



**New York Transitional B Alternative  
Teacher Preparation Program**

**Educator Preparation Program Handbook**

## Introduction

This handbook contains important information regarding the official policies, procedures, and deadlines related to teacher certification in New York State through the New York Transitional B Alternative Teacher Preparation Program at Relay Graduate School of Education (Relay). Please read this handbook carefully, and return to it regularly throughout your program.

If you have any questions about certification, you can:

- Visit the New York State [Office of Teaching Initiatives \(OTI\) website](#)
- Speak with someone at Relay on the phone or via Zoom video conference office hours by signing up [here](#).
- Reach out to your student advisor
- Email [support@relay.edu](mailto:support@relay.edu) with questions

## Relay's Program Offerings

In response to the needs of prospective educators and schools, Relay offers several programs for entry into the teaching profession. Relay offers Master of Arts in Teaching programs that align to state standards and prepare candidates for teacher certification. Relay also offers certification only programs in some states. For more details on Relay's Academic Requirements, Policies, and Procedures, please read the [Student Handbook](#) and [Academic Catalog](#).

As a teacher candidate, it is important to know what type of program you are enrolled in, what certification area you are pursuing, and what the specific requirements are for teacher certification in your state. To confirm your enrollment details, please log in to your Relay portal and review your program information. Pay close attention to the following:

- **Relay Outcome:** this indicates whether you are pursuing an MAT only, Certification only, or both MAT and Certification.
- **Endorsement Area:** this indicates the subject and grade level for which you are seeking certification.
- **Educator Preparation Program Name:** the formal name of your program.

If you notice any discrepancies, contact your Manager of Student Success immediately using [support@relay.edu](mailto:support@relay.edu). You may need to submit a *Reenrollment/ Transfer Application* or an *Area of Study (AOS) Change Request* to correct your information.

Enrolling in an educator preparation program is the right first step for achieving the goal of becoming a certified educator in your state. However, you must maintain progress and meet all certification requirements to complete the educator preparation program and gain eligibility for Relay's institutional recommendation for New York State certification.

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## Overview of the New York Transitional B Alternative Teacher Preparation Program

Welcome to the New York State (NYS) program at Relay Graduate School of Education (GSE). Relay GSE operates a state-approved educator preparation program in New York. Relay's New York Transitional B Alternative Teacher Preparation Program meets educational requirements for certification in the state of New York. While working toward your Master's of Arts in Teaching (MAT) degree and New York Initial certification, teacher candidates must hold a Transitional B teaching certificate. A [Transitional B certificate](#) is a provisional certificate that all Teacher Candidates are required to hold while enrolled in a Relay GSE New York Transitional B program. This certificate is only valid while a student is enrolled at Relay, and is valid for up to three years *or* the amount of time it takes to complete your Relay GSE program, whichever is the lesser amount in time.

A Transitional B Certificate is **only** valid for the subject area and developmental level (ex: 1-6, 5-9, 7-12) of that certificate. For example, if you are issued a Transitional B certificate to teach Mathematics in grades 7-12, you may not use it to teach in a different subject area or developmental level.

We look forward to supporting you while you attend Relay New York. Please use this guide as you complete your New York State certification requirements.

The certificate areas (endorsements) offered through Relay include:

- Early Childhood Education (birth-grade 2),
- Childhood Education (grades 1-6),
- Generalist in Middle Childhood Education (grades 5-9),
- English Language Arts (grades 5-9),
- English Language Arts (grades 7-12),
- Mathematics (grades 5-9),
- Mathematics (grades 7-12),
- Biology (grades 5-9),
- Biology (grades 7-12),
- Chemistry (grades 5-9),
- Chemistry (grades 7-12),
- Earth Science (grades 5-9),
- Physics (grades 5-9),
- Physics (grades 7-12),
- Social Studies (grades 5-9),
- Social Studies (grades 7-12),
- Students with Disabilities (birth-grade 2),
- Students with Disabilities (grades 1-6),
- Students with Disabilities (grades 7-12) Generalist

## Introduction to Teaching Certificates in New York

**Transitional B Certificate:** A type of certificate that is issued to an eligible teacher candidate who is enrolled in a NYS Transitional B program to teach only in a school district for which a commitment for employment and mentoring has been made. The Transitional B certificate is valid for up to three years from its effective date, or until completion of the Transitional B program, whichever comes first. When the student completes or leaves/exits the program, the certificate is no longer valid. The Transitional B certificate leads to the Initial certificate, and not the Professional certificate. The Initial certificate will be issued with the effective date of the Transitional B certificate. You can read more about the Transitional B certificate [here](#).

Requirements for the The Transitional B certificate include: completion of the introductory component (e.g. designated coursework, three required NYS workshops, and 40 field experience hours), passing required certification exams, and receiving an institutional recommendation. This certificate is issued in specific subject-level and grade titles.

**Initial Certificate:** An entry-level certificate for which candidates are eligible upon completing a New York registered Educator Preparation Program and upon receiving an institutional recommendation. This certificate is issued in specific subject-level and grade titles. You can read more about the Initial certificate [here](#). After a candidate graduates from Relay NY and completes their EPP, the candidate will be recommended for initial certification.

**Professional Certificate:** An advanced-level certificate, valid with the completion of [Continuing Teacher and Leader](#) hours, for every five-year registration period. Candidates are recommended for the Professional certificate aligned to their Relay NY program and endorsement area upon program completion. The five-year registration period begins when the candidate registered as “Registered” on TEACH. Individuals issued their first Professional certification will be automatically registered for their initial five-year registration period. The registration period will begin the first day of the month when the certification was issued until the end of the month prior to their birth month in the 5th year.

Registered holders of Professional certificates are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice 90 days or more in a single applicable school district, board of cooperative educational services (BOCES) or nonpublic school that is providing instruction pursuant to New York State Education Law §3204(2).

Update from NYSED (10/30/2023): Although the word “citizenship” appears in the requirement, United States citizenship and/or permanent residence is no longer required for Professional, Permanent and TA – Level 3 certificates. The applicant must simply prove that they are legally

residing in the U.S. That would be proven with any of this documentation from the federal government:

- Paperwork verifying DACA status
- Employment Authorization Document (EAD) card as issued by USCIS
- Valid work or student visa (not expired)

This documentation should be submitted in PDF format to [tcert@nysed.gov](mailto:tcert@nysed.gov) with “citizenship” in the subject line. The body of the email should include the applicant’s full name and either their DOB or the last four digits of their SSN (or TEACH Access Number).

**Subject-Area Extension (SWD Grades 7-12 Generalist Candidates only)**

Teacher candidates in the Students with Disabilities (Grades 7-12) Generalist program may pursue a subject-area extension while enrolled, or upon program completion. A subject-area extension is required for special education teachers who teach one or more subject areas in a special class in grades 7-12, with some or no students under alternate assessment. To obtain the subject-area extension on a Transitional B certificate, a candidate must demonstrate successful completion of 12 credits in a content area (biology, chemistry, earth science, ELA, general science, languages other than English, mathematics, physics, and social studies) prior to admission to Relay. Requests to add a subject-area extension can be made at any time using the area of study change form on a student’s [status page](#). Please review this [support center article](#) for more information on requesting a subject-area extension on the 7-12 SWD Generalist Transitional B Certificate.

- If the request is made before the term’s [census date](#) and is approved, the change will go into effect for the current term.
- If the request is made after the term’s [census date](#) and is approved, the change will go into effect for future terms.

## Anthology Portfolio

[Anthology Portfolio](#) is an assessment, accreditation, and certification tracking tool that enables Relay students, faculty, staff, and partners to document and view progress toward educator preparation program (EPP) completion and certification. The tool collects student data and artifacts, assessed at designated transition points. The tool also collects data on student performance on key assessments and allows faculty and staff to draw insights from this data about program effectiveness and plan for student support. [Anthology Portfolio](#) supports collaboration between Relay, students, and partners to ensure that candidates for certification have positive, supportive, and aligned clinical experiences.

Shortly after signing Relay's enrollment agreement, students will receive an email with their User ID and Password for Anthology Portfolio in your Relay student account. Please check your Spam or Junk email folder if you do not receive this within 2 business days of signing the enrollment agreement. If you do not have an active account after this period, please contact [support@relay.edu](mailto:support@relay.edu) for assistance.

All students must submit evidence of meeting EPP and certification requirements to Relay through their Anthology Portfolio Certification Table of Contents and their Anthology Portfolio Placement(s). Students will complete Anthology Portfolio Training during the first term in the program. Students are encouraged to bookmark the [Anthology Portfolio User Guide](#) in their web browser for frequent reference throughout the program. Students who need assistance with Anthology Portfolio while enrolled may email [support@relay.edu](mailto:support@relay.edu) or sign up for [office hours](#).

