

## Certification Reports / Professional Development

### Out of Certification Reports:

As in past years, the Office of Information and Reporting Services (IRS) will provide school districts, BOCES, and charter schools with reports of teachers identified as teaching out of certification. Each reported assignment will be matched with the teacher's certifications in the Department's database of approved certifications for that particular assignment. These reports will be posted on the IRS Portal <http://portal.nysed.gov> in the spring. Notification will be provided.

Starting in 2016-17, Highly Qualified (HQ) is discontinued as it is not required under the federal Every Student Succeeds Act (ESSA).

### Selecting Charter Certification Exemptions and Correcting ePMF Forms:

Making corrections to ePMF forms and selecting teachers for charter school certification exemptions will be done in each ePMF form. These buttons will be available during the review period in the spring. The first step for any correction will require uncertifying all ePMF forms by the BOCES, district, or charter CEO. This step can be done in the Teacher Access and Authorization (TAA) system at: <https://eservices.nysed.gov/taa/>, requiring the CEO to login using his/her Business Portal username and password. Once signed in, an icon will be present at the bottom of the screen to "uncertify"\* the ePMF data. After forms are uncertified, an administrator with proper entitlements to TAA/TSRV/ePMF can make assignment corrections and apply appropriate charter school exemptions (this option is only available during the Out of Certification review period)\*\*. This process can only be completed while the TAA ePMF Application is open. The administrator would select the teacher form that requires a correction by clicking on the "PMF status". This will open the form so that it can be "Unsubmitted." Administrators can then make edits as necessary and "Submit" the form to save the changes. Once all ePMF forms have been updated and are in a "Submitted" status, the CEO can lock all forms by certifying once again in TAA.

Name	Teach ID	Username	No Filter	No Filter	PMF Last Saved
Showing 1 to 10 of 119 entries					
Previous 1 2 3 4 5 ... 12 Next					
 Download an Excel file of all Teacher PMF Information for 2015-2016					
 Download an Excel file of all Teacher Assignment Information for 2015-2016					
<a href="#">Uncertify PMFs</a>					

\*Uncertify button

Code	Assignment Name	Grade	Registration
3014	DEVELOPMENTAL READING 9-12	Select Grade...	<input type="checkbox"/>
3017	REMEDIAL READING 7-8	Select Grade...	<input type="checkbox"/>
2612	COMMON BRANCH-GRADES 1-6	Select Grade...	<input type="checkbox"/>

\*\* Charter school exemptions (\*\*this option is only available during the Out of Certification review period)

An assignment certification of “None” on the report indicates that the teacher did not possess a valid/appropriate teaching certificate for the reported assignment. An assignment certification of “Charter Oth/No Cert Req” indicates that the charter school teacher held a valid teaching certificate, though not for the specific assignment being taught. A “C” next to a teacher’s name indicates that the teacher lacked specific subject area certification. Please note that a “C” will be displayed for informational purposes for “Charter Oth/No Cert Req” assignments even though the charter school teacher may be eligible to teach without a certificate aligned to the assignment.

An incorrectly reported assignment code may have caused a teacher to appear as “Not Certified.” If an incorrect assignment code for a teacher is listed, the correction must be made on the teacher’s ePMF form.

When changing an assignment code, a new “Cert” status will be determined by the Department. This status will be determined for each assignment based on whether the teacher is found to be appropriately certified.

If “Not On Tcert File” appears on the Out of Certification report next to the teacher’s name, the Social Security number in the TEACH database may be incorrect. The Office of Teaching Initiatives will not research and address the problem without a legible copy of the teaching certificate in question.

**\*Assignment code changes should only be made if the reported assignment does not accurately reflect the assignment that was being taught.**

### **Charter School Certification Exemption:**

Current charter school legislation allows up to thirty percent or five teachers of the teaching staff (whichever is less), in addition to five teachers in any subject, and another five teachers in mathematics, science, computer science, technology, or career and technical education to be uncertified. These teachers still must meet certain criteria, such as previous teaching experience or “exceptional” experience in other professional fields.

Charter schools should select the teachers on the ePMF forms that are indicated as having no valid NYS certification on the Out of Certification reports that were posted on the Business Portal.

\*For questions concerning this process, email [datasupport@nysed.gov](mailto:datasupport@nysed.gov).

\*For guidance and documentation concerning teacher/staff data collection and reporting, visit:

<http://www.p12.nysed.gov/irs/beds/PMF/home.html>.

## Professional Development:

As in the past years, the Department will continue to collect professional development data about teachers. This will be aligned with the definition contained in ESSA. Please see below:

**PROFESSIONAL DEVELOPMENT.**—The term “professional development” means activities that—

- (A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
- (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—
  - (i) improve and increase teachers’—
    - (I) knowledge of the academic subjects the teachers teach;
    - (II) understanding of how students learn; and
    - (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
  - (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
  - (iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
  - (iv) improve classroom management skills;
  - (v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
  - (vi) advance teacher understanding of—
    - (I) effective instructional strategies that are evidence-based; and
    - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
  - (vii) are aligned with, and directly related to, academic goals of the school or local educational agency;
  - (viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;
  - (ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  - (x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
  - (xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  - (xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
  - (xiii) include instruction in the use of data and assessments to inform and instruct classroom practice; (xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
  - (xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)),

to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and (xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

**Source:** <http://www.ed.gov/essa?src=rn>