

BRIEF

NYS Action Plan: The Path Forward

This brief summarizes the New York State Action Plan: The Path Forward (the Action Plan) that is designed to transform early literacy¹ instruction by embedding culturally responsive, evidence-based² practices for teaching literacy grounded in the [science of reading](#) (SoR)³ into New York State educator preparation programs (EPPs). While EPPs and school districts are working hard to improve students' literacy skills, too few students in New York are reading at or above proficiency⁴. **The NYS education ecosystem is currently not structured to ensure that all EPPs consistently and thoroughly integrate SoR into their program curricula.** New York is not alone in this challenge, prompting the [Hunt Institute](#) to found [The Path Forward for Teacher Preparation and Licensure in Early Literacy](#).

Since Fall 2023, with support from the [New York State Department of Education \(NYSED\)](#) and the Hunt Institute, [Literacy Academy Collective \(LAC\)](#) convened the NYS Path Forward team comprised of a [Leadership Committee](#), [Steering Committee](#), and three [working groups](#) of 50 members from diverse backgrounds and perspectives. As part of the third cohort of The Path Forward initiative, the NYS Path Forward team met regularly to develop the Action Plan. The plan focuses on the role EPPs play in ensuring teacher candidates graduate with the knowledge and skills to teach reading using SoR.

The Action Plan begins with a baseline analysis of, and articulates a desired state for, educator preparation program and certification requirements related to literacy instruction. At the heart of the plan is a set of proposed shifts in policy, practice, support, and accountability. These shifts will ensure that certain program areas that have an emphasis on literacy instruction⁵ consistently and thoroughly incorporate the core components of SoR in their curricula, including coursework, assessments, clinical experiences, and P-20 partnerships. The plan has been led and embraced by institutional and educational leaders from NYSED, The State University of New York (SUNY), The City University of New York (CUNY), and Commission on Independent Colleges and Universities (CICU), and also reflects active participation from members of the Governor's Office.



For more information and the full state action plan, scan here or contact Ruth Genn, Executive Director of Literacy Academy Collective: rgenn@literacyacademycollective.org

NYSED's P-20 LITERACY INITIATIVE is informed by a set of [seven briefs](#) for schools and districts about effective, evidence-based practices for teaching literacy that are grounded in SoR. NYSED also released the [K-3 Literacy Curriculum Review Guide](#). The Guide is designed for optional use by schools and districts to ensure that they are using high-quality, K-3 literacy curricula and curricular materials designed to meet the needs of all students.

Additionally, Governor Kathy Hochul's ["BACK TO BASICS" READING PLAN](#) provides \$10 million to train 20,000 teachers in evidence-based and scientifically-based (SoR) instructional practices for teaching reading and expands The City University of New York (CUNY) and The State University of New York (SUNY) microcredential programs for teachers focused on SoR.

Baseline Analysis Summary

EDUCATOR PREPARATION PROGRAM DESIGN

- + All programs must include study (coursework) in language acquisition and literacy development. Certain programs that have an emphasis on literacy instruction also must include study aligned with the [NYS Next Generation English Language Arts \(ELA\) Learning Standards](#).
- The broad nature of the literacy coursework requirement leads to variability across and within EPPs as well as with the P-20 partnerships across the state.

CERTIFICATION

- + Applicants for certificates in early childhood education (birth-grade 2) and childhood education (grades 1-6) must pass a multi-subject test, one part of which assesses their knowledge of literacy and ELA. Since this test broadly assesses the components of evidence-based literacy instruction, the pass rates for this part of the multi-subject test do not clearly reflect teacher candidates' understanding and application of SoR.
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PROGRAM APPROVAL

- + NYSED reviews applications from institutions of higher education for new educator preparation programs and certain program revisions. EPPs are also reviewed every seven years by an acceptable, national professional education accrediting association. Additionally, NYSED identifies low-performing programs annually for the U.S. Department of Education for Title II purposes based on program completer certification exam pass rates. Given the broad nature of the literacy coursework requirement, the review and approval of programs does not include checking that coursework includes culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR since this is not a specific regulatory requirement.
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DATA LANDSCAPE

- + Currently available data include grades 3-8 state ELA test scores and NAEP test scores for public school students, pass rates on teacher certification exams related to literacy, statewide teacher effectiveness data, and statewide employment data.
- Data relevant to the integration of SoR into EPPs are not publicly available.

Desired State Summary

New York's desired state is a consistent and comprehensive integration of culturally responsive, evidence-based practices for teaching literacy into EPPs that are grounded in SoR, emphasize the importance of structured literacy, and develop the six core competencies— within [NYSED's Culturally Responsive-Sustaining Education Framework](#)—across coursework, assessments, and clinical experiences in five program areas: early childhood education (birth-grade 2), childhood education (grades 1-6), literacy, students with disabilities, and English to speakers of other languages.

The desired state for EPP literacy instruction could include, but not be limited to, the following list of foundational knowledge and skills that would be integrated into educator preparation programs, providing teacher candidates with the tools to teach reading to any age group. For example, these ideas could be incorporated into the NYS EPP SoR Framework & Baseline Reflection (see Action Area 1a).

1. Theoretical and research bases for, and structured practice in, the “Big 6” skills and competencies ([NYSED SoR Brief #1, pages 2 and 3](#))
2. Research foundations for pedagogical practices in literacy
3. The relational aspects of reading, writing, speaking, and listening instruction
4. Assessment and the use of data-driven decision making in literacy instruction.
5. Differentiated instruction to support culturally, linguistically, and developmentally responsive teaching practices for literacy development.
6. The importance of continuing professional development, reflection, and growth.

Theory of Action Summary

The Theory of Action in the Action Plan articulates distinct but aligned bodies of work that aim to move NYS from the baseline to the desired state. The Theory of Action is comprised of six key action areas organized into two workstreams: 1) policy initiatives to strengthen educator preparation programs, and 2) grants, information-sharing activities, and research to transform practice and partnerships and to disseminate the information necessary to promote and support effective practices.

Policy Workstream

ACTION AREA 1: Align Program Requirements with Culturally Responsive, Evidence-Based Practices Grounded in SoR

Ensure that EPPs integrate SoR into their courses of study and into the measures of teacher candidate readiness (e.g., program requirements, certification exams, teacher performance assessment).

Levers for Change:

1. Create a NYS EPP SoR Framework & Baseline Reflection for literacy coursework and clinical experiences.
2. Ensure that regulations related to EPP literacy coursework and clinical experience requirements for certain programs are sufficiently aligned with culturally responsive, evidence-based practices for teaching literacy that are grounded in the SoR.
3. Ensure that relevant NYS certification exams are sufficiently aligned with these practices.

ACTION AREA 2: Review Programs

Develop a system for understanding how EPP courses of study are aligned with culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR on an ongoing basis in order to refine and improve NYSED's program review process.

Levers for Change:

1. Refine and improve NYSED's program review process to ensure that EPP requirements related to literacy are sufficiently aligned with culturally responsive, evidence-based practices for teaching literacy that are grounded in the SoR and implemented with fidelity and rigor on an ongoing basis.
2. Establish a publicly available, EPP-level data dashboard that includes EPP metrics connected to these practices.

Grants, Information Sharing & Research Workstreams

ACTION AREA 3: Secure Funding

Generate public and philanthropic support to adequately fund the innovation and change management work in EPPs and partnerships between EPPs and school districts.

Levers for Change:

1. Secure public investment for Action Areas 4, 5, and 6.
2. Secure philanthropic investment for Action Areas 4, 5, and 6.

ACTION AREA 4: Engage EPP Leadership and Faculty

Engage EPP leadership and faculty in the integration of culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into teacher preparation programs.

Levers for Change:

1. Incentivize, encourage, and support IHE and EPP leadership and faculty in expanding the integration of culturally responsive, evidence-based literacy instruction grounded in SoR into certain programs through “EPP Redesign/Faculty Professional Learning Grants.”
2. Recognize and highlight the work of grantees.

ACTION AREA 5: Promote P-20 Partnerships

Support and incentivize strong partnerships between EPPs and school districts/Boards of Cooperative Educational Services (BOCES).

Levers for Change:

1. Incentivize local learning partnerships that strengthen the work between EPPs/districts/BOCES on culturally responsive, evidence-based literacy instruction grounded in SoR through the “P-20 Partnership Grants.”
2. Recognize and highlight the work of grantees.

ACTION AREA 6: Study the Activities in the Action Plan and Establish an Information Sharing System

Engage third-party research organization(s) to study the activities outlined in the Action Plan and establish an information sharing system to gather, codify, and disseminate effective practices in culturally responsive, evidence-based literacy instruction grounded in SoR.

Levers for Change:

1. Study the implementation of the activities outlined in the Action Plan.
2. Establish an information sharing system to gather, codify, and disseminate effective practices in culturally responsive, evidence-based literacy instruction grounded in SoR.

Footnotes

¹ The term “literacy” refers to: “The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world” ([NYSED SoR Brief #1](#), page 1).

² “Evidence-based” means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: (1) strong (e.g., experimental studies), (2) moderate (e.g., quasi-experimental studies), or (3) promising evidence (e.g., correlational studies); or (4) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention pursuant to the [Every Students Succeeds Act \(ESSA\) \(section 8101\(21\)\(A\)\)](#).

³ The term “Science of Reading” refers to “a large, diverse body of evidence that should be used to inform curriculum and pedagogy,” with the understanding that “[t]he Science of Reading is not a single approach or entity” ([NYSED SoR Brief #1](#), page 1).

⁴ In the NYS fourth grade results on the 2022 National Association of Educational Progress (NAEP), 42% of students attending NYS public schools scored “below basic,” 29% scored “at basic,” 21% scored “at proficient,” and 8% scored “at advanced.”

⁵ The Action Plan focuses on programs in the following five areas that have an emphasis on literacy instruction, or “certain programs”: early childhood education (birth-grade 2), childhood education (grades 1-6), literacy, students with disabilities, and English to speakers of other languages (ESOL).

