



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE NEW YORK / ALBANY, NY 12234

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Office of Teaching Initiatives  
Executive Director

**Date:** October 7, 2005

**To:** Chief School Officers of Public School Districts  
District Superintendents  
BOCES Superintendents  
School Personnel Administrators  
Presidents of Colleges and Universities with Teacher Education Programs  
Deans and Directors of Teacher Education Programs  
New York City Department of Education  
New York State United Teachers  
National Education Association of New York  
United Federation of Teachers  
School Administrators Association of New York State  
Other Interested Parties

**From:** Johanna Duncan-Poitier

**Subject:** CEO Memo # 05-07 – Teaching and Teacher Certification Updates

- Information Regarding Teachers and Prospective Teachers of Gifted Students
- Availability of New Pathways to Help Address Shortages of Bilingual School Psychologists and Bilingual Teachers of Students with Speech and Language Disabilities
- Update on School Leadership Initiative

I hope you have all made a smooth transition into your 2005-06 school and academic years. I write to provide you with an update on key issues related to teaching and teacher certification in New York State that impact the higher education and K-12 communities.

### **Information Regarding Teachers and Prospective Teachers of Gifted Students**

**Teachers of gifted students now have until September 1, 2006 to either obtain a Gifted Education Extension of their teaching certificate or obtain a statement of continued eligibility (SOCE) from the Education Department to teach in State funded gifted and talented programs.** This change provides additional time for teachers of gifted students to meet this requirement and provides colleges and universities offering programs to prepare teachers of gifted students time to develop their coursework and programs.

Additionally, **individuals seeking to meet the education requirement for a gifted education extension through individual evaluation** (instead of completing an approved gifted education

program at a college or university) **must complete 12 semester hours of coursework in specified subjects**, rather than the six semester hours required prior to the amendment. This change is important to ensure that individuals who apply for the extension are prepared to pass the State certification examination and ultimately, to provide quality instruction and support to gifted students.

A copy of the recently approved amendment to the Commissioner's Regulations is attached for your information.

### **Availability of New Pathways to Help Address Shortages of Bilingual School Psychologists and Bilingual Teachers of Students with Speech and Language Disabilities**

Two new certification pathways have been established to help school districts in New York State that are experiencing persistent shortages of certified bilingual school psychologists and bilingual teachers of students with speech and language disabilities. Based on feedback from the field, the new pathways have been put in place to help districts recruit and retain additional bilingual teachers and school psychologists to meet the needs of students whose primary language is not English, particularly students with disabilities.

- **Bilingual licensed psychologists can now become certified school psychologists through an expedited pathway.** Licensed psychologists can qualify for a first level certificate necessary to work as a school psychologist without having to complete a college supervised internship in school psychology. To qualify, individuals are required to:
  - be licensed and registered as a psychologist in New York State,
  - be proficient in a language other than English,
  - have an offer of employment as a school psychologist from a school district or other entity,
  - matriculate in a registered program leading to a Bilingual Education Extension, and
  - be mentored by a certified school psychologist during the first year of employment.

Qualified individuals will be issued a provisional certificate with an Interim Bilingual Extension. Applications for certification should be submitted through registered programs leading to the Bilingual Education Extension in which individuals are enrolled. A list of registered programs is available on the Office of Higher Education Web site at <http://www.nysed.gov/heds/IRPSL1.html>.

- **Certified school psychologists and teachers of students with speech and language disabilities who can demonstrate proficiency in a language other than English and hold valid a certificate in:**
  - **school psychology,**
  - **speech and language disabilities,** and/or
  - **teaching the speech and hearing handicapped,****can now provide bilingual education services for up to three years while they complete registered programs leading to the regular Bilingual Education Certificate Extension.**

Qualified individuals will be issued an Interim Bilingual Education Extension while they are completing their programs. Applications for certification should be submitted through registered

programs leading to the Bilingual Education Extension in which individuals are enrolled. A list of registered programs is available on the Office of Higher Education Web site at <http://www.nysed.gov/heds/IRPSL1.html>.

A copy of the recently approved amendment to the Commissioner's Regulations is attached for your information.

## **Update on School Leadership Initiative**

In June 2005, the State Education Department issued an invitation for comments on preliminary draft regulations that would amend Part 80 of the Commissioner's Regulations to establish new education, examination and experience requirements for candidates to qualify for certification as a School Building Leader (SBL), School District Leader (SDL), and School District Business Leader (SDBL), consistent with the modifications colleges and universities made to educational leadership preparation programs over the past few years. The proposal would also establish new names for the certificate titles in educational leadership service. The invitation for comments, which is available on the Web at <http://www.highered.nysed.gov/memoceo05-06.html>, was sent to leaders in the higher education community and the elementary, middle, and secondary community throughout the State. **Special thanks to those of you who shared valuable and important feedback on the proposal.** In light of the input and recommendations we received, we are now working to refine the proposal.

