

# **REGENTS EMSC COMMITTEE**

**October 19, 2009**

## **ACTION ITEMS**

The Board of Regents adopted the new federal four-year adjusted graduation rate cohort definition and will begin using this definition no later than the 2011-2012 school year results. Furthermore, the Regents are applying to the U.S. Education Department to use a five-year extended graduation rate to give schools credit for making Adequate Yearly Progress (AYP) as long as the school or district achieves the goal or the target(s) on either the four-year cohort or the five-year cohort.

The Regents adopted a policy on making up course credit that includes the following provisions:

- ~~School district officials may provide various programs for students who were previously enrolled in a course but failed to demonstrate mastery of the intended course outcomes.~~
- A school-based panel, consisting of at least the principal, a teacher in the area for which the student must make up credit, and a guidance director (or other administrator) must approve all programs for make-up credit.
- In order to provide the appropriate program to make up failed or incomplete course credit, the panel must consider each student's needs and course completion deficiencies.
- The program must be aligned with the Regents learning standards.
- In order to receive credit, the student must receive equivalent, intensive instruction in the deficiency areas of the course by a teacher certified in the subject area.
- The student must demonstrate mastery of the initial deficiency area(s).
- If an end-of-course Regents examination is required for graduation, the student must pass the Regents examination to fulfill the graduation requirements, and, to the extent determined by the school district, receive course credit.

## **MATTERS NOT REQUIRING BOARD ACTION**

Conversation with Lt. Governor Ravitch – The Regents were joined by Lt. Governor Ravitch for a conversation about the State's fiscal condition and the impact of additional deficit reductions on critical services including educational programs.

**REGENTS HIGHER EDUCATION COMMITTEE**  
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The Regents discussed three issues that will:

- set the stage for recommendations for strengthening teaching and teacher preparation, now under development by the Commissioner and senior Department staff; and
- inform the State's Race to the Top proposal.

1. **Draft recommendations of the Regents Workgroup on Improving Teaching in Urban Settings**. Collectively, the recommendations seek to strengthen instruction and support the work of urban teachers throughout their teaching careers beginning with preparation followed by recruitment and induction through to retention and professional development.
2. **A panel of leaders in the cultural education community shared ways in which cultural institutions can support the preparation of new teachers and professional development**, especially in shortage areas and in high needs schools. More regulatory relief and flexibility were suggested to help maximize the potential of these rich resources in teacher preparation, teaching, and student learning.
3. **Teaching Students with Disabilities** - The Regents discussed potential opportunities for:
  - **streamlining the certification structure** for teachers of students with disabilities; and
  - **working to increase the supply of teachers of students with disabilities**, particularly in grades 7-12.

The Regents also provided guidance for:

- **helping to ensure teachers are adequately prepared to serve the learning needs of all students**, as well as --
- **potential models for improving efforts to ensure that students with disabilities are educated to high standards in content areas and receive the support services they need to be successful.**