REPORT
New York State Action Plan:
The Path Forward

Integrating the science of reading into teacher preparation programs to transform literacy instruction in New York State schools

OCTOBER 2024

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INTRODUCTION

In Fall 2023, New York State was chosen to participate in the third cohort of the Hunt Institute’s [The Path Forward initiative](#). The goal of the initiative is to improve literacy instruction in schools by supporting and integrating the [science of reading](#) into teacher preparation program curricula and certification requirements.

The New York State Action Plan: The Path Forward (the Action Plan) seeks to transform the way educators are prepared to teach literacy and focuses on teacher preparation programs in early childhood education, childhood education, English to speakers of other languages, literacy, and students with disabilities. Specifically, the Action Plan outlines initiatives in six areas:

1. **Align Program Requirements with Culturally Responsive, Evidence-based Practices that are Grounded in the Science of Reading (SoR).** Ensure that educator preparation programs (EPPs) integrate SoR into their courses of study and into the measures of teacher candidate readiness (e.g., program requirements, certification exams, teacher performance assessment).
2. **Review Programs:** Develop a system for understanding how EPP courses of study are aligned with culturally responsive, evidence-based practices for teaching literacy grounded in SoR on an ongoing basis in order to refine and improve the New York State Education Department’s (NYSED’s) program review process.
3. **Secure Funding:** Generate public and philanthropic support to adequately fund the innovation and change management work in EPPs and partnerships between EPPs and school districts.
4. **Engage EPP Leadership and Faculty:** Engage EPP leadership and faculty in the integration of culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into teacher preparation programs.
5. **Promote P-20 Partnerships:** Support and incentivize strong partnerships between EPPs and school districts/Boards of Cooperative Educational Services (BOCES).
6. **Study the Activities in the Action Plan and Establish an Information Sharing System.** Engage third-party research organization(s) to study the activities outlined in the Action Plan and establish an information sharing system to gather, codify, and disseminate effective practices in culturally responsive, evidence-based literacy instruction grounded in SoR.

The Action Plan is the result of a coordinated effort by key institutional and educational leaders and a diverse set of stakeholders from across the state. Throughout the past year, with support from NYSED and the Hunt Institute, [Literacy Academy Collective](#) (LAC) has been regularly convening the [NYS Path Forward Leadership Committee](#), [Steering Committee](#), and [three working groups](#). This NYS Path Forward team brought together leaders from NYSED; the New York State Legislature; the Governor’s office; leaders, deans, and faculty from higher education educator preparation programs; school district leaders and teachers; and community advocates, funders, and stakeholders with wide-ranging perspectives and backgrounds.

The first draft of the Action Plan was completed in Spring 2024 and [presented to the Board of Regents](#) in June 2024. Following a round of feedback from [The Path Forward National Advisors](#) and other state teams that attended the Hunt Institute’s convening of the third cohort in July 2024, the Action Plan is now ready for implementation.

Over the next two years, The Path Forward Steering Committee will continue to meet to support the completion of the Action Plan’s initiatives together with the following Leadership Committee members: Commissioner Rosa; New York State Board of Regents Chancellor Lester W. Young, Jr.; Deputy Secretary of Education, Office of the Governor, Maria Fernandez; The State University of New York (SUNY) Chancellor John B. King, Jr.; The City University of New York (CUNY) Chancellor Félix V. Matos Rodríguez; Commission on Independent Colleges and Universities (CICU) President Lola Brabham; and the New York City Public Schools (NYCPS) Chancellor.

THE PATH FORWARD IS MADE POSSIBLE THROUGH SUPPORT FROM THE BARKSDALE READING INSTITUTE, THE BELK FOUNDATION, AND THE OAK FOUNDATION.

ABOUT THE HUNT INSTITUTE:

[The Hunt Institute](#), an affiliate of the Duke University Sanford School of Public Policy, is a recognized leader in the movement to transform public education. Marshaling expertise from a nationwide partner network since its establishment in 2001, the Institute brings together people and resources that help build and nurture visionary leadership and mobilize strategic action for greater educational outcomes and student success. For more information, please visit hunt-institute.org.

- Over the course of a year, state teams come together to set goals and share best practices regarding ways to ensure that teacher preparation, licensure, and program approval are aligned to the science of reading.

- Each state is supported in these efforts through intensive coaching, participation in virtual convenings, and attendance at an in-person convening. At the end of the program, teams will have a customized action plan for further embedding the science of reading into their state’s plans.
- State teams are made up of individuals from the state working to improve literacy for its students. It is critical that each team prioritize members who have a deep understanding of the science of reading, understand policy levers to bring change in teacher preparation, licensure, and program approval, and are strong voices in the state’s teacher preparation programs.

ABOUT LITERACY ACADEMY COLLECTIVE:

At [Literary Academy Collective](#) (LAC), a non-profit school support organization, we believe access to literacy is the most pressing Civil Rights issue in New York City. Our mission is to build and support a network of NYCPS schools to allow struggling readers to achieve academic success by bringing culturally relevant, structured literacy to students at the intersection of race, poverty, and disability. Our first school, [South Bronx Literacy Academy PS642](#) opened this fall to 72 families in the South Bronx as the first district public school in the country specifically designed to serve students who struggle to read.

We have partnered with schools, families, community-based organizations, and institutions of higher education to build a replicable school model, engage in district support and training for teachers, and educate families in literacy awareness and advocacy.

LAC’s goal is to break the cycle of illiteracy for students with dyslexia, language-based learning disabilities (LBLDs), and other struggling readers. For more information, please visit literacyacademycollective.org

ABOUT THE NEW YORK STATE EDUCATION DEPARTMENT:

The [New York State Education Department](#) is part of the [University of the State of New York](#) (USNY), one of the most complete, interconnected systems of educational services in the United States.

Our mission is to raise the knowledge, skill, and opportunity of all the people in New York. Our vision is to provide leadership for a system that yields the best educated people in the world.

GLOSSARY OF TERMS

Certain Programs: The activities in the Action Plan will be focused on the following programs in New York State educator preparation programs: early childhood education (birth-grade 2), childhood education (grades 1-6), literacy, special education, and English to speakers of other languages (ESOL).

CICU: Commission on Independent Colleges and Universities

CUNY: The City University of New York

EPP: Educator Preparation Programs

Evidence-based: An activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: (1) strong (e.g., experimental studies), (2) moderate (e.g., quasi-experimental studies), or (3) promising evidence (e.g., correlational studies); or (4) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention pursuant to the [Every Student Succeeds Act \(ESSA\)](#) (section 8101(21)(A)).

Literacy: “The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world” ([NYSED SoR Brief #1](#), page 1).

NAEP: National Assessment of Educational Progress

NYS: New York State

NYSED: New York State Education Department

NYS EPP SoR Framework: The New York State Educator Preparation Program Science of Reading Framework is described in Action Area 1a.

SoR: Science of Reading. “[A] large, diverse body of evidence that should be used to inform curriculum and pedagogy,” with the understanding that “[t]he Science of Reading is not a single approach or entity” ([NYSED SoR Brief #1](#), page 1).

SUNY: The State University of New York

TPF SC: The Path Forward Steering Committee

UNDERSTANDING THE CURRENT STATE

The initiatives in the Action Plan stem from an understanding of the data, systems, and structures currently in place in New York State related to teacher preparation and literacy instruction.

STATE OF THE STATE SUMMARY

EDUCATOR PREPARATION PROGRAMS

In New York State (NYS), there are 86 institutions of higher education with educator preparation programs (EPPs) that are registered with NYSED. Enrollments in programs have been increasing since the 2017-2018 academic year, with 54,053 teacher candidates enrolled during the 2021-2022 academic year. During the 2022-2023 school year, the percentage of NYS public school teachers who completed a NYS EPP and had one or more teaching assignments in early childhood/elementary (PK-grade 6) or literacy (PK-grade 12) was 91% and 92%, respectively¹.

Public school student reading assessment data continue to show significant room for improvement. The current measures for teacher candidates' readiness for the classroom (e.g., certification exams, teacher performance assessment) do not help us sufficiently understand their knowledge and skills for teaching reading.

While individual EPPs and school districts are working hard on improving students' literacy skills¹, the NYS education ecosystem is currently not structured to ensure that all EPPs in NYS consistently and thoroughly incorporate the core components of culturally responsive,

¹ Throughout this document, the term “literacy” refers to “The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world” ([NYSED SoR Brief #1](#), page 1).

evidence-basedⁱⁱ literacy instruction grounded in the Science of Reading (SoR)² – using structured literacy to cover all six skills and competencies as outlined in. NYSED’s [literacy briefs](#) – within and across their programming, including coursework, assessment, continuing education, and practicum opportunities.

NYSED is committed to addressing this issue. The Department’s [Culturally-Responsive Sustaining Education \(CRSE\) Framework](#) and literacy briefs reflect its efforts to ensure equitable educational opportunities for all students, and a desire for educators to be equipped with the skills to effectively teach literacy using evidence-based practices grounded in SoR. As part of this commitment, the Action Plan detailed herein focuses on “certain programs” which are defined as early childhood education (birth-grade 2), childhood education (grades 1-6), literacy, special education, and English to speakers of other languages (ESOL).

P-12

The Path Forward initiative is part of NYSED’s larger P-20 [literacy initiative](#) in NYS. This initiative is informed by a set of seven briefs for schools and districts about effective, evidence-based practices for teaching literacy that are grounded in SoR. Dr. Nonie Lesaux from the Harvard Graduate School of Education wrote the literacy briefs in collaboration with NYSED. The first brief defines SoR, providing a common understanding of this term for schools and districts across the state.

In January 2024, NYSED hosted a statewide literacy conference in collaboration with Boards of Cooperative Educational Services (BOCES) and the Big 5 school districts where Dr. Lesaux reviewed the briefs that were released at the meeting. This event, which was a hybrid webinar with in-person discussion and presentations, provided NYS administrators and literacy leaders with an opportunity to strengthen their knowledge of evidence-based literacy instruction in P-12 education.

