

Implementation of the New Law for Registration and Continuing Teacher and Leader Education (CTLE)

[adapted presentation from nysed.gov]



New Registration and Continuing Teacher and Leader Education (CTLE) Statutory Requirements

- **3 main areas of the new law:**
 - Registration: Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with the Department every 5 years
 - Individuals who hold a professional certificate must complete 100 hours of CTLE
 - The Department must approve CTLE providers.

Who Does the New Law Affect?

	Registration Requirement	CTLE Requirement
Permanent classroom teachers/educational leaders	√	
Professional classroom teachers/educational leaders	√	√
Teaching Assistant Level III	√	√

The New Continuing Teacher and Leader Education (CTLE) Law and Requirements

Requires that during each 5 year registration period beginning on or after July 1, 2016, an applicant for registration shall successfully complete a minimum of 100 hours of continuing teacher and leader education, as defined by the Commissioner.

What the New CTLE Statute Requires

Who has to complete CTLE:

- Holders of a Professional classroom teacher or leader certificate that are registered and are employed
- Holders of a Teaching Assistant Level III certificate that are registered and are employed

Statute:

“Any certificate holder who is not practicing as a teacher, teaching assistant or educational leader in a school district or board of cooperative educational services shall be exempt from the continuing teacher and leader education requirement upon the filing of a written statement with the department declaring such status.”

Any of the certified individuals (above) who do not satisfy the CTLE requirements shall not practice until they have met such requirements and have been issued a registration or conditional registration certificate.

CTLE Requirement

100 hours during each five year registration period.

- If the requirement is not met by the re-registration date:
 - Hours may be adjusted for health, military and other good cause.
 - Conditional registration may be issued to allow the certificate holder more time to meet the CTLE requirement.
 - If the certificate holder does not pursue one of the above options, per the statute, the certificate holder will not be registered and cannot practice in a school district or BOCES.

New Statutory Definition of CTLE

“Activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the commissioner.”

Current Process for a District Professional Development

- Currently every district and BOCES has to have a professional development (PD) plan as set forth in Commissioner's Regulations, Section 100.2(dd).
- Each district approves the professional development that the certificate holder counts towards his/her PD requirements based on the district's PD plan.
- The administration is required to upload into the TEACH system the number of hours completed for each certificate holder.
- Every Professional or Teaching Assistant Level III certificate holder currently has a professional development period established in TEACH.

Statutory Requirement for Providers of CTLE

To fulfill the continuing teacher and leader education requirement, programs must be taken from providers approved by the department, which shall include but not be limited to school districts, pursuant to the regulations of the commissioner.

The department shall issue rigorous standards for courses, programs, and activities, that shall qualify as continuing teacher and leader education pursuant to this section.

CTLE Standards

The Department recommends requiring CTLE sponsors to meet the following Professional Development Standards

Standard 1: Designing Professional Development

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Standard 2: Content Knowledge and Quality Teaching

- Professional development expands all educators' content knowledge and the skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning

- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration

- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Standard 5: Diverse Learning

- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Standard 6: Student Learning Environments

- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8: Data-driven Professional Practice

- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Standard 9: Technology

- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation

- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

CTLE Providers

Must meet the CTLE standards in the statute

The following are proposed as providers in the draft regulations:

- School districts
- BOCES
- Teacher Centers
- NYS Institutions of Higher Education (IHEs)
- Professional Organizations/Unions
- Any other entity approved by the Department

