



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

TO: Higher Education Committee

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

SUBJECT: Proposed Amendment of Section 52.21 of the Regulations of the Commissioner of Education Incorporating Culturally Responsive-Sustaining Education into Teacher Preparation Program Requirements

DATE: March 27, 2025

AUTHORIZATION(S): *Dom N. G.* *Betty M.*

SUMMARY

Issue for Discussion

Should the Board of Regents adopt the proposed amendment of section 52.21 of the Regulations of the Commissioner of Education incorporating culturally responsive-sustaining education to teacher preparation program requirements?

Reason for Consideration

Review of policy.

Proposed Handling

The proposed amendment is submitted to the Higher Education Committee for discussion at its April 2025 meeting. A copy of the proposed amendment is attached (Attachment A).

Procedural History

A Notice of Proposed Rule Making will be published in the State Register on April 23, 2025, for a 60-day public comment period. Supporting materials are available upon request to the Secretary of the Board of Regents.

Background Information

Section 52.21 of the Commissioner's regulations require that registered teacher preparation programs provide study in specified areas of pedagogy. For programs not in career and technical education, this study is part of the pedagogical core that enables candidates to obtain the pedagogical knowledge, understanding, and skills needed for the classroom.

The [New York State Blue Ribbon Commission on Graduation Measures Report](https://www.nysed.gov/grad-measures/nys-blue-ribbon-commission-graduation-measures) (<https://www.nysed.gov/grad-measures/nys-blue-ribbon-commission-graduation-measures>), released in November 2023, includes 12 recommendations for improving student outcomes in New York public schools. One of these recommendations is to require all New York State teacher preparation programs to provide instruction in culturally responsive-sustaining education (CR-SE) practices and pedagogy. This will allow teacher candidates to gain the knowledge and skills to work with all students in their future classrooms.

The Department's [CR-SE Framework](https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf) (<https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>) is designed to help educators create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The four principles of the CR-SE Framework are a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning.

Proposed Amendment

To implement the recommendation described above, the Department proposes to amend section 52.21 by revising the pedagogical study requirements regarding curriculum development, instructional planning, and instructional strategies to include culturally responsive-sustaining education practices and pedagogy aligned with the four principles of the CR-SE Framework. Teacher preparation programs would need to include this new requirement by September 1, 2027 or at the time a new program is registered, whichever occurs first. This timeline gives teacher preparation programs time to make any needed changes to their curriculum.

The proposed amendment also includes a technical revision to add the location of the CR-SE Framework in the Department to the definition of a teacher performance assessment, which is the first reference to the Framework in section 52.21.

Related Regents Items

Not applicable.

Recommendation

Not applicable.

Timetable for Implementation

Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented to the Board of Regents for adoption at its September 2025 meeting. If adopted at the September meeting, the proposed amendment will become effective on September 24, 2025.

Attachment A

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 208, 305, 308, 3001, 3004, and 3009 of the Education Law.

1. Subparagraph (xix) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(xix) Teacher performance assessment means a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards, which align with the four principles of the New York State Culturally Responsive-Sustaining Education Framework, and their content knowledge and skill in teaching to the State learning standards in the grade band and subject area of a certificate sought. The New York State Teaching Standards were adopted by the Board of Regents and published by the State Education Department on September 12, 2011, and are available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, NY 12234. The four principles of the New York State Culturally Responsive-Sustaining Education 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.

2. Item (v) of subclause (1) of clause (b) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities-- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate and, by September 1, 2027 or at the time a new program is registered, whichever occurs first, culturally responsive-sustaining education practices and pedagogy aligned with the four principles of the New York State Culturally Responsive-Sustaining Education (CR-SE) Framework. The four principles of the CR-SE Framework are a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning;

3. Item (IV) of subitem (A) of item (i) of subclause (1) of clause (a) of subparagraph (xiii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(IV) curriculum development, instructional planning and multiple research-validated instructional strategies for teaching and, by September 1, 2027 or at the time a new program is registered, whichever occurs first, culturally responsive-sustaining education practices and pedagogy aligned with the four principles of the New York State Culturally Responsive-Sustaining Education (CR-SE) Framework. The four principles of the CR-SE Framework are a welcoming and affirming environment, high expectations

and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning;