



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,
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TO: The Higher Education Committee

FROM: Valerie Grey

SUBJECT: Proposed Amendment of Section 80-3.7 of the Regulations of the Commissioner Relating to the Individual Evaluation Pathway to Teacher Certification

DATE: June 6, 2011

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regents amend section 80-3.7 of the Regulations of the Commissioner of Education relating to certification in the classroom teaching service through individual evaluation?

Reason(s) for Consideration

Review of policy.

Proposed Handling

The proposed amendment is submitted to the Higher Education Committee for discussion at the June 2011 Regents meeting. A Notice of Proposed Rule Making will be published in the State Register on June 29, 2011. The proposed amendment will then be submitted for action at the September 2011 Regents meeting.

Background Information

In 2003, the Board of Regents revised requirements for teacher certification through the individual evaluation of candidates who have not completed registered teacher education programs. Under the individual evaluation pathway, candidates are required to submit evidence of coursework and field experience to the State Education Department for evaluation and issuance of the certificate.

The provision regarding individual evaluation included a sunset date of February 1, 2007 for certificates in childhood education and February 1, 2009 for all other certificates in the classroom teaching service.

In 2008, the Regents extended the expiration date of the individual evaluation pathway for all classroom titles except childhood education from February 1, 2009 to February 1, 2012. The purpose in establishing these sunset dates was to allow the Department time to assess the continued need for the individual evaluation pathway, based on how many candidates use this pathway to become certified, particularly in subject areas where there are teacher shortages.

In November 2009 the Regents adopted several key policy changes to dramatically change the way teachers are prepared, assessed for certification, and evaluated while employed in a P-12 school. One of these initiatives involves changing the certification examinations for an Initial certificate, which will take effect in May 2013. In combination with more rigorous content exams, the performance-based assessment would require demonstration of the knowledge and skills research has demonstrated are linked to classroom effectiveness. These portfolio style assessments will be completed while the teacher is doing his or her field work/student teaching, which requires access to a P-12 school to provide the classroom and school environment for the candidate to practice and demonstrate the required skills. Examples of portfolio tasks under consideration for the teacher assessment and currently being field tested include: creating a lesson plan, video-recording the lesson, and reflecting on the outcomes, developing or selecting an assessment, administering it, analyzing the results, and planning instruction based on the results. Students in an approved teacher preparation program can work with their college faculty during their student teaching to prepare this type of portfolio. For "career changers" who are attempting to qualify for a teaching certificate through Individual Evaluation, the access to a P-12 classroom and the supports of a college program will not be readily available.

These changes in certification assessments will drive changes in teacher education preparation programs. In 2013, the Regents will be in a better position to evaluate the effect of these reform measures and to assess the continued need for and viability of the Individual Evaluation pathway.

With the scheduled sunset of the Individual Evaluation pathway for new teachers (including career changers) in 2012; and the new reforms effective in May 2013; staff recommends that the Individual Evaluation pathway be extended until September 1, 2013. This would allow:

- 1.) the Regents to have time to evaluate the implementation of the reforms to teaching and the impact such changes may have on an Individual Evaluation pathway to certification;
- 2.) SED staff time to prepare policy options and research on the effectiveness of the Individual Evaluation pathway in addressing subject shortage areas especially in high need schools.
- 3.) candidates with applications pending through the Individual Evaluation pathway to have more certainty in making plans for college study in the

Recommendation

N/A

Timetable for Implementation

If adopted at the September Regents meeting, the proposed amendment will become effective on October 6, 2011.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 207, 305, 3004, and 3006 of the Education Law.

Section 80-3.7 of the Regulations of the Commissioner of Education is amended, effective October 5, 2011 as follows:

§80-3.7 Satisfaction of education requirements for certification in the classroom teaching service through individual evaluation.

This section prescribes requirements for meeting the education requirements for classroom teaching certificates through individual evaluation. Except as otherwise provided in this section, this option for meeting education requirements shall only be available for candidates who apply for a certificate in childhood education by February 1, 2007 and for candidates who apply for any other certificate in the classroom teaching service by [February 1, 2012] September 1, 2013, and who upon application qualify for such certificate. Candidates with a graduate degree in science, technology, engineering or mathematics who apply for an initial teaching certificate under 80-3.7 (a)(3)(ii)(3) may continue to meet the education requirements for classroom teaching certificates through individual evaluation after [February 1, 2012] September 1, 2013. The candidate must have achieved a 2.5 cumulative grade point average or its equivalent in the program or programs leading to any degree used to meet the requirements for a certificate under this section. In addition, a candidate must have achieved at least a C or its equivalent in any undergraduate level course and at least a B- or its equivalent in any graduate level course in order for the semester hours associated with that course to be credited toward meeting the content core or pedagogical core semester hour requirements for a certificate under this section. All other requirements for the certificate, including but not

limited to, examination and/or experience requirements, as prescribed in this Part, must also be met.

(a) . . .

(b) . . .

(c) . . .