## Transition Points Overview

Transition points are a set of clearly defined benchmarks that allow educator preparation programs to monitor and communicate student progress from admission through program completion and, ultimately, certification. Each transition point has a set of program-specific criteria that must be met to move to the next stage of the program. Students use Anthology Portfolio to upload evidence of meeting transition point requirements.

Relay's Educator Preparation Program Transition Points are:

1. Educator Preparation Program (EPP) Admission
2. Eligibility for Qualifying Clinical Experience
3. Educator Preparation Program (EPP) Completion
4. Certification/Licensure

Because program and certification requirements vary by state and program, Relay sets unique and specific deadlines for meeting the criteria associated with each transition point, and an expected date by which all requirements for a specific transition point should be met. To complete the educator preparation program requirements on the expected timeline, all requirements must be met by the established transition point deadline. **Failure to meet transition point deadlines may result in the inability to register for an upcoming term or specific courses in an upcoming term (see the Academic Program Guide or Catalog for your program for details), a delayed timeline for program completion, additional costs, and/or ineligibility for certification.**



# Transition Points for New York Transitional B Alternative Teacher Preparation Program

*Early Childhood Education (birth-grade 2), Childhood Education (grades 1-6), Generalist in Middle Childhood Education (grades 5-9), English Language Arts (grades 5-9), English Language Arts (grades 7-12), Mathematics (grades 5-9), Mathematics (grades 7-12), Biology (grades 5-9), Biology (grades 7-12), Chemistry (grades 5-9), Chemistry (grades 7-12), Earth Science (grades 5-9), Physics (grades 5-9), Physics (grades 7-12), Social Studies (grades 5-9), Social Studies (grades 7-12), Students with Disabilities (birth-grade 2), Students with Disabilities (grades 1-6), Students with Disabilities (grades 7-12) Generalist*

The transition points in this document serve as a guide for teacher candidates enrolling in and completing the New York Transitional B program Alternative Teacher Preparation Program. This program leads to the New York Initial Certificate. In order to complete the educator preparation program (EPP), candidates must meet all of the requirements in each transition point. To complete the EPP on the expected timeline, each transition point must be met by the established deadline. Failure to meet transition points deadlines may result in a delayed timeline for program completion, additional costs, and/or ineligibility for certification.

For questions, please reach out to [support@relay.edu](mailto:support@relay.edu) or sign up for [office hours](#).

## Quick Links

- [Transition Point 1: Educator Preparation Program Admission](#)
- [Transition Point 2: Eligibility for Qualifying Clinical Experience](#)
- [Transition Point 2b: Eligibility for Special Education Clinical Practice I and II \(Special Education Candidates Only\)](#)
- [Transition Point 3: Educator Preparation Program Completion](#)
- [Transition Point 4: Certification](#)

## Transition Point 1: Educator Preparation Program Admission

### Transition Point 1 [Admissions Deadline Support Center Article](#)

In order to be eligible for admission to the New York Master of Arts in Teaching - Trans B program the following requirements must be met relative to the deadlines in the linked resource above:

1. **Bachelor's Degree:** Hold a bachelor's degree or higher from an institution of higher education that has received accreditation through a U.S. Department of Education

approved accreditation agency. Verify your institution's accreditation status on the Database of Accredited Postsecondary Institutions and Programs [here](#).

2. **Minimum GPA:** Applicants must have a minimum cumulative GPA of 3.0 on a 4.0 scale on all coursework previously attempted at an accredited institution of higher education from which the bachelor's or graduate degree was conferred.

Applicants may apply to be admitted to Relay's New York educator preparation programs via exception to **Relay New York's 3.00 GPA policy** who have:

- Earned a 3.0 GPA in their last 60 credit hours of their undergraduate program, or
- Provide a personal statement via the application essay describing how they will contribute positively to the teaching profession.

Relay may admit up to 50% of applicants per program who meet the Relay institutional minimum GPA of 2.50 with **an undergraduate or graduate GPA below the state minimum of 3.00**.

Applicants who do not meet the above criteria and whose undergraduate GPA falls below Relay's minimum GPA for admission of 2.50 may be prompted to have a secondary recommendation submitted that will be used to evaluate their eligibility for admissions to Relay. **Please Note:** Relay can only admit a small number of students via this second recommendation exception.

3. **Prior Coursework Evaluation:** New York State requires all students in graduate-level teacher education programs to demonstrate they have earned a certain number of credits aligned to their teaching certification prior to graduation and receiving a recommendation for their Initial teaching license. These requirements are based on your program and certification area and are evaluated based on the post-secondary credits earned prior to being admitted to Relay Graduate School of Education. Relay will notify students of their transcript evaluations, and provide steps to satisfy prerequisite credit requirements if any are outstanding. **Below are the requirements outlined for each program.** You can also read [here](#) to learn more details.