In June of 2024, NYSED released the [K-3 Literacy Curriculum Review Guide](#). The Guide is designed for optional use by schools and districts to ensure that they are using high-quality, K-3 literacy curricula and curricular materials designed to meet the needs of all students,

² Throughout this document, the term “Science of Reading” refers to “a large, diverse body of evidence that should be used to inform curriculum and pedagogy,” with the understanding that “[t]he Science of Reading is not a single approach or entity” ([NYSED SoR Brief #1](#), page 1).

including English language learners and students with disabilities. For context, all curriculum and instructional decisions are made at the local level in NYS.

Additionally, a new law requires NYSED to provide school districts with instructional best practices for the teaching of reading in PK-3. These practices must be “evidence-based and scientifically-based, focusing on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, comprehension, including background knowledge, oral language and writing, oral skill development, and align with the Department’s culturally responsive framework” (Chapter 56 of the Laws of 2024). NYSED is currently developing these practices and will be sharing them with the field in early 2025. Beginning September 1, 2025, every school district will be reviewing their curriculum and instructional practices annually to ensure that they are consistent with these instructional best practices.

GOVERNANCE STRUCTURE

The New York State Education Department (NYSED) is part of the [University of the State of New York \(USNY\)](#). The [Board of Regents](#) sets overall education policy for the State and heads the USNY. The Regents choose a Commissioner of Education who leads NYSED and serves as the President of the USNY. In general, the Regents set policy, while the Commissioner has responsibility for carrying out policy. The Chancellor leads the Board of Regents.

The [Office of Higher Education](#) (OHE) in NYSED oversees educator preparation programs and certification, including developing and implementing policies and guidance. Educator preparation programs (EPPs) in New York State must register with NYSED and align with the registration requirements in the Commissioner’s regulations (Part 52, including [Section 52.21 that](#) is specific to EPPs). The regulations also outline the New York State certification requirements ([Part 80](#)). The Office of College and University Evaluation (OCUE) and Office of Teaching Initiatives (OTI) are housed within OHE and process program registration and certification applications, respectively.

DATA OVERVIEW

As of June 2023, there were 214,159 public school teachers and 2,422,494 K-12 public school students in New York Stateⁱⁱⁱ. As of October 2024, there were 731 districts, 4,401 public schools, and 359 charter schools^{iv}.

According to the 2022 National Assessment of Educational Progress (NAEP) Reading Assessment, 42% of students attending public schools in New York scored “below basic,” 29% scored “at basic,” 21% scored “at proficient” and 8% scored “at advanced.” More

students scored below basic and fewer students scored proficient compared with the national sample of public school students.

To note, New York students’ scores decreased during the pandemic. Specifically, there was a 21.1% increase (from 34% to 42%) in the percent of students scoring “below basic” in New York between 2019 and 2022 and fewer students scoring “at basic” and “at proficient.” NAEP reading scores from 2022 also showed that 75% of students with disabilities attending public schools in New York scored “below basic” which was an increase of 2.7% since 2019 (73%). In comparison, 35% of students without disabilities scored “below basic” in 2022, which was an increase from 2019 (27%). Of those students designated English Language Learners (ELL) attending public schools, 69% scored “below basic” according to 2022 NAEP data, which was a decrease of 12.2% from 2019 (78%). In comparison, 38% of students who were not ELLs scored “below basic” in 2022, which was an increase from 2019 (30%). Table 1 illustrates the 2022 and 2019 NAEP scores for reading disaggregated by race^v.

Table 1: 2019 and 2022 NAEP Reading Scores by Race

Race/ethnicity	Average scale score		Below basic		At basic		At proficient		At advanced	
	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019
White	223	229	32%	24%	30%	32%	26%	33%	11%	11%
Black	194	203	59%	53%	26%	31%	13%	14%	2%	2%
Hispanic	206	209	51%	45%	29%	32%	17%	19%	4%	4%
Asian/Pacific Islander	234	235	25%	21%	28%	27%	28%	34%	20%	17%
American Indian/Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	*	232	*	24	*	23	*	35	*	18

Figure 1 illustrates the 2022-2023 New York State Grades 3-8 English Language Arts (ELA) test data by grade and level^{vi}. Figure 2 shows the 2022-2023 ELA test data for grade 3 disaggregated by race^{vii}.

Figure 1: 2022-2023 New York State ELA Test: Percent Scoring at Levels by Grade

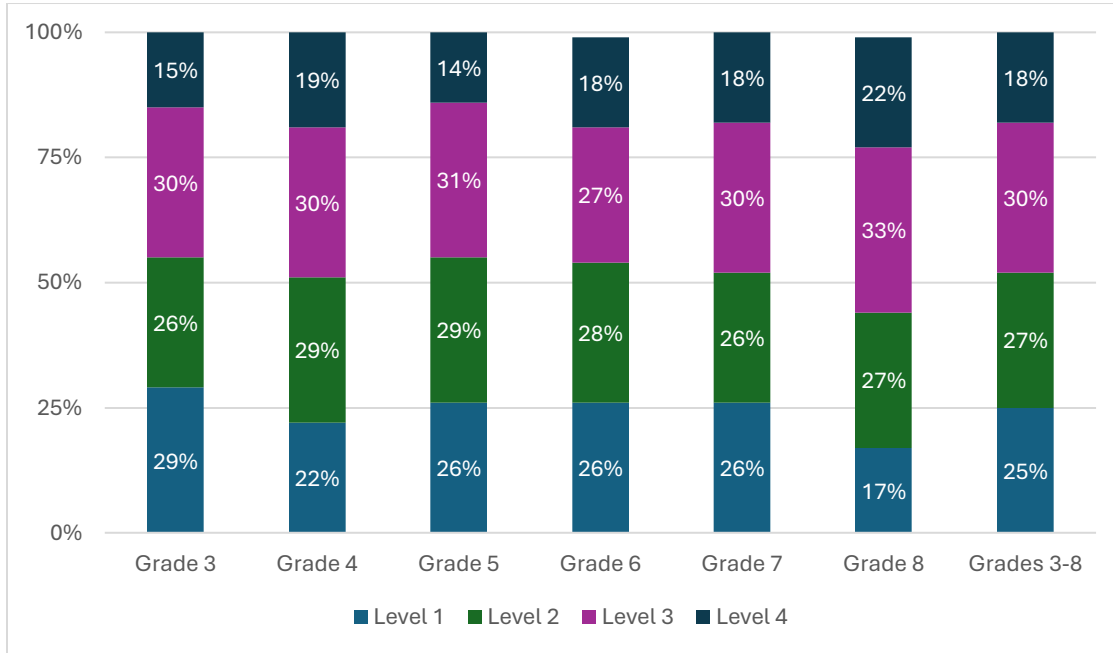
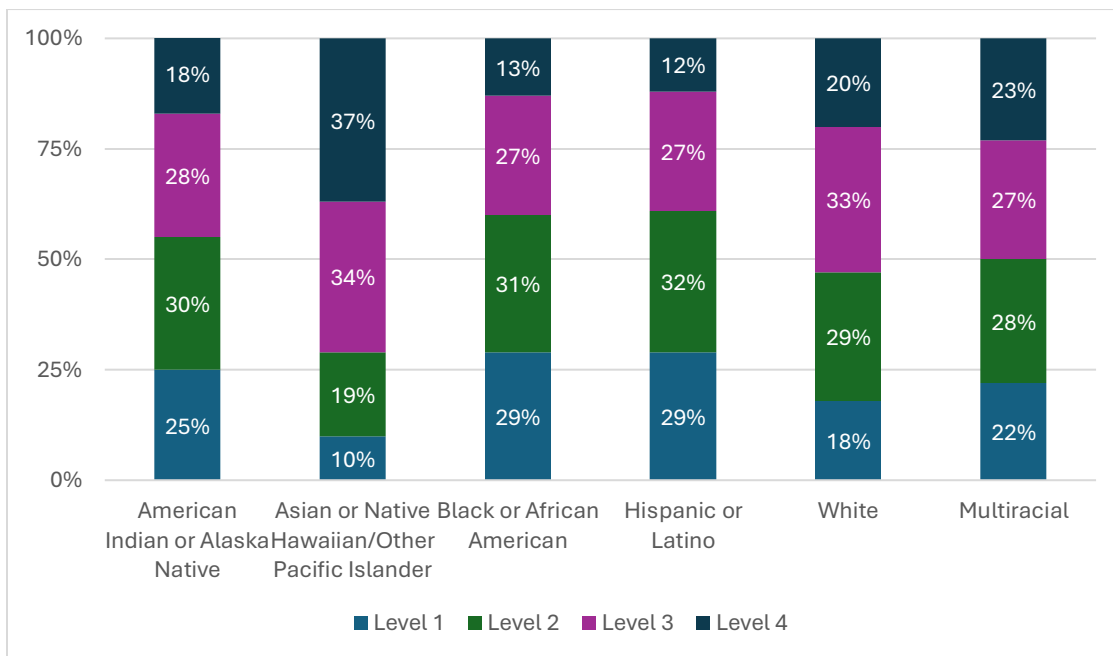


Figure 2: 2022-2023 New York State ELA Test: Percent Scoring at Levels for Grade 3 by Race



During the 2024-2025 academic year, there are 86 institutions of higher education that have educator preparation programs that are registered with the New York State Education Department (NYSED)^{viii}.

Based on the New York Title II report from October 2023 on the Academic Year 2021-2022^{ix}, there were:

- 1,788 teacher preparation programs
- 54,053 enrolled
- 15,533 completers

Table 2 shows the pass rates on certification tests related to literacy from inception (September 2014) to March 2024 for all test takers and for teacher candidates who completed a New York State registered teacher preparation program^x.

