

## TEACHER CERTIFICATION

Research Report #28  
March 1993

On May 19, 1989 the Board of Regents adopted new requirements for the certification of teachers of the common branch subjects pk-6 and for teachers of the academic subjects 7-12 effective September 2, 1993. Accordingly on September 2, 1993 the phased replacement of the NTE Core Battery Tests as a requirement with the New York State Teacher Certification Examination (NYSTCE) Program will begin.

A first time applicant for pk-6 or 7-12 certification after September 1, 1993 will be required to achieve a qualifying score on the appropriate tests in the NYSTCE. The NTE Core Battery will not be accepted after September 1, 1993.

Effective September 2, 1993 pk-6 and 7-12 candidates for an initial teaching certificate (certificate of qualification, provisional) in New York State will be required to achieve a qualifying score on the Test of Liberal Arts & Sciences (LAST) and on the written Assessment of Teaching Skills (ATS-W).

To achieve a permanent certificate a 1st time candidate for pk-6 and 7-12 will be required to achieve qualifying scores on a Content Specialty Test (CST) and on a performance Assessment of Teaching Skills (ATS-P).

This New York State Teacher Certification Examination Program (NYSTCE) consists of four separate assessment instruments. Each examines the candidates in certain areas:

The Test of Liberal Arts & Sciences (LAST) - to demonstrate conceptual and analytical abilities, critical thinking and communication skills, and multicultural awareness on a four-hour written test (multiple-choice and essay) covering historical and social scientific consciousness, scientific and mathematical processes, artistic expression and the humanities.

The Content Specialty test (CST) - to focus exclusively on the subject or subjects which the certificate grants authorization to teach. The subject matter of the CST will not include professional education.

The Written Assessment of Teaching Skills (ATS-W) - to determine the candidate's knowledge of a) the learner, b) instructional planning and assessment, c) instructional delivery, and d) understanding of the professional environment.

The Performance Assessment of Teaching Skills (ATS-P) - to submit a video-tape of their own classroom teaching performance with a written commentary.

This report is based on a memo of January 1993 from the Deputy Commissioner for Higher and Professional Education, Donald J. Nolan. For full report contact CSAANYS.

**1993 REQUIREMENTS FOR TEACHER CERTIFICATION**

Dates by which application is made and all requirements are satisfied.

<u>Teaching Certificates</u>	Current through 9/1/93	Effective 9/2/93
1. a. Pre-K-6, Common Branch Subjects  b. 7-9 Extension  c. Early Childhood Annotation (PreK-3)	NTE  Same as base certificate  NA	LAST      Provisional ATS-W     Provisional CST        Permanent ATS-P     Permanent  Same as base certificate, plus CST in academic subject      Permanent  CST in annotation Permanent
2. a. <u>7-12 Academic Subjects</u> i.e. English, Language other than English, Mathematics, Science (Biology, Chemistry, Earth Science, Physics), Social Studies  b. 5-6 Extension	NTE  NA	LAST      Provisional ATS-W     Provisional CST        Permanent ATS-P     Permanent  Same as base certificate
3. a) <u>Special Subjects</u> , i.e. Arts, Business & Dist. Ed., Dance, Health, Home Econ., Music, Physical Educ., Recreation, Speech, Technology Education	NTE	NTE or LAST + ATS-W
4. <u>Occupational Subject</u> , i.e. Agric. Subjects, Bus/Distr. Ed., Health Occups., Trade Subjects, Technical Subjects, Home Econ. Subjects	NTE	NTE or LAST + ATS-W
5.  Reading	NTE	NTE or LAST + ATS-W
6. School Media Specialist(s)	NTE	NTE or LAST + ATS-W

# CSCAANY'S NEWS

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE  
406 Fulton Street • Suite 512 • Troy, New York 12180-3359

(518) 273-1205

## CHOICE: ONE EYE ON NEW YORK CITY

The NYC Board of Education's decision not to renew Joseph Fernandez's contract as Schools Chancellor in the face of the mayor's strong support is unprecedented.

Joseph Fernandez came to New York as an outside reformer with a mandate to shake up the system, but if superintendents and principals are not co-opted into the chancellor's agenda, his programs will go nowhere. When the 32 community superintendents were recently asked to vote their support, they voted against him.

Chancellor Fernandez only speeded up the timetable of his departure by choosing to get involved in particularly divisive social issues viewed with alarm in most of the city's neighborhoods. If the chancellor's programs were really necessary, he had a responsibility to sell them to parents, to hear and understand their anxieties, and to compromise or back down where need be.

How is it that a chancellor could be so out of touch with the citizenry, yet so popular with the city's elites? The answer is simple: Fernandez did a masterful job of selling his agenda in the halls of power. No chancellor in the city's history enjoyed such broad-based support on the city's editorial boards and among its business and civic leaders. Fernandez concentrated his energies on selling his agenda to the few and the powerful. Because his advisors also travelled in such small circles, he entered into the battles over the school's social agenda with a rather inflated view of his own powers. After all, The New York Times was on his side, how could a school board from Queens ignore his edicts?

The lesson to be learned from all of this is that real school reform can only occur when we place control over schools in the hands of those closest to children: parents, teachers, and principals. The programs that were the chancellor's undoing could only have come about in an institution that was out of touch with the real needs and priorities of that constituency.

These could very well be the final days of the NYC School System as we know it. All of the individuals and groups who supported Fernandez understand that the vote of the board was a repudiation of their own agenda for the schools.

The Center for Educational Innovation has a strong preference for radical decentralization of the system, giving real power to parents and teachers, but with a healthy skepticism about simply replacing one bureaucracy with 5 or 10 others. This debate, will be far more important than who will become the next chancellor.

Raymond Domanico, Director  
Center for Educational Innovation

## CHOICE: ONE EYE ON ATLANTA

Atlanta could be one of the first places where media mogul Chris Whittle opens for-profit schools, known as the Edison Project. Officials have approached Atlanta parents, asking what they are looking for in a school.

As a result they are considering designing schools that operate from 7am-7pm year-round to match parents' work schedules and having students clean the school and serve as teachers' aides. Tuition would be based on the average per-student cost of public schools, up to \$6,000 a year. 20% of that would fund scholarships for needy pupils.

Whittle has lured some high-profile names to the Edison Project, including Benno C. Schmidt Jr. Schmidt resigned last year as president of Yale University to become president of the project.

When Schmidt returned to Yale Feb. 18, he said allowing parents to choose freely which schools they want their children to attend would introduce competition and improve public schools. He said competition was "far more likely to bring about change than reform efforts alone."

But some members of the panel at Yale Law School criticized school choice, saying it would hurt public schools by diverting money and the smartest students to private and parochial schools.

Schmidt said the goal of the Edison Project is to "create great schools for all students, not better schools for an elite group who can pay."

The Law, Youth and Citizenship Program of the State Bar Association and the State Education Dept. is accepting nominations for the Bar Association's Law-Related Education Distinguished Service Award.

The Purpose is to recognize the New York educator who has made an outstanding contribution to law-related education.

A K-12 public or non-public school educator in the State of NY who has: been active in LRE for at least 3 years; participated in the development of materials and programs, or made other important contributions; voluntarily given his/her time and resources in support of LRE; not previously received this award is eligible for this award.

Entries must be post-marked no later than June 14, 1993. For entry rules contact CSAANYS 518-273-1205.

CONTACTING ALUMNI

Harris Publishing Co. Inc. has compiled a booklet for high school administrators and reunion organizers who want to contact graduates and enlist their support.

The 20-page guide includes information on how to structure an alumni association, work through legal issues, and develop a list of resources.

The publishing company also provides free research services through its "Graduate Connection" program. The connection locates and surveys a school's graduates and develops a comprehensive and current alumni data base at no charge.

A free copy of the booklet, "How to start An Alumni Association," or information about Graduate Connection is available from Harris Publishing Co. Inc., 3 Barker Ave., White Plains, NY 10601 (800)326-6600.

RADON: STOP THE FEAR

In April 1989 the Environmental Protection Agency urged schools to test for indoor radon. However NO REGULATIONS OR MANDATES of any kind are in force that require school districts to test for the presence of radon. NO SPECIFIC PROGRAM has been endorsed or even described for schools by any agency.

Whether we are dealing with radon, lead, or any other legitimate public health concern, we are made hostile by the shameful history of the response to asbestos which Pulitzer Prize winning medical author Michael Bennett has termed "the greatest environmental fraud of our era."

In response to the fear and panic of asbestos, many schools proceeded with all-out asbestos abatement at a cost which some estimate will parallel the cost of the S&L bailout.

There is, once again, a vacuum in term of direction for schools. The EPA and special interest groups are placing public service announcements about radon. These advertisements are designed to get attention.