**In the coming months, we will be sharing the revised version of the draft proposal with the Board of Regents and the field again for your comments.** According to the proposal, the new educational leadership certificate titles and certification requirements would become effective in September 2006. Until final action is taken on the regulations, graduates of educational leadership programs will continue to receive the School District Administrator (SDA), School Administrator and Supervisor (SAS), or the School Business Administrator (SBA) certificate.

## **Additional Information**

For additional information, please visit the New York State Office of Higher Education's Web site at <http://www.highered.nysed.gov> or the Office of Higher Education's Office of Teaching Web page at <http://www.highered.nysed.gov/tcert/>. If you have any questions or need information beyond what is available on our Web site, please contact Robert G. Bentley, Executive Director of Professional Licensing and Teacher Certification, at 518-474-4661 or by e-mail at [tcert@mail.nysed.gov](mailto:tcert@mail.nysed.gov).

**Attachment 1:** [Availability of New Pathways to Help Address Shortages of Bilingual School Psychologists and Bilingual Teachers of Students with Speech and Language Disabilities](#)

**Attachment 2:** [Information Regarding Teachers and Prospective Teachers of Gifted Students](#)

**Attachment 1: Availability of New Pathways to Help Address Shortages of Bilingual School Psychologists and Bilingual Teachers of Students with Speech and Language Disabilities**

## AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 207, 210, 215, 305, 3004, and 3006 of the Education Law.

1. Paragraph (1) of subdivision (e) of section 80-2.3 of the Regulations of the Commissioner of Education is amended, effective August 11, 2005, as follows:

(1) Provisional Certificate.

(i) The provisional certificate shall be valid for five years from the date of issuance.

(ii) The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution approved by the department, and shall have completed in addition 60 semester hours of graduate study, including a college-supervised internship in the field of school psychology. [The certificate shall be valid for five years from the date of issuance.]

(iii) Exception for licensed psychologists with demonstrated bilingual skills.

(a) In lieu of meeting the education requirements prescribed in subparagraph (ii) of this paragraph, a candidate may meet the following requirements for a provisional certificate as a school psychologist:

(1) the candidate must request in writing an exception to stated preparation under this subparagraph;

(2) the candidate must submit an application for a provisional certificate to the department;

(3) the candidate must be registered and hold a New York State license as a psychologist, pursuant Title VIII of the Education Law;

(4) the candidate must document a commitment for employment as a school psychologist by a school district or other entity required by law to employ certified school psychologists in which the employer agrees to provide the candidate with mentoring by a certified school psychologist in the first year of employment under the provisional certificate; and

(5) the candidate must meet all requirements for an interim bilingual education extension, as prescribed in section 80-2.9(a)(5) of this Part, except the requirement that the candidate hold a provisional or permanent certificate as a school psychologist.

(b) A candidate who meets the requirements of clause (a) this subparagraph shall be issued both a provisional certificate in school psychology and an interim bilingual education extension. The provisional certificate shall have the duration prescribed in subparagraph (i) of this paragraph. In accordance with the requirements of section 80-2.9(a)(5) of this Part, the interim bilingual education extension shall be valid for three years from its effective date and shall not be renewable.

(c) No provisional certificate in school psychology with an effective date that begins after September

1, 2010 shall be issued under the requirements of this subparagraph, and no interim bilingual education extension with an effective date that begins after September 1, 2010 shall be issued under the requirements of this subparagraph.

2. Paragraph (5) of Subdivision (a) of section 80-2.9 of the Regulations of the Commissioner of Education is added, effective August 11, 2005, as follows:

(5) Interim bilingual education extension for certificates in school psychology.

(i) An interim bilingual education extension may be issued to holders of a school psychologist certificate in the pupil personnel service who have demonstrated proficiency in a language other than English. The interim bilingual education extension shall be valid for three years from its effective date and shall not be renewable. No interim bilingual education extension shall be issued with an effective date that begins after September 1, 2010.

(ii) To be eligible for an interim bilingual education extension, a candidate must meet the following requirements:

(a) hold a provisional or permanent certificate as a school psychologist; and

(b) be matriculated in a registered program leading to a bilingual education extension of a certificate in the pupil personnel service. Such program must require the candidate to pass an assessment of proficiency in the language of the bilingual education extension sought as a condition for entry into the program.