Table 2: Pass Rates on Current Certification Tests Related to Literacy for Teacher Candidates from Inception (September 2014) to March 2024

Test name	All takers			Program completers		
	Takers (n)	Pass (n)	Pass (%)	Takers (n)	Pass (n)	Pass (%)
Literacy Content Specialty Test (CST)	6,759	6,186	92%	5,747	5,312	92%
Multi-subject: Teachers of Early Childhood (Birth-Grade 2), Part One - Literacy/ELA	27,958	25,228	90%	18,131	16,972	94%
Multi-subject: Teachers of Childhood (Grades 1-6), Part One - Literacy/ELA	48,315	44,978	93%	30,773	29,239	95%
Multi-subject: Teachers of Middle Childhood (Grades 5-9), Part One - Literacy/ELA	1,837	1,474	80%	1,056	893	85%
Multi-subject: Secondary Teachers (Grades 7-12), Part One - Literacy/ELA	16,732	14,840	89%	10,431	9,788	94%

Note. Anecdotally, EPPs include certification test data that are disaggregated by subject area as part of their annual accreditation updates.

Table 3 shows the number of NYS public school teachers during the 2022-23 school year who had one or more teaching assignments in early childhood/elementary (PK-grade 6) or literacy (PK-grade 12)^{xi}.

Table 3: Number of NYS Public School Teachers During the 2022-2023 School Year by Teaching Assignment

Area of one or more teaching assignments	Total number of NYS public school teachers in 2022-2023	Teachers who completed a NYS educator preparation program	
		<i>n</i>	%
Elementary	79,298	72,087	91%
Literacy	9,884	9,077	92%

Table 4 shows the overall Annual Professional Performance Review (APPR) ratings for NYS public school teachers during the 2022-23 school year who had one or more teaching assignments in early childhood/elementary (PK-grade 6) and completed a NYS educator preparation program^{xii}. Please note that charter schools are not required to evaluate teachers using an APPR plan approved by NYSED.

Table 4: APPR Ratings for NYS Public School Teachers During the 2022-2023 School Year with One or More Assignments in Early Childhood/Elementary (PK-Grade 6)

APPR overall rating	Number of elementary teachers in 2022-23 who completed a NYS educator preparation program	Percentage of teachers with this rating who were evaluated
Ineffective	35	0.05%
Developing	598	0.92%
Effective	28,932	44.56%
Highly Effective	35,357	54.46%
TOTAL EVALUATED	64,922	
NOT EVALUATED	7,165	
TOTAL	72,087	

Table 5 shows the overall APPR ratings for NYS public school teachers during the 2022-23 school year who had one or more teaching assignments in literacy (PK-grade 12) and completed a NYS educator preparation program^{xiii}. Please note that charter schools are not required to evaluate teachers using an APPR plan approved by NYSED.

Table 5: APPR Ratings for NYS Public School Teachers During the 2022-2023 School Year with One or More Assignments in Literacy (PK-Grade 12)

APPR overall rating	Number of literacy teachers in 2022-23 who completed a NYS educator preparation program	Percentage of teachers with this rating who were evaluated
Ineffective	1	0.01%
Developing	58	0.70%
Effective	2401	29.11%
Highly Effective	5788	70.17%
TOTAL EVALUATED	8,248	
NOT EVALUATED	829	
TOTAL	9,077	

BASELINE ANALYSIS

A baseline analysis was conducted of the current state of literacy instruction and teacher preparation in the three focus areas: 1) educator preparation program design, 2) program approval, and 3) certification.

EDUCATOR PREPARATION PROGRAM DESIGN

STRENGTHS AND SUCCESSES

The New York State (NYS) teacher preparation program requirements are outlined in the Commissioner’s regulations. All programs must include **study (coursework)** in, “language acquisition and literacy development by native English speakers and students who are English language learners - and skill in developing the listening, speaking, reading, and writing skills of all students.”

For certain programs (outlined in the State of the State Summary), the above required coursework must be at least six semester hours. These programs also have additional program-specific literacy requirements, including that most programs have a requirement related to the [NYS Next Generation English Language Arts \(ELA\) learning standards](#). These standards are aligned with the components of the Science of Reading (as defined by the NYSED literacy briefs).

For **clinical experiences**, most teacher preparation programs include:

- *Field Experiences*. Teacher candidates must complete at least 100 clock hours of field experiences prior to student teaching, with at least 15 of the 100 clock hours that must focus on understanding the needs of students with disabilities.
- *Student Teaching*. Currently, the student teaching experience is at least 40 school days. For candidates who enter a program in Fall 2024 or later, the student teaching experience must be at least 70 school days. In programs that have residencies, they are at least one academic year and include at least 1,000 hours of clinical experiences.

For programs leading to a Literacy (Birth-Grade 6, Grades 5-12, All Grades) certificate, candidates must complete at least 50 clock hours of college-supervised practica in teaching literacy to students at the developmental level(s) of the certificate.

CHALLENGES

The broad nature of the literacy coursework requirement provides teacher preparation programs with flexibility in identifying what should be taught to teacher candidates to prepare them to work with students who are learning to read. This flexibility also leads to a variety of approaches for preparing candidates across and within institutions. As such, the extent to which these approaches are aligned with the Science of Reading is currently not known.

The following examples from Steering Committee and Working Group members illustrate the challenge of having inconsistent approaches across New York State in preparing candidates with the knowledge and skills for teaching literacy:

- In some EPPs, faculty share curriculum and assessments and engage in interrater reliability studies to ensure consistency, while in other EPPs only the curriculum is shared and therefore candidate outcomes may vary.
- In some EPPs, faculty engage in work to align the practices taught in literacy courses with what is required in fieldwork and how it is evaluated, while in other EPPs the faculty overseeing fieldwork have minimal connection to the literacy faculty.
- In some EPPs, the teacher performance assessment incorporates specific expectations around the teaching of literacy, while in others it is absent.
- In some P-12/EPP partnerships, there are regular and ongoing meetings to review expectations and literacy practices/curriculum, while in other partnerships there is no systematic communication.
- For some EPPs, priority is placed on key components of NYSED’s CRSE Framework and on the placement of candidates in historically underserved communities.

While not NYS specific, the [“Study of Teacher Preparation in Early Reading Instruction”](#) conducted by The National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education in 2010 suggests the broad-based need to address the lack of consistency in educator preparation.

PROGRAM APPROVAL

STRENGTHS AND SUCCESSES

The NYS teacher preparation programs are reviewed in several ways:

- *New programs.* NYS institutions of higher education (IHEs) that would like to create new EPPs must complete a program registration [application](#) and submit it to the

Office of College and University Evaluation (OCUE). On the application, they describe how the program meets the registration requirements outlined in the Commissioner’s regulations. OCUE staff evaluate the application and work with the IHEs throughout the approval process.

- *Program revision.* IHEs that wish to revise the requirements in an educator preparation program (e.g., pedagogical core requirements, more than one-third of the content core requirements) must complete an [application](#) and submit it to OCUE. On the application, they describe the proposed changes and how the changes would meet the registration requirements in the Commissioner’s regulations. Similar to new programs, OCUE staff evaluate the application and work with the IHEs throughout the approval process.
- *Accreditation.* IHEs must obtain accreditation of their educator preparation programs through an acceptable professional education accrediting association (e.g., [Association for Advancing Quality in Educator Preparation](#), [Council for the Accreditation of Educator Preparation](#)) within seven years of program approval. After the initial accreditation, the IHE must maintain the program’s accreditation status by completing the review process with their accreditor every seven years.
- *Low-performing Programs.* Each year, NYSED is required to identify low-performing teacher preparation programs for the U.S. Department of Education for Title II purposes. Programs are designated as low-performing when less than 80% of teacher candidates who complete the program in a given academic year pass the Educating All Students (EAS) test and/or the content specialty test(s) (CSTs) in the subject area of the certificate sought.

CHALLENGES

The broad nature of the literacy coursework requirement presents a challenge for the review and approval of teacher preparation programs. For new and program revision applications, OCUE staff determine if the literacy coursework in programs meets the requirements in the regulations, such as if this coursework in certain teacher preparation programs is aligned with the NYS Next Generation ELA learning standards. Therefore, while these programs are aligned to standards, OCUE staff are not specifically checking that the coursework includes culturally responsive, evidence-based practices for teaching literacy that are grounded in the Science of Reading, since this is not a specific regulatory requirement.

The accreditation process through a national accreditor ensures that NYS teacher preparation programs meet high standards. Programs engage in continual improvement and collect and analyze data throughout the seven-year accreditation cycle. However, programs are not required to specifically align their literacy coursework and clinical experiences with

culturally responsive, evidence-based practices for teaching literacy that are grounded in the Science of Reading in the accreditation process.

After programs are approved, they are not reviewed again by NYSED unless the IHE submits a program revision application. As such, a current description of what each program is offering for coursework and clinical experiences related to literacy in programs across the State is not available at the state level.

Although a description is not available, NYSED monitors the outcomes of programs via certification test pass rates of the teacher candidates who complete each program. A challenge in the process of identifying low-performing programs is the lack of NYSED staff capacity to require, approve, and assess the effectiveness of a corrective action plan for programs.

CERTIFICATION

STRENGTHS AND SUCCESSES

Teacher candidates who complete a NYS teacher preparation program and choose to pursue certification must pass certification tests. Candidates who pursue the following certificates must take a multi-subject test, one part of which assesses their knowledge of literacy and English language arts (ELA) at the grade level of the certificate. Candidates must pass each of the three parts of the test.

- Early Childhood Education (Birth-Grade 2)
- Childhood Education (Grades 1-6)
- Middle Childhood (Grades 5-9)
- Students with Disabilities (Birth-Grade 2, Grades 1-6, Grades 7-12, All Grades)

For the Literacy (Birth-Grade, Grades 5-12, All Grades) and English to Speakers of Other Languages (ESOL) certificates, candidates must take the Literacy Content Specialty Test (CST) or ESOL CST, respectively.