- All students: Baccalaureate (undergraduate) or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the [New York State Board of Regents](#) to confer degrees. (alternatively completed 30 credits hours in liberal arts & sciences coursework (see examples/non-examples course types [here](#))

In addition to the requirement for all students above, additional semester credit hours are required for the following certification areas:

- Students with Disabilities (Grades 7-12) Generalist: 6 credits each in English, Math, Science, and Social Studies

- A [subject area extension](#) annotation is required for special education teachers who teach one or more subject areas in a special class in grades 7-12, with some or no students under alternate assessment. The subject area extension annotation requires 12 credits in a content area (biology, chemistry, earth science, ELA, general science, languages other than English, mathematics, physics, and social studies).
- Middle Childhood (Grades 5-9) and Adolescent (Grades 7-12):
  - English Language Arts, Mathematics, Social Studies, Biology, Chemistry, Physics, and Middle Childhood (Grades 5-9) Earth Science:
    - 30 content-specific credits
  - Social Studies (Grades 5-9) and (Grades 7-12) Endorsement Areas:
    - 21 content-specific credits *must* be in history and geography of the US and the world
    - 3 content-specific credits *must* be in government, politics, or political science
    - 3 content-specific credits *must* be in economics

**Note:** Applicants who previously completed an educator preparation program leading to an Initial certificate within or outside of NY state are ineligible to enroll in a Trans B program leading to the same certificate.

## Transition Point 2: Eligibility for Qualifying Clinical Experience

### New York Transitional B Alternative Preparation Program

First Term at Relay	If you meet eligibility requirements to start Qualifying Clinical Experience (QCE) in...	Your Deadline to meet Transition Point 2 is...	The earliest term you <i>may*</i> be eligible to complete your Educator Preparation Program (EPP) is...
Summer/Fall 2024	Fall Term 2025	September 8, 2025	Spring Term 2026
Summer/Fall 2024	Spring Term 2026	February 3, 2026	Fall Term 2026
Spring/Summer/Fall 2025	Fall Term 2026	September 14, 2026	Spring Term 2027
Spring/Summer/Fall 2025	Spring Term 2027	February 8, 2027	Fall Term 2027

**\*Eligibility for program completion is determined by a number of factors including but not limited to interrupted enrollments (LOAs, withdrawals, dismissals, etc). Please consult with your advisor on your academic plan and timeline toward EPP completion.**

In the New York Transitional B program, qualifying clinical experience includes mentored teaching for at least one academic year as a teacher of record in a New York school in a placement aligned to your certification area while holding a Transitional B certificate. Qualifying clinical experience is completed while enrolled in the following clinical practice courses:

- CLIN-531 (2 credits), CLIN-532 (2 credits): SPED 1-6, SPED 7-12
- CLIN-533 (2 credits), CLIN-534 (2 credits): ECE B-2 SPED
- CLIN-523 (3 credits), CLIN-524 (1 credit): ALL non-SPED MAT
- To receive Transfer (TR) Credit for CLIN-501/521, the teacher candidate must have received a B- or higher in SGA-301 and either Methods-301 or OBS-301.
- To receive Transfer (TR) Credit for CLIN-502/522, the teacher candidate must have received a B- or higher in SGA-302 and either Methods-302 or OBS-302.
- There are no transfer credits for the following Qualifying Clinical Experience Courses that typically take place in the second year of the program (CLIN-523, 524, 531, 532, 533 and/or 534).

Candidates must meet the following requirements to be eligible for the Transitional B certificate and to begin qualifying clinical experience (QCE):

## 1. Complete the Introductory Component:

- a. Earn a passing grade (B- or higher), Credit for Prior Learning (CPL) or Transfer Credits in the following courses: EDU-500, EDU-501, and EDU-502
- b. Complete 40 clock hours of field experience appropriate to the certificate title sought (at least 6 hours must be focused on meeting the needs of students with disabilities)
  - i. Field experience hours will be verified by an [Authorized Candidate Supervisor](#). Teachers can download the form (and see a sample completed form) on their Anthology Portfolio Table of Contents. This is also where they submit.
- c. Complete the [Child Abuse Identification Workshop](#) *[This workshop was updated April 2025 and September 1, 2025. You can learn more about the update [here](#). If you completed an earlier/older version of this workshop, you must complete the new version linked above]*
- d. Complete the [School Violence Prevention Workshop](#)
- e. Complete the [Dignity for All Students Act \(DASA\) Workshop](#)

