



**TO:** Higher Education Committee

**FROM:** William P. Murphy *William P. Murphy*

**SUBJECT:** Proposed Amendment of Subdivision 100.2(dd) of the Regulations of the Commissioner of Education Relating to Professional Learning Plans

**DATE:** January 30, 2025

**AUTHORIZATION(S):** *Jan Nag* *Bellotti*

### **SUMMARY**

#### **Issue for Discussion**

Should the Board of Regents adopt the proposed amendment of Subdivision 100.2(dd) of the Regulations of the Commissioner of Education relating to professional learning plans?

#### **Reason for Consideration**

Review of policy.

#### **Proposed Handling**

The proposed amendment is presented to the Higher Education Committee for discussion at the February 2025 Regents meeting. A copy of the proposed rule(Attachment A) is attached.

#### **Procedural History**

A Notice of Proposed Rule Making will be published in the State Register on February 26, 2025, for a 60-day public comment period. Supporting materials are available upon request to the Secretary of the Board of Regents.

#### **Background Information**

Beginning on September 1, 2000, and annually thereafter, each school district and BOCES is required to adopt a professional learning plan that has been drafted by its professional learning team. The professional learning team must include the superintendent (or district superintendent in the case of BOCES) or their designee,

school administrators and teachers designated by their local bargaining units, and at least one parent, curriculum specialist, and higher education representative. The team may also include other community representatives and/or professional learning providers as determined by the school district or BOCES. The majority of members on the professional development team must be teachers.

The purpose of the professional learning plan is to improve the quality of teaching and learning by ensuring that teachers, including long-term substitute teachers, level III teaching assistants, and school leaders receive ongoing learning and have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. These plans provide an opportunity for school districts and BOCES to articulate how they will provide substantial need-based professional learning opportunities for their educators; the expectation for educators' participation in the professional learning; the alignment of the offered professional learning to State standards, student needs, principles of effective professional learning; and how the school district or BOCES will measure the impact of the offered professional learning. In order to assist school districts and BOCES in the development of these plans and in offering high-quality professional learning opportunities to their staff, the Department worked with the Professional Standards and Practices Board for Teaching (PSPB) to develop [Professional Learning Standards](#) and [field guidance](#) for developing professional learning plans.

### **Proposed Amendments**

In November of 2023, the [New York State Blue Ribbon Commission on Graduation Measures Report](https://www.nysed.gov/sites/default/files/programs/grad-measures/nys-blue-ribbon-commission-graduation-measures-report.pdf) (https://www.nysed.gov/sites/default/files/programs/grad-measures/nys-blue-ribbon-commission-graduation-measures-report.pdf) was released. Among the recommendations included in the report was one to require that school districts and BOCES include culturally responsive-sustaining education practices and pedagogy in their professional learning plans.

The proposed rule amends Section 100.2(dd) of the Regulations of the Commissioner of Education to implement this recommendation for professional learning plans adopted and/or re-adopted beginning in the 2025-26 school year. Specifically, professional learning plans must include expected participation in professional learning opportunities designed to ensure that educators are able to implement culturally responsive-sustaining education practices and pedagogy aligned with the four principles of the New York State [Culturally Responsive-Sustaining Education \(CRSE\) Framework](#). The four principles of the CRSE Framework are: welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning.

### **Related Regents Items**

[December 2019: Proposed Amendments to Sections 52.21, 57-2, 75.8, 80-1, 80-2, 80-3, 80-5, 80-6, 90.18, 100.2, 100.13, 100.15, 100.17, 100.19, 151-1, 154-2, and 200.2 of the Regulations of the Commissioner of Education and 30-1, 30-2, and 30-3 of the Rules of the Board of Regents Relating to Professional Development Plans and Other](#)

[Related Requirements for School Districts and BOCES](https://www.regents.nysed.gov/sites/regents/files/1219brca3.pdf)  
(<https://www.regents.nysed.gov/sites/regents/files/1219brca3.pdf>)

**Recommendation**

Not applicable.

**Timetable for Implementation**

It is anticipated that the proposed amendment will be presented for permanent adoption at the June 2025 Regents meeting, after publication of the proposed amendment in the State Register and expiration of the 60-day public comment period required under the State Administrative Procedure Act. If adopted at the June meeting, the proposed amendment will become effective on June 25, 2025.

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

1. Clause (c) of subparagraph (ii) of paragraph (2) of subdivision 100.2(dd) of the Regulations of the Commissioner of Education shall be amended as follows:

(c) the alignment of professional learning with New York teaching, leadership, and learning standards, assessments, student needs, adult learning theory, and current research in education including but not limited to linguistic, cultural diversity and special needs, and culturally appropriate and responsive practice. For professional learning plans adopted or re-adopted by a school district or BOCES for the 2025-26 school year and thereafter, such description shall include expected participation in professional learning opportunities designed to ensure that educators are able to implement culturally responsive-sustaining education practices and pedagogy aligned with the four principles of the New York State Culturally Responsive-Sustaining Education (CRSE) Framework. The four principles of the CRSE Framework are: welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning. The Culturally Responsive-Sustaining Education Framework was published by the State Education Department in 2018, and is available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, NY 12234.