The “individual evaluation” pathway to certification is available for individuals who do not complete a teacher preparation program but complete college coursework in a content area and pedagogy as well as complete a student teaching or other type of acceptable teaching experience. In this pathway, most certificates require either three or six semester hours (SH) in teaching literacy skills. The Literacy certificate in this pathway requires 24 SH, including at least 12 SH of graduate coursework, in specific pedagogical and literacy topics.

CHALLENGES

The “Part One: Literacy and ELA” test of the multi-subject tests is aligned with the NYS Next Generation ELA Learning Standards and therefore broadly assesses the components of evidence-based literacy instruction grounded in the Science of Reading. However, this test also assesses other competencies related to literacy and ELA (e.g., see the Multi-Subject: Teachers of Childhood (Grades 1-6) [test framework](#)). As a result, the Part One test pass rates do not clearly reflect teacher candidates’ understanding and application of the Science of Reading, making the analysis of teacher candidates’ understanding about evidence-based literacy instruction grounded in the Science of Reading instruction a challenge.

If changes are made to teacher preparation program requirements, corresponding changes may also need to be made to the requirements for other pathways to certification. These changes would impact in-state and out-of-state individuals who apply for certification through those pathways.

NYSED is currently considering potential changes to educator certification requirements to address the educator shortage and streamline the certification process. If the proposals move forward and are adopted by the Board of Regents, some of the proposals may prompt and/or require EPPs to create and/or revise their programs at a time when they may be aligning their programs with culturally responsive, evidence-based practices for teaching literacy that are grounded in the Science of Reading.

DATA LANDSCAPE

STRENGTHS AND SUCCESSES

Currently available data include grades 3-8 state ELA test scores and NAEP test scores for public school students, pass rates on teacher certification exams related to literacy, statewide teacher effectiveness data, and statewide employment data.

CHALLENGES

Data relevant to the integration of SoR into EPPs are not publicly available.

DESIRED STATE

The desired state for literacy instruction in educator preparation programs (EPPs) in New York State is a consistent, coherent, and comprehensive integration of culturally responsive, evidence-based practices grounded in the Science of Reading in the following five programs: Early Childhood Education (birth-grade 2), Childhood Education (grades 1-6), Literacy, Students with Disabilities, and English to Speakers of Other Languages. These programs will emphasize the importance of structured literacy instruction that develops the “Big Six” core skills and competencies – within the CRSE framework – across coursework, assessments, and clinical experiences in alignment with [NYSED’s Literacy Briefs](#) and the following New York State statute on literacy instruction:

- Instructional best practices for the teaching of reading shall be evidence-based and scientifically based, focusing on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, comprehension, including background knowledge, oral language and writing, oral skill development, and align with the department's culturally responsive-sustaining framework (excerpt from new section 818 in Education, Labor, Housing and Family Assistance Article VII Budget Bill- S.8306-C/A.8806-C or Chapter 56 of the Laws of 2024).

This consistency will be supported by robust, aligned systems and structures at the state level, and within and across EPPs, that center culturally responsive, evidence-based literacy instruction grounded in the science of reading and foster mutual transparency, accountability, and partnership among EPPs, districts, and stakeholders. This approach - consistent with NYSED’s literacy initiative - will not only elevate student proficiency levels, aiming for all students to read proficiently but will also establish a common ground in these practices to foster collaborative efforts between districts and EPPs. Importantly, it challenges P-12 partners working with EPPs to ensure that there are high-quality instructional materials, experiences, and classroom placements for teacher candidates that provide them with access to grade-level content with clarity, consistency, and alignment to the to-be-developed NYS science of reading EPP framework.

As a result, we will be confident that each EPP in NYS covers the foundational knowledge, skills, and practices that teacher candidates need in order to understand and implement direct and explicit language-based instruction in reading. Teacher candidates will understand that reading is a complex process that is informed by cognitive, developmental, social-emotional, linguistic, cultural, and environmental factors; and they will be equipped

with theoretical and background knowledge allowing them to identify and support those factors.

The desired state for EPP literacy instruction could include, but not be limited to, the following list of foundational knowledge and skills that would be integrated into teacher preparation programs, providing teacher candidates with the tools to teach reading to any age group. For example, these ideas could be incorporated into the NYS EPP SoR Framework & Baseline Reflection (see Action Area 1a).

- 1. Theoretical and research bases for, and structured practice in, the "Big 6" skills and competencies** ([NYSED SoR Brief #1](#), pages 2 and 3)
- 2. Research foundations for pedagogical practices in literacy**
- 3. The relational aspects of reading, writing, speaking, and listening instruction**
- 4. Assessment and the use of data-driven decision making in literacy instruction.**
- 5. Differentiated instruction to support culturally, linguistically, and developmentally responsive teaching practices for literacy development.**
- 6. The importance of continuing professional development, reflection, and growth.**

THEORY OF ACTION

The Theory of Action in the Action Plan articulates distinct but aligned bodies of work that aim to move NYS from the baseline to the desired state. The Theory of Action is comprised of six key action areas organized into two workstreams: 1) policy initiatives to strengthen educator preparation programs, and 2) grants, information-sharing activities, and research to transform practice and partnerships and to disseminate the information necessary to promote and support effective practices.

POLICY WORKSTREAM

ACTION AREA 1: ALIGN PROGRAM REQUIREMENTS WITH CULTURALLY RESPONSIVE, EVIDENCE-BASED PRACTICES GROUNDED IN SoR

Ensure that EPPs integrate SoR into their courses of study and into the measures of teacher candidate readiness (e.g., program requirements, certification exams, teacher performance assessment).

BASELINE

The regulations do not explicitly require EPPs to include SoR in their curricula nor enable NYSED to review consistently. Current literacy coursework requirements in the regulations are high-level and can be broadly interpreted by EPPs and result in inconsistency across programs.

DESIRED STATE

Success will include EPPs consistently integrating SoR into their curricula, with teacher candidates demonstrating proficiency in SoR through certification exams/performance assessments, and newly certified teachers employing culturally responsive, evidence-based literacy instruction grounded in SoR in their classrooms.

LEVERS FOR CHANGE

1.a. Create a NYS EPP SoR framework & baseline reflection for literacy coursework and clinical experiences that will:

- Establish a set of shared expectations for integrating SoR in educator preparation programs, including teacher candidate competencies - what candidates know and are able to do. The expectations could include, but not be limited to, the list of foundational skills and knowledge outlined in the desired state as well as a range of topics such as CRSE and Multi-Tiered System of Supports (MTSS).
- Serve as an actionable guidance document, enabling all EPPs to reflect on their current practices and determine the extent to which the literacy coursework and clinical experiences in certain programs (defined in the State of the State Summary) are aligned with culturally responsive, evidence-based practices for teaching literacy grounded in SoR.

1.a. Action Items

1.a.(i): By November 2024, NYSED will draft a NYS EPP SoR Framework & Baseline Reflection, seek feedback from stakeholders on it, including EPPs; and present it at The Path Forward Steering Committee (TPF SC) meeting for feedback.

1.a.(ii): By January 2025, NYSED will continue to seek feedback from stakeholders on the NYS EPP SoR Framework & Baseline Reflection and present an updated version at a TPF SC meeting for feedback.

1.a.(iii): By March 2025, NYSED will incorporate any additional feedback from stakeholders on the NYS EPP SoR Framework & Baseline Reflection, present the final version to TPF SC, and distribute the documents to applicable EPPs (defined in the State of the State Summary).

1.a.(iv): By June 2025, EPPs with certain programs (defined in State of the State Summary) will complete the NYS EPP SoR Framework & Baseline Reflection and submit it to NYSED.

1.a.(v): By August 2025, NYSED will review the NYS EPP SoR Framework & Baseline Reflection data to establish a baseline of what is currently happening in EPPs and enable NYSED to determine if any regulatory changes should be made for certain teacher preparation program requirements (see 1.b.).

1.a. Indicators of Success

- NYSED develops the NYS EPP SoR Framework & Baseline Reflection
- EPPs submit their NYS EPP SoR Framework & Baseline Reflection
- NYSED analyzes the EPP's responses to the NYS EPP SoR Framework & Baseline Reflection
- NYSED shares the findings and conclusions with TPF SC

1.b. Ensure that the Commissioner's regulations related to literacy coursework and clinical experience requirements for certain programs are sufficiently aligned with culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR.

1.b. Action Items

1.b.(i): By September 2025, informed by the EPP data collected and analyzed from the NYS EPP SoR Framework & Baseline Reflection, NYSED will draft potential regulatory changes related to literacy coursework and clinical experience requirements; seek feedback from stakeholders on them, including EPPs; and present them at a TPF SC meeting for feedback. The potential changes could include changes to the language in literacy coursework and/or clinical experience requirements (e.g., level of specificity), teacher performance assessment (TPA) requirement, and number of semester hours or field experience hours.

1.b.(ii): By December 2025, NYSED will continue to seek feedback from stakeholders on the potential changes and present any proposed regulatory amendments to revise teacher preparation program requirements to the Board of Regents for consideration.

1.b.(iii): By April 2026, the Board of Regents will vote on the proposed regulatory amendments, if there are not any revisions. If the Board adopts the amendments, NYSED will provide guidance to EPPs.

1.b. Indicators of Success

- NYSED determines if regulatory changes need to be made
- NYSED presents any proposed changes to program requirements to the Board of Regents

1.c. Ensure that the relevant NYS certification exams (Multi-subject test (MST), Literacy Content Specialty Test (CST), and ESOL CST) are sufficiently aligned to culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR.

1.c. Action Items

1.c.(i): By January 2025, NYSED will conduct a review of the current test frameworks (MST, Literacy CST, and ESOL CST) for alignment to SoR and the draft NYS EPP SoR Framework & Baseline Reflection, scoring of the exams (e.g., number SoR-aligned questions and value of those questions compared to the entire exam), and the pass rates at the exam and competency levels. They will present the results of the review and potential options for changing the exam requirements at a TPF SC meeting for feedback.

