-language learners, see separate one-pager.)

### NEXT STEPS

Pursuant to an appropriation in the 2018-19 state budget, the Department will launch a Teacher Diversity Pipeline pilot program to assist teacher aides and teaching assistants in attaining the necessary educational and professional credentials to obtain teacher certification.

The Department's [Principal Project](#), funded by the Wallace Foundation, includes a focus on improving the recruitment of school leaders. In the coming year, this work will include developing a computer-based system to help school districts with recruitment and hiring of principals, and funding model P-20 partnerships to re-design principal preparation programs so aspiring building leaders who emerge are better equipped to step into the role and achieve improved outcomes for all students.

The Department is partnering with Regional Educational Laboratory Northeast and Islands' Teacher Preparation Research Alliance to conduct a study examining the supply of teachers in New York. The results of the study will help inform teacher preparation and certification programs and policies, to create better alignment between the regional needs of school districts and the candidates available.



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# Creating a Pipeline for Educators of Students with Disabilities, English Language Learners, and Multi-Language Learners

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## SUMMARY

The Department continues its commitment to increasing capacity in undergraduate and graduate programs leading to certification and licensure in shortage areas through the Intensive Teacher Institute for Bilingual Special Education, Speech Language Professional Development Center, and Clinically Rich Intensive Teacher Institute (CR-ITI). CR-ITI programs prepare candidates for certification in English to Speakers of Other Languages (ESOL) and Bilingual Education (BE). To date, nearly 400 teachers have completed the necessary coursework. Under Requests for Proposals released in 2017-18, 1,000 additional teachers will become certified to teach ELLs/MLLs over the next five years. Three of these CR-ITI programs—SUNY Oneonta, SUNY Brockport, and CUNY Queens—offer online coursework in BE Extension.

During 2017-18, the Department took a close look at certification requirements and enacted policies aimed at ensuring the availability of qualified educators:

- [Creating grade level extensions for the Students with Disabilities Generalist certificates](#) to allow certificate holders to teach the grade levels adjacent to the grade levels of their certificate;
- [Proposing to create Limited Extensions](#) for teachers holding a Students with Disabilities Generalist certificate who teach a special class in grades 7-12; and
- [Proposing a new certification pathway for the Speech and Language Disabilities certificate](#) for candidates who complete a speech pathology program accredited by the American Speech and Hearing Association (ASHA).

## NEXT STEPS

Pursuant to a \$770,000 appropriation in the 2018-19 state budget, the Department will launch an additional seven new bilingual focused CR-ITI's. These will include programs for Special Education teachers who want to earn a Bilingual Education Extension, as well as for English as a New Language teachers who want to earn additional certification in a content area. The new programs will prepare a total of 280 teachers.

The Department is preparing to release the Teachers of Tomorrow Science, Mathematics, Bilingual, and English as a New Language Tuition Reimbursement Program, which will provide \$2,453,400 annually to school districts that are identified as experiencing a shortage of teachers in science, mathematics, bilingual education, and/or English as a New Language, to assist them in attracting and retaining qualified teachers in these subjects.

NYSED is creating an online system that will allow districts to post open teaching positions and teachers to apply for those positions. The Department will leverage the brand recognition of EngageNY and existing internal systems to create a simple, secure, user-friendly way to connect certified teachers with unfilled positions in areas of critical need. The system will focus on addressing open positions in critical shortage areas, such as ESOL, bilingual education, special education, and bilingual special education.