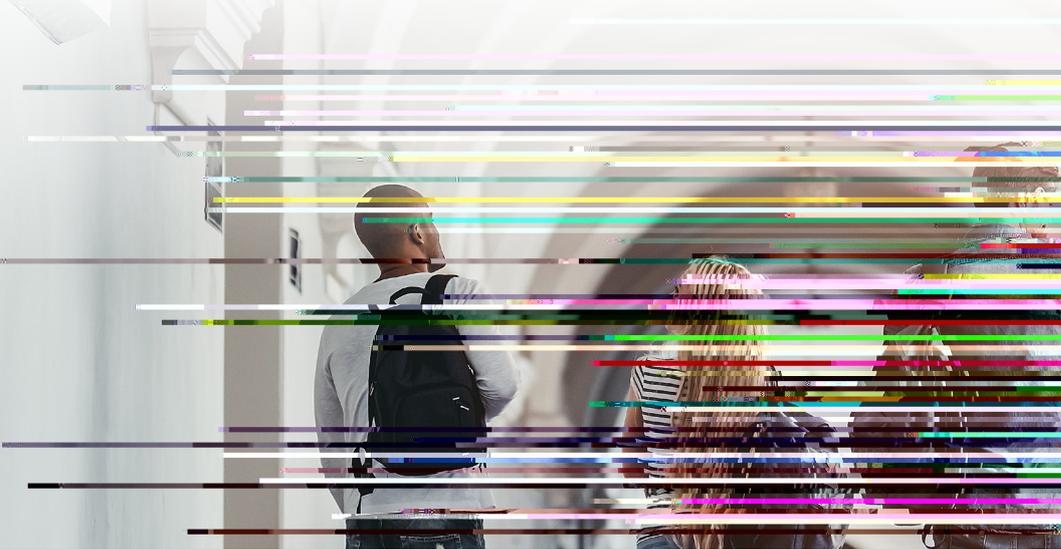


Newsletter

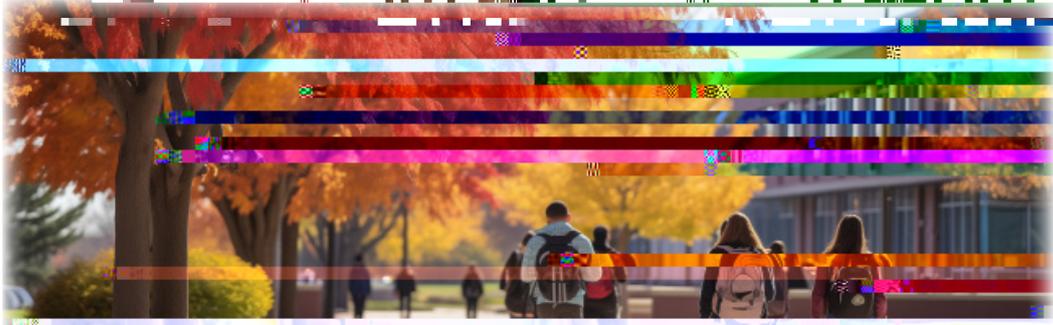
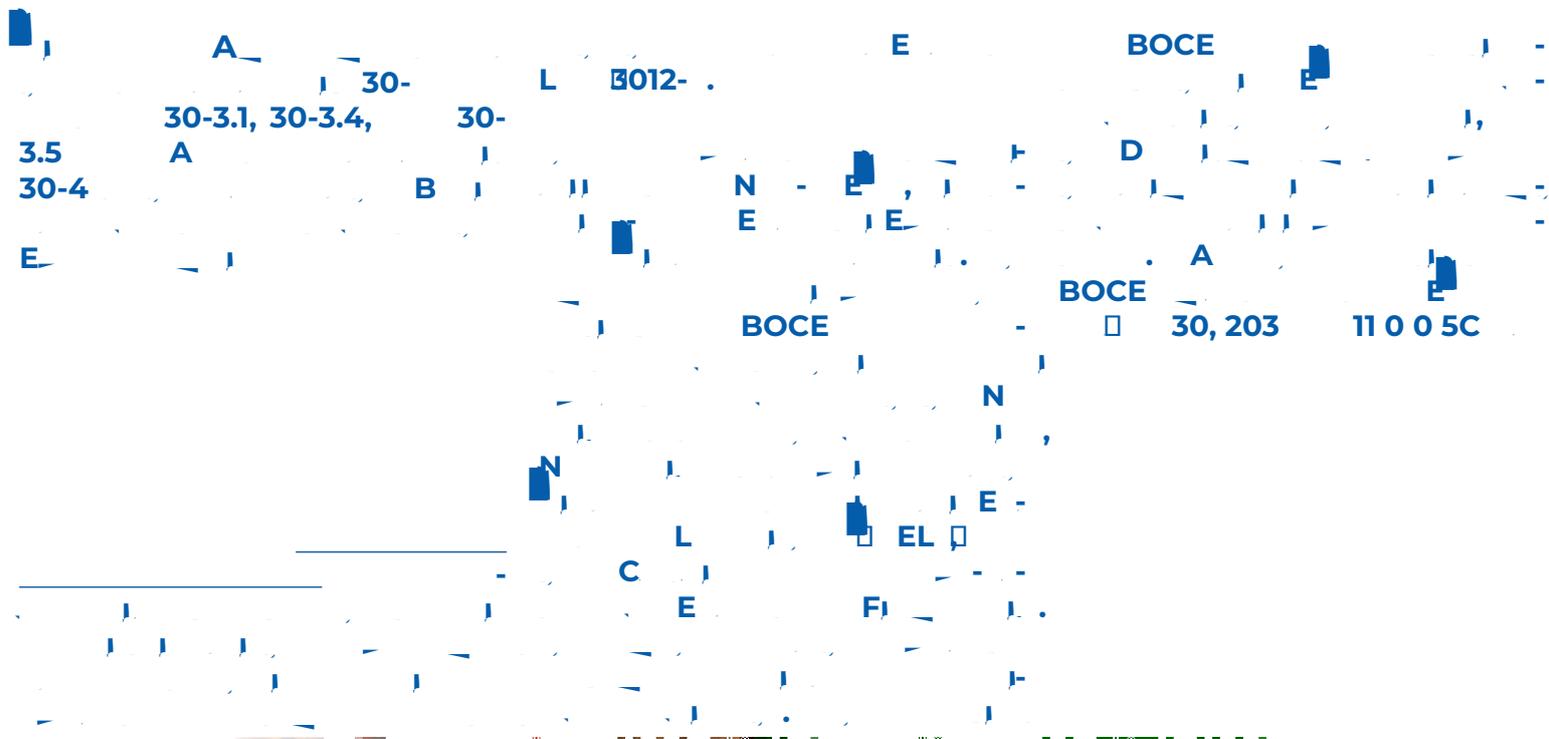