1.c.(ii): By March 2025, NYSED will determine if/how any changes to the test frameworks, test scoring, and/or exam requirements should be made in consultation with stakeholders, including EPPs, and share the plan with TPF SC at a meeting.

1.c.(iv): By May 2025, NYSED will present any proposed regulatory amendments to revise the exam requirements the Board of Regents for consideration.

1.c.(v): By October 2025, the Board of Regents will vote on the proposed regulatory amendments, if there are not any revisions. If the Board adopts the amendments, NYSED will provide guidance to EPPs.

1.c. Indicators of Success

- NYSED reviews the test frameworks and pass rates
- NYSED shares the findings and conclusions with TPF SC
- NYSED determines if regulatory changes need to be made
- NYSED presents any proposed changes to exam requirements to the Board of Regents

ACTION AREA 2: REVIEW PROGRAMS

Develop a system for understanding how EPP courses of study are aligned with culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR on an ongoing basis in order to refine and improve NYSED’s program review process.

BASELINE

There is little to no data on how EPPs currently teach candidates about literacy instruction and if the curriculum is aligned with SoR. Similarly, there is no statewide mechanism for ensuring long-term adherence to the curriculum that was initially approved.

Current program review policies and procedures are based on regulations that do not specifically require that SoR is integrated into EPP courses of study.

EPPs must obtain accreditation of their educator preparation programs through an acceptable professional education accrediting association and maintain their status by completing the review process with their accreditor every seven years.

Each year, NYSED is required to identify low-performing teacher preparation programs for the U.S. Department of Education for Title II purposes. Programs are designated as low-performing when less than 80% of teacher candidates who complete the program in a given academic year pass the Educating All Students (EAS) test and/or the content specialty test(s) (CSTs) in the subject area of the certificate sought, including the MST, Literacy CST, and ESOL CST. The Commissioner’s regulations outline a corrective action plan process for EPPs that are designated as low-performing.

DESIRED STATE

There is a systematic process in place for ensuring the initial integration of SoR into EPP curricula (for certain programs) and ongoing continuous improvement of curricula by EPPs, driven by data. Success will look like EPPs regularly updating their courses to reflect current research and best practices in SoR, resulting in teacher candidates who are well-equipped to provide effective, culturally responsive evidence-based literacy instruction grounded in SoR instruction to all students. This would include a regular review process conducted by NYSED.

LEVERS FOR CHANGE

2.a. Refine and improve NYSED’s program review process to ensure that EPP requirements related to literacy are sufficiently aligned with culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR and implemented with fidelity and rigor on an ongoing basis.

2.a. Action Items

2.a.(i): By January 2025, NYSED will draft: (1) a state-level program review process situated within the existing seven-year national accreditation cycle that would include, but not be limited to, a review of literacy coursework and clinical experience requirements, informed by the NYS EPP SoR Framework & Baseline Reflection, and (2) revised procedures for the corrective action plan (CAP) process that is employed when EPPs are identified as low-performing on an annual basis, such as when the threshold for program passing rates for the MST, Literacy CST, and ESOL CST are not met. NYSED will seek feedback from stakeholders on the drafts, including EPPs, and present them at a TPF SC meeting. The new program review process will enable NYSED to confirm on a regular basis that educator preparation programs are continually aligned with the Commissioner’s regulations related to program registration requirements, including any new regulatory requirements on culturally responsive, evidence-based practices for teaching literacy that would be consistent with the teacher candidate competencies identified in the NYS EPP SoR Framework (see 1a and 1b).

2.a.(ii): By March 2025, NYSED will continue to seek feedback from stakeholders on the draft state-level program review process and CAP process and present updated versions at a TPF SC meeting for feedback.

2.a.(iii): By May 2025, NYSED will present any proposed regulatory amendments needed to create a state-level program review process and to revise the CAP process to the Board of Regents for consideration.

2.a.(iv): By October 2025, the Board of Regents will vote on the proposed regulatory amendments, if there are not any revisions. If the Board adopts the amendments, NYSED will provide guidance to EPPs.

2.a.(v): After April 2026, following the adoption of any regulatory amendments revising teacher preparation program requirements related to literacy coursework and clinical experience requirements (see 1b), NYSED staff will review literacy coursework and clinical experience requirements via the new state-level program

review process as outlined in any adopted amendments, following the seven-year national accreditation cycle and timeline for EPPs in the new regulations.

2.a. Indicators of Success

- NYSED creates a state-level program review process and revises the corrective action plan (CAP) process
- NYSED presents any new state-level program review process and revised CAP process to the Board of Regents
- NYSED employs the new state-level program review process and revised corrective action plan process

2.b. Establish a publicly available, EPP-level data dashboard that includes educator preparation program metrics connected to culturally responsive, evidence-based literacy instruction grounded in SoR.

2.b. Action Items

2.b (i): By September 2024, NYSED will draft outcome-focused data metrics related to EPPs' integration of culturally responsive, evidence-based practices for teaching literacy grounded in SoR for an online data dashboard, such as program completer certification exam results, location of employment in a NYS public school, retention rates, and teacher Annual Professional Performance Review (APPR) scores related to the ELA test, and present them at a TPF SC meeting for feedback.

2.b.(ii): By May 2025, NYSED will create data dashboard visualizations of metrics; seek feedback from stakeholders on the metrics and visualizations, including EPPs; and present them at a TPF SC meeting for feedback.

2.b.(iii): By December 2025, NYSED will launch the data dashboard, which may include data from revised certification exams (see 1.c.).

2.b. Indicators of Success

- NYSED develops visualizations of data metrics for feedback purposes
- NYSED launches the data dashboard

GRANTS, INFORMATION-SHARING ACTIVITIES, AND RESEARCH WORKSTREAM

ACTION AREA 3: SECURE FUNDING

Generate public and philanthropic support to adequately fund the innovation and change management work in EPPs and partnerships between EPPs and school districts.

BASELINE

With some notable exceptions, SoR is - at best - one priority among many for EPPs and districts. However, in some cases, SoR is misunderstood or discounted. Shifts in regulation and data collection could provide the guardrails for SoR in EPPs and districts but may be insufficient to transform the ecosystem. There is a need to support learning, research, and innovation in EPPs and P-20 partnerships through public/philanthropic partnerships and investments.

Although the [NYSED Partnership Agreement Guidance](#) offers pillars for a partnership agreement between EPPs and local school districts/BOCES, additional resources are necessary to support a shared vision of culturally responsive, evidence-based literacy instruction grounded in SoR, including systems for monitoring and improvement

DESIRED STATE

A significant public/philanthropic investment in EPPs generates focused efforts to transition and leads to the alignment of curricula in certain programs with the NYS EPP SoR framework (1a). The funding allows for prioritization, promotes positive momentum, and gives faculty the ability to do their critical work. It also generates energy in the P-20 partnerships and enables us to study and learn from the implementation of the SoR efforts outlined in this Action Plan.

LEVERS FOR CHANGE

3.a. Secure public investment.

3.a. Action Items

3.a.(i): By June 2025, the Governor's Office and legislative leadership, with support from LAC/IP2, will secure legislative funding for specific components of the Action Plan.

3.a. Indicators of Success

- Legislative funding is secured

3.b. Secure philanthropic investment.

3.b. Action Items

3.b.(i): By June 2025, the Governor’s Office and SUNY/CUNY/CICU institutional leadership, with support from LAC/IP², will secure philanthropic funding for EPP Redesign Grants (see 4a) and P-20 Partnership Grants (see 5a) and information sharing activities associated with both sets of grants (outlined in 4b and 5b).

3.b.(ii): By June 2025, the Governor’s Office and SUNY/CUNY/CICU institutional leadership, with support from LAC/IP², will secure philanthropic funding for a multi-year study of the activities outlined in the Action Plan (see 6a) and an information sharing system to gather, codify, and disseminate effective, culturally responsive, evidence-based practices for teaching literacy grounded in SoR (see 6b). **3.a.**

3.b. Indicators of Success

- Philanthropic funding is secured

ACTION AREA 4: ENGAGE EPP LEADERSHIP AND FACULTY

Engage EPP leadership and faculty in the integration of culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into teacher preparation programs.

BASELINE

There is only anecdotal evidence of the extent to which faculty have a shared understanding of SoR and little agreement on what it means to put SoR into practice in EPPs. Additionally, some faculty are not comfortable with the term SoR and are concerned about the implications of requiring SoR within program curricula.

EPPs have limited time and capacity to focus efforts on aligning their curriculum with SoR given the many other responsibilities and initiatives within EPPs. Additional resources, public or philanthropic, to support this alignment have not been identified.

There are faculty in NY State who are leaders in evidence- based literacy instruction.

DESIRED STATE

Chancellors, Presidents, Provosts, Deans, Department Chairs, and other institution leadership actively prioritize and incentivize relevant EPP faculty in professional development, collaboration, and curriculum design to ensure integration of SoR into their curriculum. Success will include providing faculty with professional learning, support, and funding to integrate SoR into certain programs and effectively prepare teacher candidates with this essential knowledge. The result of these efforts is that teacher candidates graduate with the SoR competencies articulated in the NYS SoR EPP Framework (1a).

Resources would focus on faculty release time, professional learning, coaches, conferences focused on this effort, and funding models that can be scaled up and self-sufficient. Outcomes would be tied to teacher readiness and student learning.

LEVERS FOR CHANGE

4.a. Incentivize, encourage, and support IHE and EPP leadership and faculty in expanding the integration of culturally responsive, evidence-based literacy instruction grounded in SoR into certain programs through “EPP Redesign Grants.”

This is a multi-year initiative, with the first round focused on establishing examples and models for the implementation of SoR in NYS. The knowledge and skills built in the initial years will be used to inform future investments.

4.a. Action Items

Note: The fundraising for the EPP Redesign Grants occurs in Action Area 3 through public and philanthropic support. The activities and timeline below assume secured funding.