Schools, better than any other institution, can assure that parents and children learn and understand the real or potential dangers of exposure to any substance affecting human health.

Look for sound and scientifically based facts to forestall panic. (Orleans/Niagara BOCES)

JFR Enterprises of Kirkland, Washington has available a variety of materials featuring the Coat of Arms for the Catholic School Teacher. As the end of the school year approaches you might be interested in giving the poster, notecards, etc as a gift to your teachers.

For full information contact: JFR Enterprises, Inc., PO Box 2100, Kirkland, WA 98083

BUDGET NEWS

The New York State Budget passed on April 5, 1993 includes:

- 1) fully funded mandated services for the 1993-94 school year.
- 2) a \$5.00 increase in textbook aid (from \$25.00 to \$30.00)

Practically speaking this means that all mandated service monies should be available upon receipt of the pertinent paperwork and that your textbook orders for 1993-94 may be increased by \$5.00 per student.

This is GREAT news for all of us. Enjoy!

PRINCIPAL WANTED

Holy Ghost Academy Catholic Elementary School, Pre-K-6, Tupper Lake, NY. Send application immediately to: Rev. Donald Manfred, St. Alphonsus Church, PO Box 1166, Tupper Lake, NY 12986 518-359-3405

SOMETHING NEW IN FUNDRAISING

How do you decide on fund raisers? Every once in awhile someone asks CSAANYS if we've heard of anything new. For that reason we combed the exhibits at the 1993 NCEA Convention. In addition to the standard candy, magazines, kits and wrapping paper, we found pasta, fruit, nuts, pillows, Christmas wreaths, writing paper, Christmas cards and posters. If you're interested in any names of the above contact CSAANYS.



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## REGARDING RECORD RETENTION

Recently an elementary principal from the Brooklyn Diocese called CSAANYS to question an item on Research Report #20 SCHOOL RECORD RETENTION.

The State Archives and Records Administration in its Schedule ED-1 issued April 30, 1993 advises that the student's attendance record (register) is to be retained for 6 years. This is the legal requirement.

It is noted that these registers may have continuing value for historical or other research purposes and therefore you may consider retaining them permanently, if space allows.

The principal who called on this matter has had occasion to be involved in litigation which required extensive search of old registers. She expressed concern that to discard such items prematurely may be problematic.

Again, we reiterate that we have outlined legal requirements. We refer all principals to paragraph 4 of the introduction to the research report. If you have any concern over pending legal action, we advise prudence in your decision to retain or not retain.

## PROGRAMS - DISADVANTAGED STUDENTS

Disadvantaged students may lack positive opportunities in the summer, and statistics show they are likely to have fallen behind in their learning when the Fall term begins. Losses are shown specifically in English and Math.

Schools can design programs that will provide positive experiences for America's disadvantaged students. The U.S. Dept. of Ed. has just published a guide entitled Summer Challenges: Model Summer Programs for Disadvantaged Students. The guide is designed to help a school district plan a summer school program, which would be funded by Chapter I.

Non-government school students from disadvantaged areas should be eligible for such programs. CSAANYS principals are encouraged to keep abreast of local efforts to implement summer programs and to be sure their students are included.

## FULBRIGHT TEACHER EXCHANGE PROGRAM 1994-95

The United States Information Agency has announced the 1994-95 Fulbright Teacher Exchange Program. The program provides opportunities for qualified teachers to: 1) participate in a 1-year (or sometimes 1-semester) direct exchange of positions with teachers from other countries during the 1994-95 academic year; and 2) attend seminars in Italy, for teachers (grades 9-12) of Latin, Greek or the Classics during the summer of 1994.

Three years' full-time teaching experience is required for the teacher exchange program; two years' full-time teaching experience is required for seminar participation. U.S. citizenship and a bachelor's degree are required.

Applications must be postmarked by October 15, 1993 and are available from 800-726-0479.

## MANDATED SERVICES

The State Education Dept. is planning on shipping applications for last year's Mandated Services in October.

The Legislature has fully funded Mandated Services so you can expect to receive a single payment for the full amount once your claim is processed. Estimates are, that if you apply by the end of October, you should receive your check in January.

As in the past, CSAANYS, in conjunction with Stephen Partisano is able to provide you with assistance filing your application. Dr. Partisano, former Asst. Supt. of Schools for the Albany Diocese, has been doing Mandated Services for over a dozen years. His computer program insures that your claim will be accurate and maximized. If you are interested, please contact him directly.

