

**REGENTS EMSC COMMITTEE**  
**March 16, 2009**

**MATTERS NOT REQUIRING BOARD ACTION**

Coaching Requirements and Extension of Eligibility for Interscholastic Athletics – The Regents discussed regulations relating to the requirements for elementary physical education for schools that have grades 5 and 6 in the middle school; clarification of the appointment of coaches to include paid and non-paid coaches; extension of time to complete the required courses from 5 to 7 years; authority to extend time to complete the coaching course requirements for individuals who have had a lapse in service due to extenuating circumstances; and student athletic eligibility. These regulations will be brought back to the Regents for approval at their May meeting.

Grades 3-8 Testing Policy Overview – The Regents continued their policy discussion on issues related to the Grades 3-8 test administration. This month the discussion focused on the extensive feedback collected from the online survey, with more than 22,500 responses received. The information sought included information on possible rescheduling of the exams to a different time of year as well as how the tests should be scored and the format of test questions. The Committee was provided an overview of the survey results. Based on that discussion, staff will share the survey results with the field and identify possible scheduling options for final feedback from the field. Staff plan to propose options on test scheduling for the Regents consideration in April or May.

Differentiated Accountability Model and Connections to Streamlined Regulatory Structure – The Senior Deputy gave a report on the major efforts underway to streamline the Department's regulatory process:

- 1) An internal examination of data collection to identify opportunities to eliminate duplication.
- 2) An inventory of all plans required from school districts by statute or regulation – work with the Legislature to eliminate unnecessary reports required by statute and amend regulation to eliminate those required by regulation.
- 3) Creation of a one-stop clearinghouse for superintendents and other school leaders for all requirements.
- 4) The new Differentiated Accountability system which will be an important part of New York's streamlined accountability system. Under this new accountability system the Department will be able to:
  - Reduce the current number of school accountability categories from 19 to 8.
  - Allow for differentiation in the improvement process – no more one size fits all.
  - Free-up staff resources to provide assistance to schools.
  - Strengthen the capacity of districts to assist schools.
  - Empower parents by increasing combined participation in Public School Choice (PSC) and Supplemental Educational Services (SES) by offering SES

in the first year of a school's identification for improvement and school choice only after an identified school has failed to make AYP.

- Maximize the Department's limited resources.

Ten-Year Report on Charter Schools in New York State – At their January 2009 meeting, the Board of Regents suggested that a comprehensive, research-based report is needed that looks at whether charter schools have met the goals of the legislation and other issues. This month, the Committee was provided a list of possible issues for inclusion in this report that were suggested by members of the Board of Regents and the field. Staff are having conversations with the Education Finance Research Consortium (EFRC) to determine if they could undertake some or all of the research necessary to produce such a report, if the necessary data is available and what the timeline would be for providing the data and producing the report. Results of those conversations will be brought back to the Committee at their April meeting.

Policy Activity Follow-up – The Senior Deputy provided the Committee with an update on urban teachers and the upcoming workgroup meeting to be held on March 19<sup>th</sup> at the American Museum of Natural History in New York City. The Workgroup on Urban Teaching has begun to focus on teacher practices that have had a demonstrated impact on improving student learning.

## **REGENTS HIGHER EDUCATION COMMITTEE**

### **March 17, 2009**

#### **MATTERS NOT REQUIRING BOARD ACTION**

Teacher Tenure Regulations – The Committee was provided with information on draft emergency regulations that will be brought to them for discussion at the April meeting of the Higher Education Committee. A recent Commissioner's decision under Section 310 of the Education Law uncovered a long-standing gap in the Department's teacher tenure regulations. Specifically, following this decision it became apparent that the existing regulations call for a teacher to accrue tenure in his/her tenure area, and that the teacher must be employed as a classroom teacher for at least 40 percent of his/her time. This is a problem for those individuals that have been asked to take on assignments such as curriculum specialists, professional developers, committee chairs, and other special assignments. If those individuals are not employed as classroom teachers for at least 40 percent of their time, they cannot accrue additional time to the tenure area of their base certificate. This will impact on the seniority rights of many teachers and any contemplated reductions in the workforce to respond to economic conditions. A memo is going to the field asking districts to wait until the Regents have acted on these emergency regulations in April before finalizing staffing plans for the 2009-10 school year. Meetings with key constituency groups will be held in the next week or so to ensure that the final emergency regulations are been fully vetted and all concerns are considered.

Structure and Content of Programs and Certificates for Teachers of Students with Disabilities (SWD) - The Committee discussed proposed recommendations for restructuring the certification of teachers of students with disabilities to address shortages, particularly in Grades 7-12. The Department received extensive feedback and input from the field during the two-year process of developing these recommendations as well as reviewing how other states structure their certification systems. The recommendations are:

- Expand the SWD Early Childhood range to Birth to Grade 3.
- Expand the SWD Childhood range to include Pre-K and K.
- Recast the SWD Adolescence (7-12) credential to create a single SWD Adolescence Generalist certificate that includes a multidisciplinary core.
- Strengthen the requirement for collaboration.
- Strengthen requirements for understanding the needs of students with disabilities.
- Expand movement between students with disabilities certification and retain the current path for general educators to become certified special education teachers.
- Eliminate the SWD 5-9 certificate.