4.a.(i): By January 2025, LAC/IP² and SUNY/CUNY/CICU will develop the criteria, in alignment with the NYS EPP SoR Framework & Baseline Reflection (1a), for the types of projects eligible for the EPP Redesign Learning Grants and present the criteria at a TPF SC meeting for feedback. The criteria will include, but not be limited to:

- Parameters for the types and scope of grant projects
- Common outcome metrics, benchmarks, and reporting requirements to be submitted to LAC/IP², SUNY/CUNY/CICU, and funders, as appropriate and consistent with privacy laws, and presented at a TPF SC meeting
- Agreement to participate in information sharing activities (see 4b and 6b) and research (see 6a)

4.a.(ii): By March 2025, LAC/IP² will coordinate a process with CUNY/SUNY/CICU to work with EPPs that agree to the criteria developed in 4.a.(i) and raise the philanthropic funding for the first round of EPP Redesign Grants for the following types of projects:

- EPPs redesigning their relevant programs, including updating coursework, syllabi, and assessments
- PLC or Network Improvement Community (NIC) at an EPP developing and piloting a course on literacy assessment and early screening, both for general struggling readers and more challenging contexts such as dyslexia
- Offering differentiated professional learning options for faculty with varying levels of familiarity with SoR
- Actively encouraging and promoting NYS faculty leading in SoR, as well as educators who are changing practice, in order to recognize, support, and expand existing faculty professional learning structures (e.g., at new or existing conferences and panels)
- Researching, documenting, and/or publishing effective, evidence-based practices for teaching literacy and/or the integration of them into EPP curricula & assessments

4.a.(iii): By September 2025, the first round of EPP Redesign Grants will launch.

4.a.(iv): By September 2026, as a stipulation for the EPP Redesign Grants, LAC/IP² /SUNY/CUNY/CICU will collect interim progress reports from grant awardees, which would include metric data, determined as part of the grant criteria in 4.a.(i) that could be shared with TPF SC and other identified organizations, including any philanthropic grantors, and shared as part of the information sharing activities (see 4b and 6b) and research (see 6a).

4.a.(v): By September 2027, as a stipulation for the EPP Redesign Learning Grants, LAC/IP² /SUNY/CUNY/CICU will collect final reports from grant awardees, which would include metric data, determined as part of the grant criteria in 4.a.(i), that could be shared with TPF SC and other identified organizations, including any philanthropic grantors, and shared as part of the information sharing activities (see 4b and 6b) and research (see 6a).

Note: Contingent on available funding and preliminary results from the first round of grantees, additional grants to support the scaling up and expansion of EPP Redesign projects may be administered.

4.a. Indicators of Success

- LAC/IP² and SUNY/CUNY/CICU develop criteria for the EPP Redesign Grants in alignment with the NYS EPP SoR Framework & Baseline Reflection (1a)
- LAC/IP² coordinates a process with CUNY/SUNY/CICU to work with EPPs that agree to the criteria developed in 4.a.(i) and raise the philanthropic funding for the first round of EPP Redesign Grants
- Grant awardees submit interim and final reports with data that will be reviewed by TPF SC

4.b. Recognize and highlight effective practices in integration of culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into EPPs across NYS.

4.b. Action Items

Note: The fundraising for the following activities occurs in Action Area 3 through public and philanthropic support. The activities and timeline below assume secured funding.

Recognition criteria will be based on the NYS EPP SoR Framework & Baseline Reflection (1a).

4.b.(i): By June 2025, LAC/IP² will identify potential organizing entities (SUNY and/or CUNY) to facilitate information sharing activities that highlight the work of EPP Redesign grantees, and present the entities and approach to information sharing activities at a TPF SC meeting for feedback. Activities will be designed to generate momentum and make resources available throughout NYS through activities such as conferences, webinars, roundtables, etc. The organizing entity will also review the data from the grant awardees' interim and final reports to identify and celebrate effective practices in integrating culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into EPPs, including but not limited to the following areas:

- Alignment within an EPP (e.g., between faculty teaching the same course in curriculum and assessment or aligning teaching and clinical faculty)
- Alignment of EPPs and P-12 curriculum and instructional strategies with a focus on P-12 student outcomes.
- Support for cooperating teachers in clinical experiences.

- Efforts to align new teachers' support to culturally responsive, evidence-based practices for teaching literacy grounded in SoR.

Note: The information sharing activities above may occur in conjunction with the information sharing activities outlined in 5b.

4.b.(ii): By December 2027, the organizing entity will conduct the activities outlined above for the first round of EPP Redesign Grants.

Note: If additional grants are administered to expand and scale up the EPP Redesign projects (see note in 4a), information sharing activities will continue until the grants conclude.

4.b. Indicators of Success

- LAC/IP2 identifies potential organizing entities (SUNY and/or CUNY)
- Success will be determined by the number of information sharing activities conducted

ACTION AREA 5: PROMOTE P-20 PARTNERSHIPS

Support and incentivize strong partnerships between EPPs and school districts/Boards of Cooperative Educational Services (BOCES).

BASELINE

New teachers do not graduate knowing everything they need to effectively teach literacy, so a strong knowledge base in SoR is essential. However, this requires consistency across literacy courses, clinical experiences, and their first years in the classroom. This consistency does not currently exist for all EPPs or the partnerships between EPPs and districts.

Strong partnerships between EPPs and P-12 play a key role in the development of new teachers. Although there are examples of robust and healthy partnerships across NYS, they are not evenly distributed in different regions and depend on specific individuals to do the extraordinary work bridging the divide.

Since NYS is a local control state regarding P-12 curriculum, supporting local school district/EPP partnerships is even more essential in moving this work forward.

DESIRED STATE

Collaborative EPP and district relationships include meaningful clinical experiences for teacher candidates, shared professional development opportunities, and a coordinated approach to literacy instruction. Success in this area will be characterized by seamless integration of SoR theory and practice into EPP curriculum and partner districts/BOCES literacy instruction, resulting in improved P-12 student literacy outcomes.

Effective support for teacher candidates and new teachers improves teachers' efficacy, leading to stronger positive teacher/student feedback loops and reducing teacher burnout and turnover.

Lastly, strong effective partnerships built over time can help break down barriers to placement shortages, particularly in underserved communities currently experiencing shortages and high turnover rates.

LEVERS FOR CHANGE

5.a. Incentivize local learning partnerships that strengthen the work between EPPs/districts/BOCES on culturally responsive, evidence-based literacy instruction grounded in SoR through the “P-20 Partnership Grants.”

This is a multi-year initiative, with the first round focused on establishing examples and models for the implementation of SoR in NYS. The knowledge and skills built in the initial years will be used to inform future investments.

5.a. Action Items

Note: The fundraising for the P-20 Partnership Grants occurs in Action Area 3 through public and philanthropic support. The activities and timeline below assume secured funding.

5.a.(i): By January 2025, LAC/IP² and SUNY/CUNY/CICU will develop the criteria, in alignment with the NYS EPP SoR Framework & Baseline Reflection (1a), for the types of projects eligible for the P-20 Partnership Grants and present the criteria at a TPF SC meeting for feedback. The criteria will include, but not be limited to:

- Parameters for the types and scope of grant projects
- Common outcome metrics, benchmarks, and reporting requirements to be submitted to LAC/IP², SUNY/CUNY/CICU and funders, as appropriate and consistent with privacy laws, and presented at a TPF SC meeting

- Agreement to participate in information sharing activities (see 4b and 6b) and research (see 6a)

P-20 Partnership Grants will also require additional conditions including, but not limited to:

- A common definition of SoR for the work between the district and EPP.
- Using resources in ways that support hard-to-staff districts.
- Sharing key resources (e.g., curriculum, syllabi, assessments, evidence-based practices) that are specifically designed to increase teachers' understanding and use of SoR in the classroom.
- Sharing P-12 data patterns and appropriate candidate data, as permitted by privacy laws and regulations,
- An agreement to meet 2-4 times a year to problem solve the alignment of practices,
- The specific work the partners (EPPs/districts) will do to address local literacy gaps (e.g., tutoring, summer work, small group, or summer programs).
- The efforts to promote culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR consistently between cooperating teachers, faculty, and student teachers.
- The professional development for P-12 and EPP faculty.
- The partners establish common goals and measures for their work and track progress for ongoing improvement purposes.
- Using the guidelines outlined in the [NYSED Partnership Agreement Guidance](#).

5.a.(ii): By March 2025, LAC/IP² will coordinate a process with CUNY/SUNY/CICU to work with EPPs that agree to the criteria developed in 5.a.(i) and raise the philanthropic funding for the first round of P-20 Partnership Grant funds for the following types of projects:

- Improving outcomes for P-12 students not reading on grade level via a partnership, including employing effective implementation and data/progress monitoring in partnership with EPPs
- Professional learning communities within and across EPPs (and in partnership with P-12 districts) gathering data and studying and learning from the integration of SoR/refinement of current syllabi and curriculum

- Strengthen EPP coursework by utilizing data from K-12 student literacy achievement in local school districts, improving alignment between local schools and preparation programs
- Developing clinical experiences grounded in an alignment between faculty, clinical staff, and mentor teachers that promote candidates' knowledge and application of evidence-based practices for teaching literacy
- Redesigning the teacher performance assessment (TPA) in the student teaching experience with evidence-based practices for teaching literacy to align faculty, clinical staff, and mentor teachers and assess candidate readiness
- Strengthening (and then leveraging) information sharing so that EPPs utilize the early screeners, assessments, curriculum, and support programs that are being utilized in school district(s) related to literacy instruction
- Pilot a P-20 partnership focused on training educators and candidates on an SoR-informed kindergarten literacy screener

5.a.(iii): By September 2025, the first round of P-20 Partnership Grants will launch.