WEBSITES

- [Office of Higher Education](#)
- [Certification](#)
- [Program Registration](#)
- [Teacher and Leader Development](#)
- [Educator Quality and Professional Development](#)

NYSTCE

- [Professional Standards and Practices Board](#)



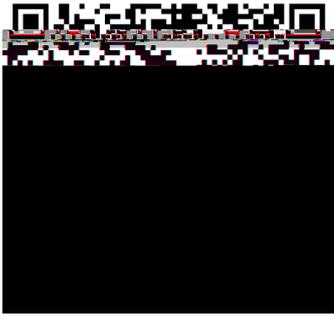
E **CO ID-19 C** **E**. The Board of Regents [adopted a proposed amendment](#) to extend the validity period of any currently valid Emergency COVID-19 certificates set to expire during the 2024-25 school year by changing the expiration date of such certificates to August 31, 2025. This extension allows candidates extra time to complete the examination requirement(s) for their certificate and progress to the next level certificate.

documented recruitment efforts prior to making such a determination. This amendment will enable school districts to address ongoing staffing

E **F** **I**. The Board of Regents [adopted a proposed amendment](#) to extend the flexibility for incidental teaching through the 2024-2025 school year. Through incidental teaching, certified teachers can teach a subject not covered by their certificate when the school district determines that no certified or qualified teachers are available. The school district must engage in extensive and

EACHN

TeachNY has subscribed close to 30,000 future educators. It is not too late to highlight your EPP Programs! This is an excellent opportunity to increase your impact for engagement and diversify your applicant pool. TeachNY aims to increase the interest in teaching and recruitment for EPP programs. To make sure you are being promoted contact Evalyn Gleason, TeachNY's Senior Program Manager, at egleason@teachny.org to complete the materials needed to be featured on TeachNY's program finder for future educators.



N C E

N C E

Educator Preparation Programs (EPPs) received their NYSTCE voucher codes in early October. If your program has not yet received an email from Pearson VUE with your codes, please contact us at: certexams@nysed.gov.

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DID YOU KNOW ?

In New York State, professionalism, an essential but often overlooked dimension of teacher quality, is a shared responsibility between educator preparation programs (EPPs) and employing school district or local educational agency (LEA). Although most discussions of professionalism occur within the context of teacher education programs, it is equally critical to consider its role in practice.

Two New York State Teaching Standards, Standard VI: Professional Responsibilities and Collaboration and Standard VII: Professional Growth, inform what teacher candidates must know and be able to do. These standards are included in each preparation program's Teacher Performance Assessments (TPAs), which assess candidates' readiness. Additionally, these same standards guide the evaluation of practicing

teachers under the New York State Evaluation System.

Given the importance of these standards, do the partnership agreements that are established as part of program registration requirements outlined in §52.21 include discourse and consensus about what each will do to support the professional growth and development of candidates? Are there shared expectations and commitments to ensure that candidates and teachers alike embody the professionalism articulated in Standards VI and VII?

This is an opportunity for EPPs and LEAs to engage in meaningful discourse and establish a unified approach to fostering professionalism, ensuring that teacher candidates and practicing educators meet the high expectations of the profession.



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