

## Summary of December 10<sup>th</sup> and 11<sup>th</sup> Board of Regents Meeting

As was highly publicized, the Board of Regents recently extended the moratorium on linking teacher and principal evaluations to state assessment scores. The December 2018 Board of Regents meeting began with Commissioner Elia presenting formal amendments which would keep the current APPR transition period in place through the 2019-20 school year.

After the Commissioner's presentation, Board members exchanged ideas and opinions about potential APPR changes. Some of the key points from the discussion include:

- NYSED will continue with plans to conduct statewide focus groups to gather stakeholder feedback.

- Committees and sub-committees that have been set up to work on proposed APPR changes will continue to meet.

- Commissioner Elia set a goal of having all the input from committees and stakeholder meetings collected by February 2019 so that a formal proposal is ready to be approved and sent to the legislature in April.

- The discussion included many differing opinions among Board members regarding the role assessment scores should play in the evaluation process.

- The Commissioner continues to emphasize that the new plan will ultimately need to be approved by the legislature, which could present significant challenges.

It is anticipated that the amendments will be adopted at the April 2019 BOR meeting.

<https://www.regents.nysed.gov/common/regents/files/1218brd1.pdf>

The Board approved the proposed 2019-20 budget that will be presented to the legislature in the near future. The plan asks for a 2.1 billion dollar increase in school spending over this year's budget.

The major priorities for the increased funding focus primarily on:

- Increased Foundation Aid Phase-in (\$1.66 billion)

- Support for English Language Learners (\$85 million)

-Reimbursement-based aid for district expenses such as transportation and special ed (\$410 million)

-Expansion and Consolidation of Universal Prekindergarten (\$26 million)

-Career and Technical Education (\$25 million)

<https://www.regents.nysed.gov/common/regents/files/SA%20-%202019-2020%20Budget%20and%20Legislative%20Priorities.pdf>

In recent years, the Board of Regents has taken significant steps to offer more flexible options for students to earn a high school diploma, most notably, the 4 + 1 Pathways. It is increasingly evident that the Board remains committed to expanding these options in the future.

As part of the December meeting agenda, NYSED staff presented a historical perspective of how graduation requirements have evolved in NYS over the past six decades. The presentation highlighted the progress that is being made and framed the scope of future efforts. Currently, Diploma Endorsement Options exist in the areas of STEM, Humanities, Arts, Languages Other Than English (LOTE), CTE, and CDOS.

Future work will focus on implementing a capstone project as a component of pathway requirements. Committee members feel this would better assess student knowledge and skills in the chosen pathway. They are continuing to work on the framework for the capstone project with a goal of presenting a proposal for the Board to review sometime in 2020.

[Link](#)

The DASA (Dignity For All Students) Task Force presented a set of recommendations for discussion that would significantly expand the scope of the current DASA training certification course. They are recommending that successful completion of a three credit undergraduate course be required for all prospective teachers, administrators and pupil services personnel applying for certification. The new DASA course would focus on prevention of and intervention in harassment, bullying and cyberbullying. Additionally, components would be added that include an emphasis on multicultural awareness and social/emotional learning.

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The Clinical Practice Workgroup has been working since June 2017 on evaluating the current field experience/student teaching requirements which have been in effect since January 2000. On Monday they presented a set of proposed amendments based on their work.

The Workgroup is recommending:

- An increase in the student teaching requirement to at least a full semester (14 weeks-full time).

- The field experience include at least 150 clock hours of foundational and intermediate clinical components. As part of this recommendation, 20 hours must be focused on the needs of students with disabilities and 20 hours on the needs of ELL students.

- Expectations for collaborative agreements between all educational entities involved in clinical experiences be strengthened to improve accountability.

- More specific requirements for teachers who mentor student teachers and for university-based clinical supervisors be implemented.

Following the required 60 day public comment period, it is anticipated that the proposed amendments will be presented for adoption by the BOR at the April 2019 meeting. If adopted, the new regulations would go into effect for undergraduate candidates who first enroll in a registered program in the Fall 2022 semester (graduating class of 2026).

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