## 2. Fingerprint Clearance:

### **DUE: Start of your first term enrolled at Relay**

All applicants for certification are required to be fingerprinted in order to work in NY state public schools. For details on the process, reference NYSED's guidance [here](#) or reach out to your school leader. Your fingerprint clearance should display in your NYSED TEACH account upon completion (usually 5-10 business days, but possibly longer during high volume time periods). You can learn how to create your NYSED TEACH account using Appendix Part A of the EPP Handbook. If you have any questions about fingerprinting, please reach out to the Office of Employee Relations at [EmployeeRelations@schools.nyc.gov](mailto:EmployeeRelations@schools.nyc.gov).

3. **Instructional Position:** Candidates must hold a teaching position *in the state in which they are seeking licensure* aligned to the content area and grade-level of the program that allows the ability to complete coursework assessments, including performance-based assessments (e.g. assessments based on classroom planning, observation, and reflection). See [Student Instructional Role](#) for more information.
  - a. **Teacher Pathway Candidates:** Candidates must teach in a non-lead teaching position during the first year. Prior to the start of the second year of the program, candidates must secure a full-time teacher-of-record position aligned to the content and grade-level of the certification area.
  - b. **Non-Resident Pathway:** Prior to the start of the second year of the program, candidates must secure a full-time teacher-of-record position aligned to the content and grade-level band of the certification area.

Special Education candidates may complete the first year of the program in either a special education setting or in a general education setting that aligns with their content area of study (AOS). In the second year of the program, special education candidates must be teaching in a special education setting that aligns with the grade-level of their certification area to begin mentored teaching.

Relay requires students to confirm their instructional role details through the School Authorization and Instructional Role Confirmation Form each academic year. If the student's instructional role does not align with the certification/licensure area of study, the student must submit an area of study change request by the start of the term. If the student's instructional role is not aligned to the requirements of their program, the student must submit a transfer application into a program that does align to the instructional role by the start of the term. **Failure to submit a transfer application, if necessitated by the student's instructional role, may delay program completion or result in [administrative withdrawal](#).** For more information, read School Authorization and Instructional Role Confirmation.

#### **School Authorization and Instructional Role Confirmation Form (SAIR) Deadlines:**

##### **Spring Term 2025:**

- **Student Portion due: February 3, 2025**
- **School Administrator Portion due: February 3, 2025**

##### **Summer and Fall Term 2025:**

- **Student Portion due: September 8, 2025**
- **School Administrator Portion due: September 12, 2025**

4. **Apply for a Transitional B Certificate and Subject Area Extensions (if applicable):**  
*You should apply for Transitional B Certification and any subject area extensions as soon as you have passed all required exams, and/or no later than the first day of the summer term prior to beginning Qualifying Clinical Experience*

After setting up your [TEACH account](#), apply for your Transitional B teaching certificate. Dual Certification candidates should apply for both Transitional B certificates (ex: Childhood Education (Grades 1-6) and Students with Disabilities (Grades 1-6)).

5. **Testing:** To begin Qualifying Clinical Experience (QCE) you must pass required certification exams and obtain a Transitional B Certificate. Refer to the table below for your specific timeline for completing certification testing requirements

First Term at Relay	If you meet eligibility requirements to start Qualifying Clinical Experience (QCE) in...	Your Deadline to meet for Transition Point 2 is...
Summer/Fall 2024	Fall Term 2025	September 8, 2025
Summer/Fall 2024	Spring Term 2026	February 3, 2026
Spring/Summer/Fall 2025	Fall Term 2026	September 14, 2026
Spring/Summer/Fall 2025	Spring Term 2027	February 8, 2027

**Note:** Many employers require teacher candidates to have passed all required exams and obtained NYS certification in order to be eligible for employment. Relay encourages all candidates to pass all required exams as soon as possible in order to maintain employment eligibility and enrollment at Relay.

- a. Pass the [Educating All Students \(EAS\) Exam](#)
- b. Pass the [Content Specialty Test \(CST\)](#)

**6. Hold an Issued Transitional B Certificate:**

First Term at Relay	If you meet eligibility requirements to start Qualifying Clinical Experience (QCE) in...	Your Deadline to be Trans-B Certified is... <i>*Note this is the same deadline as meeting TP2.</i>
Summer/Fall 2024	Fall Term 2025	September 8, 2025
Summer/Fall 2024	Spring Term 2026	February 3, 2026
Spring/Summer/Fall 2025	Fall Term 2026	September 14, 2026
Spring/Summer/Fall 2025	Spring Term 2027	February 8, 2027

Mentored teaching does not officially begin until the candidate is a full time teacher of record at a New York school in the area of the certificate while holding an **active** Transitional B certificate and being mentored by a NY State certified school-based mentor teacher.