5.a.(iv): By September 2026, as a stipulation for the P-20 Partnership Grants, LAC/IP²/SUNY/CUNY/CICU will collect interim progress reports from grant awardees, which would include metric data, determined as part of the grant criteria in 5.a.(i), that could be shared with TPF SC and other identified organizations, including any philanthropic grantors, and shared as part of the information sharing activities (see 5b and 6b) and research (see 6a).

5.a.(v): By September 2027, as a stipulation for the P-20 Partnership Grants, LAC/IP²/SUNY/CUNY/CICU will collect final reports from grant awardees, which would include metric data, determined as part of the grant criteria in 5.a.(i), that could be shared with TPF SC and other identified organizations, including any philanthropic grantors, and shared as part of the information sharing activities (see 5b and 6b) and research (see 6a).

Note: Contingent on available funding and preliminary results from the first round of grantees, additional grants to support the scaling up and expansion of P-20 Partnership projects may be administered.

5.a. Indicators of Success

- LAC/IP2 and SUNY/CUNY/CICU develop criteria for the P-20 Partnership Grants in alignment with the NYS EPP SoR Framework & Baseline Reflection (1a)
- LAC/IP2 coordinates a process with CUNY/SUNY/CICU to work with EPPs that agree to the criteria developed in 5.a.(i) and raise the philanthropic funding for the first round of EPP Redesign Grants
- Grant awardees submit interim and final reports with metric data that will be reviewed by TPF SC

5.b. Recognize and highlight effective culturally responsive, evidence-based practices for teaching literacy grounded in SoR in partnerships across NYS.

5.b. Action Items

Note: The fundraising for the following activities occurs in Action Area 3 through public and philanthropic support. The activities and timeline below assume secured funding.

Recognition criteria will be based on the NYS EPP SoR Framework & Baseline Reflection (1a).

5.b.(i): By June 2025, LAC/IP² will identify potential organizing entities (SUNY and/or CUNY) to facilitate information sharing activities that highlight the work of P-20 Partnership grantees and present the entities and approach to information sharing activities at a TPF SC meeting for feedback. Activities will be designed to generate momentum and make resources available throughout NYS through activities such as conferences, webinars, roundtables, etc. The organizing entity will also review the data from the grant awardees' interim and final reports to identify and celebrate effective practices in integrating culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into EPPs, including but not limited to the following areas:

- Alignment within an EPP (e.g., between faculty teaching the same course in curriculum and assessment or aligning teaching and clinical faculty)
- Alignment of EPPs and P-12 curriculum and instructional strategies with a focus on P-12 student outcomes.
- Support for cooperating teachers in clinical experiences.

- Efforts by an EPP to provide new teachers' with support in using culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR.

Note: The information sharing activities above may occur in conjunction with the information sharing activities outlined in 4b.

5.b.(ii): By December 2027, the organizing entity will conduct the activities outline above for the first round of P-20 Partnership Grants.

Note: If additional grants are administered to expand and scale up the P-20 Partnership projects (see note in 5a), information sharing activities will continue until the grants conclude.

5.b. Indicators of Success

- LAC/IP2 identifies potential organizing entities (SUNY and/or CUNY)
- Success will be determined by the number of information sharing activities conducted

ACTION AREA 6: STUDY THE ACTIVITIES IN THE ACTION PLAN AND ESTABLISH AN INFORMATION SHARING SYSTEM

Engage third-party research organization(s) to study the activities outlined in the Action Plan and establish an information sharing system to gather, codify, and disseminate effective practices in culturally responsive, evidence-based literacy instruction grounded in SoR.

BASELINE

There is limited understanding of the approaches EPPs use to integrate culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR into their curriculum or the impact of those approaches. As a result, there are often competing anecdotes that can undermine a systematic approach to literacy instruction.

There is not a straightforward way for EPPs to share practices that strengthen culturally responsive evidence-based practices for teaching literacy grounded in SoR.

DESIRED STATE

After the Action Plan activities are well underway, a third-party research organization releases a set of implementation studies to:

- Deepen our understanding of the integration of SoR in NYS EPPs.
- Identify areas of effective practice and improvement within EPP practice broadly (without identifying individual EPPs).
- Validate (where warranted) the progress NYS has made on literacy instruction.

LEVERS FOR CHANGE

6.a. Study the implementation of the activities outlined in the Action Plan in NYS.

6.a. Action Items

Note: The fundraising for the research study occurs in Action Area 3 through public and philanthropic support. The activities and timeline below assume secured funding.

6.a.(i): By October 2025, LAC/IP2 will work with SUNY and CUNY leadership to identify non-EPP CUNY and/or SUNY organization(s) (e.g., Rockefeller Institute or Baruch School of Public Affairs) to conduct a multi-year study of the activities outlined in the Action Plan, including the EPP Redesign Grants (Action Area 4) and P-20 Partnership Grants (Action Area 5).

6.a.(ii): The non-EPP CUNY and/or SUNY organization(s) will have begun the study by October 2026 and will have completed and published the study by December 2027.

Note: If additional EPP Redesign and P-20 Partnership Grants are administered, the study will continue until the grants conclude.

6.a. Indicators of Success

- Non-EPP CUNY and/or SUNY organization(s) to conduct the research study is identified
- Non-EPP CUNY and/or SUNY organization(s) establish study design and methodology
- Non-EPP CUNY and/or SUNY organization(s) publishes a report of the activities outlined in the Action Plan

6.b. Establish an information sharing system to gather, codify, and disseminate effective practices in culturally responsive, evidence-based literacy instruction grounded in SoR.

Materials, artifacts and research collected through the information sharing activities in the EPP Redesign and P-20 Partnership Grants (4b and 5b), and the research conducted in 6a,

will be organized and shared through a clearinghouse-based system that services to highlight effective practice, celebrate leaders in the field and ensure there is statewide access to those practices.

6.b. Action Items

Note: The fundraising for the information sharing system occurs in Action Area 3 through public and philanthropic support. The activities and timeline below assume secured funding.

6.b.(i): By June 2025, LAC/IP2 will work with SUNY and CUNY leadership to create a vision, scope of work, and budget for establishing an information sharing system.

6.b.(ii): By September 2025, LAC/IP2 will work with SUNY and CUNY leadership to build the systems and structure to collect, collate, evaluate, and share effective practices through the information sharing clearinghouse-based system.

6.b.(v): By March 2026, LAC/IP2 will work with SUNY and CUNY leadership to launch the information sharing system and begin engaging in the process articulated in 6.b.(ii), and continue through the publication of the research study (6.a.(iv)) and the conclusion of any information sharing activities (4b and 5b).

6.b. Indicators of Success

- Vision, scope of work, and budget for the information sharing system is created
- Systems and structures for the information sharing system are built
- Information sharing system is launched

STAKEHOLDER ENGAGEMENT

The NYS Path Forward team includes a [Leadership Committee and a Steering Committee](#) that is comprised of leaders from the NYS Legislature, Governor’s office, Board of Regents, and NYSED; faculty and leaders from higher education, including educator preparation programs; P-12 leaders; and other key stakeholders from across the state. These leaders represent the crucial institutions essential to implementing any shifts in SoR in the state.

The state team also created the following three working groups to engage stakeholders with diverse backgrounds from across the state. These three working groups met multiple times over the course of the year, providing feedback and potential approaches for integrating culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR systematically into NYS educator preparation programs. Those conversations and suggestions informed every aspect of this Action Plan. This Action Plan reflects feedback from, but not unanimous agreement of, the [Working Group Members](#):

- Educator Preparation
- Faculty Engagement
- P-20 Partnerships

The state team also created the following three working groups to engage stakeholders with diverse backgrounds from across the state. These three working groups met multiple times over the course of the year, providing feedback and potential approaches for integrating culturally responsive, evidence-based practices for teaching literacy that are grounded in SoR systematically into NYS educator preparation programs. Those conversations and suggestions informed every aspect of this Action Plan. This Action Plan reflects feedback from, but not unanimous agreement of, the [Working Group Members](#):

- Educator Preparation
- Faculty Engagement
- P-20 Partnerships

Additionally, the team has begun preliminary engagement with multiple key funders.

NYS THE PATH FORWARD TEAM

LEADERSHIP COMMITTEE

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Lola Brabham	President, Commission on Independent Colleges and Universities
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ENDNOTES

- ⁱ Provided by the New York State Education Department.
- ⁱⁱ “Evidence-based” means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: (1) strong (e.g., experimental studies), (2) moderate (e.g., quasi-experimental studies), or (3) promising evidence (e.g., correlational studies); or (4) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention pursuant to the [Every Students Succeeds Act \(ESSA\)](#) (section 8101(21)(A)).
- ⁱⁱⁱ New York State Education Department. (2023, June 30). *New York State education at a glance* [Data set]. data.nysed.gov. <https://data.nysed.gov/>
- ^{iv} New York State Education Department. (2024, October 4). *New York State education at a glance* [Data set]. data.nysed.gov. <https://data.nysed.gov/>
- ^v National Assessment of Educational Progress. (2022). *2019 and 2022 reading assessments* [Data set]. U.S. Department of Education, Institute of Education Sciences. <https://www.nationsreportcard.gov/ndecore/xplore/NDE>
- ^{vi} New York State Education Department. (2023). *Grades 3-8 English Language Arts results* [Data set]. <https://data.nysed.gov/essa.php?instid=800000081568&year=2023&createreport=1&EMCore=1&38ELA=1>
- ^{vii} New York State Education Department. (2023). *Grade 3 ELA results* [Data set]. <https://data.nysed.gov/essa.php?instid=800000081568&year=2023&createreport=1&EMCore=1&38ELA=1>
- ^{viii} Provided by the New York State Education Department.
- ^{ix} Title II Higher Education Act. (2023, October). *2023 Title II reports: National teacher preparation data, New York*. <https://title2.ed.gov/Public/Report/StateHome.aspx>
- ^x Provided by the New York State Education Department.
- ^{xi} Provided by the New York State Education Department.
- ^{xii} Provided by the New York State Education Department.
- ^{xiii} Provided by the New York State Education Department.