3. Paragraph (3) of subdivision (a) of section 80-4.3 of the Regulations of the Commissioner of Education is added, effective August 11, 2005, as follows:

(3) Interim bilingual education extension for certificates in speech and language disabilities or for teaching the speech- and hearing-handicapped.

(i) An interim bilingual education extension may be issued to holders of certificates in speech and language disabilities or for teaching the speech- and hearing- handicapped in the classroom teaching service who have demonstrated proficiency in a language other than English. The interim bilingual education extension shall be valid for three years from its effective date and shall not be renewable. No interim bilingual extension shall be issued with an effective date that begins after September 1, 2010.

(ii) To be eligible for an interim bilingual education extension, a candidate must meet the following requirements:

(a) hold an initial or professional certificate in speech and language disabilities or a provisional or permanent certificate for teaching the speech- or hearing-handicapped; and

(b) be matriculated in a registered program leading to a bilingual education extension of a certificate

as a teacher in the classroom teaching service, as prescribed in section 52.21(b)(4)(i) of this Title, provided that such program must require the candidate to pass an assessment of proficiency in the language of the bilingual education extension sought as a condition for entry into the program.

## **Attachment 2: Information Regarding Teachers and Prospective Teachers of Gifted Students**

### **AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION**

Pursuant to sections 207, 210, 305, 3001, 3004, 3006, 3009, and 3010 of the Education Law.

1. Subparagraph (v) of paragraph (4) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective August 11, 2005, as follows:

(v) Programs leading to extensions for gifted education for classroom teaching certificates shall require:

(a) study that will permit the candidate to obtain the following knowledge, understanding and skills:

(1) knowledge of the characteristics of gifted students who learn at a pace and level that is significantly different from [that of] their classmates[, including but not limited to gifted students and other high ability learners];

(2) knowledge of various tools and methods for identifying and assessing gifted students [who learn at a pace and level that is significantly different from that of their classmates], and skill in using [the] such tools and methods;

(3) knowledge and understanding of appropriate curriculum design for gifted students;

[(3)] (4) knowledge and skills for planning, providing, coordinating, and evaluating differentiated teaching and learning environments to challenge and assist [all] gifted students in learning to their highest levels of achievement; and

[(4)] (5) skill in collaborating with other school staff, families and the community to provide appropriate individualized instruction for [all] gifted students; and

(b) college-supervised field experiences of at least 50 clock hours teaching gifted students [who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners].

2. Paragraph (2) of subdivision (a) of section 80-4.1 of the Regulations of the Commissioner of

Education is amended, effective August 11, 2005, as follows:

(2) On or after September 1, [2005] 2006, the extension in gifted education shall be required to authorize a candidate to provide education for gifted pupils, as such term is defined in section 4452 of the Education Law, within a gifted and talented program which is funded pursuant to the Education Law and in accordance with Part 142 of this Title.

3. Subdivision (d) of section 80-4.3 of the Regulations of the Commissioner of Education is amended, effective August 11, 2005, as follows:

(d) Requirements for the extension for gifted education.

(1) Effective September 1, [2005] 2006, this extension shall authorize the candidate to provide education for gifted pupils, as such term is defined in section 4452 of the Education Law, within a gifted and talented program which is funded pursuant to the Education Law and in accordance with Part 142 of this Title.

(2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) . . .

(ii) The candidate shall complete a program registered pursuant to section 52.21(b)(4)(v) of this Title, or its equivalent consisting of a total of [six] 12 semester hours of coursework that includes study in each of the following subjects: knowledge of the characteristics of gifted students who learn at a pace and level that is significantly different from their classmates; knowledge of various tools and methods for identifying and assessing gifted students [who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students; methods for providing differentiated teaching and learning environments for such students] ,and skill in using such tools and methods; knowledge and understanding of appropriate curriculum design for gifted students; knowledge and skills for planning, providing, coordinating, and evaluating differentiated teaching and learning environments to challenge and assist gifted students in learning to their highest level; and skills for collaborating with other school staff, families, and the community to provide appropriate individualized instruction for gifted students. For such equivalent coursework, the 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 this semester hour requirement.

(iii) . . .

(3) Statement of continued eligibility.

(i) A person employed in a position in New York State as a teacher within a gifted and talented program which is funded pursuant to the Education Law and in accordance with Part 142 of this Title for three years in the period between September 1, 1998 and August 31, [2005] 2006, may be issued a statement of continued eligibility pursuant to which such person may continue to teach in such a

program without the extension prescribed in this subdivision, provided such person holds a permanent or professional certificate in the classroom teaching service.