## Transition Point 2b: Eligibility for Special Education Clinical Practice I and II (Special Education Candidates Only)

### Spring Term 2025:

- **Student Portion due: February 3, 2025**
- **School Administrator Portion due: February 3, 2025**

### Summer and Fall Term 2025:

- **Student Portion due: September 5, 2025**
- **School Administrator Portion due: September 12, 2025**

Candidates seeking a special education endorsement must meet the requirements of Transition Point 2b prior to the start of their first term of QCE in Year 2.

1. **Instructional Role:** Candidates must confirm the following about their Year 2 instructional role:
  - a. The ability to conduct direct instruction to a minimum of six students who are officially classified as having disabilities, **and**
  - b. The capacity to tutor (one-on-one, once per week, for the entirety of the school year) a student who is officially classified as having a disability.

## Transition Point 3: Educator Preparation Program Completion

<b>First Term at Relay</b>	<b>If you meet eligibility requirements to start Qualifying Clinical Experience (QCE) in...</b>	<b>The earliest term you may* be eligible to complete your Educator Preparation Program (EPP) is...</b>
Summer/Fall 2024	Fall Term 2025	Spring Term 2026
Summer/Fall 2024	Spring Term 2026	Fall Term 2026
Spring/Summer/Fall 2025	Fall Term 2026	Spring Term 2027
Spring/Summer/Fall 2025	Spring Term 2027	Fall Term 2027

**\*Eligibility for program completion is determined by a number of factors. Please consult with your advisor on your academic plan and timeline toward EPP completion.**

In order to complete the educator preparation program, candidates must successfully complete:



1. **EPP Coursework:**

- Complete all coursework in your program
- Earn a minimum of 80% (or a B-) in all courses in your program
- Earn a cumulative 2.7 GPA in your program

2. **Qualifying Clinical Experience (QCE):**

- a. All candidates: Complete mentored teaching for at least one academic year as a teacher of record in a New York public school in a placement aligned to your certification area while holding a Transitional B certificate.
  - i. **Hours Log:** Candidates must log teaching hours weekly in the Anthology Portfolio Experiential Learning placement each term while enrolled in Clinical Practice courses. 500 hours are required per term. **Mentor teachers must verify hours at the end of each term.**
  - ii. **Observations:** Candidates must submit all required observations in their Clinical Practice course to meet state requirements for successful completion of qualifying clinical experience.
  - iii. Candidates must complete their **Second Written Agreement** and obtain all required signatures (Candidate, School-Based Mentor Teacher, School Administrator, Qualifying Clinical Experience Professor). This should be completed in the first term of QCE.
  - iv. **Faculty and Campus Administrator Recommendation:** Final Evaluation of Effectiveness: Obtain the recommendation for licensure from the clinical practice faculty and campus administrator in your second term of Qualifying Clinical Experience.

3. **Prerequisite Credit Requirements:** As required by New York State, all students must demonstrate a necessary number of prerequisite credits aligned to their teaching certification prior to graduation and Initial license recommendation. The [Credit Guide](#) outlines the prerequisite credit requirements for each Relay academic program and certification area. Relay will notify students of their transcript evaluations, and provide steps to satisfy prerequisite credit requirements if any are outstanding.

4. **Complete Teacher Performance Assessment (TPA):** As required by New York State, all students must complete and pass Relay's Teacher Performance Assessment. The New York State board of Regents requires that New York State-registered teacher preparation programs (Relay) integrate a teacher performance assessment into the candidates' student teaching, practicum, or similar clinical experience (e.g., residency, mentored in-service component). Teachers will complete the TPA in the second year of their program in EDU-510. Teachers pursuing certification in all non-Special Education programs will use their Content-505 Final Assessment. Teachers in the Special Education program will use their TEL-612 Final Assessment.