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**Dr. Stephen Partisano**

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**NON-GRADED PROGRAMS CAN ACHIEVE SUCCESS IF TEACHERS GIVEN MORE TIME FOR DIRECT INSTRUCTION**

"Grouping students by ability rather than age can increase student achievement if teachers have more time for direct instruction," say researchers Roberto Gutierrez and Robert E. Slavin, in an interview by the Center for Research and Effective Schooling for Disadvantaged Children.

In a review of research on nongraded elementary programs - where children are grouped according to their level of academic performance, not their age, Gutierrez and Slavin identified two features which characterize successful nongraded programs:

- large amounts of time for direct instruction and flexibility in pupil grouping, with frequent assessment of mastery at each level. Programs that grouped students according to their ability levels for one or more subjects were most successful.

- nongraded organization used as a framework for greater individualized instruction, such as the extensive use of learning stations, learning activity packets, and other methods carried out independently of teacher instruction, did not lead to any improvement in student achievement.

This review grouped nongraded programs into four categories: 1) nongraded programs involving only one subject, 2) nongraded programs involving more than one subject, 3) nongraded programs incorporating individualized instruction, and 4) individually guided education programs that concentrated almost solely on individualized or very small group instruction. The complete report (#33) is available from: The Center for Research on Effective Schooling for Disadvantaged Students, The Johns Hopkins University, Baltimore, MD 21218, \$6.25 prepaid.

**WASTE REDUCTION**

Practical means of waste reduction at the school:

In the faculty room:

- \* Use mugs instead of disposable cups
- \* Make double-sided photocopies
- \* Use scrap paper for notes and messages
- \* Consolidate subscriptions
- \* Circulate original memos
- \* Consolidate mailings if possible.

(NYS Bureau of Waste Reduction and Recycling)

**REFORMERS MUST CONSIDER MORE THAN GIVING TEACHERS CHANCES TO VOICE THEIR THOUGHTS, IDEAS**

Teachers have several different roles to play in educational reform and the key to being effective is knowing which role to play when.

Sometimes it is most beneficial for teachers to voice their opinions, but not actually make the decisions. Other times, taking action is the best choice, says a report by the National Center for Research on Teacher Learning.

The report identifies three ways teachers can influence reform. First, teachers may identify their ideas - so they become aware of how they can participate. Second, teachers can voice their agreement or disagreement with policy but have no role in decision-making. Third, teachers can actively participate in decision-making.

Reform must include a balance of each of these types of "voices." It may be most efficient if teachers in larger schools voice their opinions but leave those in power to make final decisions.

Unless teachers support school change, "reform simply won't happen. Having a voice is more than simply opening the mouth. Having a voice involves personal and perhaps collective transformation," maintains Janet Johnson Navarro, who edited the report entitled, **Will Teachers Say What We Want to Hear?**

**COMPULSORY ATTENDANCE**

Last year, Chapter 198 of the Laws of 1992 was enacted to require all children who turn six years old prior to the last day of the school year to begin school on the first day the public schools are in session rather than on their birthdays. That law has now been amended (Chapter 518 of the Laws of 1993) to allow parents of children born after December first to have their children enter school the following September. This change does not alter the essential intent of Chapter 198, which was to assure that children enter or leave school at the beginning or end of a school year.

This new law appropriately addresses concerns raised by some parents and local school officials about requiring children who turn six late in the school year to begin compulsory attendance commencing with the preceding September, when they were not eligible to attend the public schools in the previous school year under Education Law 3203(1). By making the compulsory attendance law parallel to the eligibility requirements of 3202(1), the new law assures that all children have a full year of eligibility before their attendance is required.

**REVISION OF MIXED COMPETITION GUIDELINES**

Effective July 15, 1993, the statement on page 7, Part VI, entitled Panel Decision in the Guidelines for Mixed Competition on Interscholastic Athletic Teams, will read "The panel decision applies only to the sport and season for which the application was made. Subsequent seasons or sports will require another review." Therefore, all students that have been previously approved to participate in a mixed competition situation must be reapproved each season for each sport in which he/she wishes to participate.

The reason for the return to past practice is predominately a safety issue. It is evident that a student's athletic profile could change dramatically from one year to the next. It is our responsibility to provide the safest possible environment for our athletes.

If you have any questions regarding this revision, contact Colleen Canorro at (518)474-5820.