## Transition Point 4: Certification

First Term at Relay	If you meet eligibility requirements to start Qualifying Clinical Experience (QCE) in...	The earliest term you <i>may*</i> be eligible to complete your Educator Preparation Program (EPP) and obtain <u>Initial and Professional Certificate recommendation is...</u>
Summer/Fall 2024	Fall Term 2025	~2-4 weeks after the conclusion of Spring Term 2026
Summer/Fall 2024	Spring Term 2026	~2-4 weeks after the conclusion of Fall Term 2026
Spring/Summer/Fall 2025	Fall Term 2026	~2-4 weeks after the conclusion of Spring Term 2027
Spring/Summer/Fall 2025	SpringTerm 2027	~2-4 weeks after the conclusion of Fall Term 2027

**\*Eligibility for program completion is determined by a number of factors. Please consult with your advisor on your academic plan and timeline toward EPP completion.**

Successful program completers will be eligible for the New York Initial Certificate. Program completers must complete the following steps to apply for and be eligible to be issued the Initial Certificate.

1. **Students with Disabilities Candidates only:** Pass the (060) Students with Disabilities Content Specialty Test (CST)
2. **General Education Candidates and 7-12 SWD Candidates:** Apply and pay for your Initial Certificate through TEACH.
3. **Dual Certificate Candidates Only:** Apply and pay for BOTH Initial certificates - one for the special education pathway and one for the general education pathway.
4. **Students with Disabilities (Grades 7-12) Generalist Candidates Only:** If you did not obtain a subject-area extension through a Relay recommendation and credit evaluation while enrolled, you may pursue a subject-level extension via passing the associated content specialty exam (CST) and applying via TEACH. For more information, click [here](#).

## Clinical Experience and Qualifying Clinical Experience at Relay

*This section of the EPP handbook is designed to guide you through your qualifying clinical experience. If you have any questions, please contact your advisor, clinical professor, or [support@relay.edu](mailto:support@relay.edu).*

Relay is committed to supporting teacher candidates as they experience opportunities to practice teaching skills and strategies with support from a mentor teacher at their school placement, and under the supervision of a Clinical Professor on Relay's faculty. Through observations, reflections, and discussions with mentor teachers and Relay faculty and staff, teacher candidates develop the knowledge, skills, mindsets, and dispositions of a culturally responsive and inclusive educator who is well versed in subject matter. Clinical Practice Coursework at Relay Graduate School of Education supports fine-tuning skills via feedback and self-reflection prior to applying the skills in a professional context. Practice opportunities vary based on the nature of the skill (e.g., practice analyzing data will look different from practice standing and delivering a lesson introduction). Teachers grow in their practice through direct feedback and self-reflection on their craft.

For more information regarding clinical practice coursework at Relay, please visit the [Academic Catalog](#).

### Qualifying Clinical Experience:

Teacher candidates engage in clinical experience and clinical practice coursework throughout their enrollment in the Relay program. Some clinical experience is designated as **qualifying clinical experience**, which is the portion of clinical experience in a birth-grade 12 school that "counts" towards educator preparation program completion. ***Eligibility requirements to begin qualifying clinical experience can be found under Transition Point 2. Requirements for completion of qualifying clinical experiences vary by program and state and can be found under Transition Point 3.***

During qualifying clinical experience, teacher candidates are required to complete tasks in the Anthology Portfolio platform in addition to coursework requirements in order to successfully meet state requirements. Qualifying clinical experience requirements are housed in the My Placements section of Anthology Portfolio. Teacher candidates must meet qualifying clinical experience requirements within term deadlines regardless of coursework completion and grades in clinical practice courses. **Students who do not complete qualifying clinical experience requirements will be required to retake the clinical practice course or enroll in a clinical practice extension course in a future term in order to meet state requirements. This can result in delayed program completion, additional costs, and/or a delay in certification/licensure in your state.**

## **Qualifying Clinical Experience in the New York Transitional B Teacher Preparation Program: Mentored Teaching**

In this program, qualifying clinical experience includes mentored teaching for at least one academic year as a teacher of record in a New York school in a placement aligned to your certification area while holding an issued Transitional B certificate. Qualifying Clinical Experience under New York issued Transitional B certification allows the teacher candidate to benefit from two layers of support and mentorship: a School-Based Mentor Teacher, and the support from your Clinical Practice Professor. Together, the school-based mentor teacher and Clinical Practice Professor provide observation feedback and coaching geared toward developing the knowledge, skills, mindsets, and dispositions of a culturally responsive and inclusive educator who is well versed in subject matter.

## **Transfer Credits for Clinical Coursework**

In the event a teacher candidate transfers programs or re-enrolls and receives Transfer (TR) Credit for CLIN-501, 502, 521 and/or 522, the teacher candidate is still be required to successfully complete two terms of Qualifying Clinical Experience regardless of the number of TR credits earned upon transfer or re-enrollment.

## **Mentoring**

An authorized campus administrator at the teacher candidate's school site selects a qualified mentor teacher to support teacher candidates each academic year while the candidate is enrolled at Relay. Mentor teachers supporting candidates enrolled at Relay New York are required to hold a **valid, issued New York teaching certificate in the same endorsement area or reasonably similar endorsement area** as the teacher candidate being mentored.

Mentoring supports new teachers as they make necessary connections between educational theory and practice and supports their professional and personal growth. For the mentor teacher, mentoring enables professional development/learning opportunities and connections with colleagues. These opportunities establish a relationship where the teacher candidate is connected and supported within their local organization.

Regulations allow for an array of configurations that entities might employ to ensure that there is adequate opportunity for mentoring activities to take place. In New York State, there must be a **defined time when mentoring services will occur for new teachers**, and daily mentoring must be provided during the first eight weeks of mentored teaching. However, there is latitude in how this time shall be provided, including but not limited to: release from instructional time, release from duties, the use of superintendent conference days, and summer orientation. New York State guidance recommends that individual schools build in release time for both mentor

and mentee to meet within the workday. The program structure should include opportunities for mentors and mentees to conduct intervisitations of one another's classrooms.

### **Clinical Observations**

A series of observation videos are required to be submitted to Canvas for each CLIN course. Two **gateway assessments** (for residents) and two **term observations** (for non-residents) are scored in Anthology Portfolio by Relay clinical faculty, and teacher candidates receive formative feedback on **short observations** directly in Canvas. Observations must be submitted by the deadlines indicated by the professor and scored by term completion.

If a student earns below “emerging” on a Gateway assignment OR term observation in CLIN-501, CLIN-502, CLIN-521, CLIN-522, CLIN-524, CLIN-532, CLIN-534, CLIN-560, or CLIN-562, student will automatically earn below 80% in the overall CLIN course grade. A course grade below 80% requires students to retake the course in a future term, allowing them to re-do the associated gateways or term observations. Refer to Relay Student Academic Progress guidance.

If a student earns below “emerging” on a Gateway assignment OR term observation in CLIN-523, CLIN 531, and CLIN 533 and if these observations are required for state licensure, the student may be required to retake the CLIN course at which the below “emerging” score was earned or an alternative CLIN course that meets program completion requirements.

Failure of Clinical Practice courses will be the same as failure of any Relay course and will follow what is outlined in the Relay Student Academic Progress guidance. Please see the Student Handbook for more details.

### **Logging Teaching Hours**

A total of 500 hours of teaching per term are required to meet New York’s requirement. These hours must be logged on a weekly basis in the “Journals” section of your placement in Anthology Portfolio. These hours must be logged in total by term completion. Teacher candidates who do not log the required number of teaching hours will be required to take a one **(1) credit clinical practice extension course in a future term to meet state requirements, which may delay program completion.**

### **Verification of Teaching Hours**

Mentor teachers must verify that teacher candidates have completed the required number of hours. Mentor teachers are asked to verify hours by completing an assessment in Anthology Portfolio. The mentor verification assessment launches near the end of each term. Mentor teachers will not be able to verify hours if they have not yet been logged. **Teacher candidates who do not obtain mentor verification of their hours will be required to take a one (1) credit clinical practice extension course in a future term to meet state requirements,**

**which may delay program completion.** Occasionally, mentor teachers may leave the school or go on leave prior to verifying the teacher candidate's hours. In those cases, the teacher candidate may request that the verification be sent to their campus administrator for verification of hours. Such requests should be sent to [support@relay.edu](mailto:support@relay.edu).

## **Roles and Responsibilities during Qualifying Clinical Experience**

### **Roles and Responsibilities of the Teacher Candidate**

Professional responsibilities the teacher candidate is expected to uphold include but are not limited to:

- Logging instructional hours in their clinical placement weekly,
- Completing required observations and/or Gateway assignments,
- Attending clinical practice class,
- Adhering to their school's professional expectations and policies (ex: arriving at school on time)
- Adhering to standards of professionalism, including dressing professionally, maintaining appropriate relationships with students, parents, and colleagues, etc.
- Responding to scheduling requests promptly.
- Responding to communications from Relay faculty, mentor teacher, and campus administrator within one business day.
- Demonstrating personal responsibility for progress towards certification. This includes completing all necessary coursework and workshops, paying required fees, etc. by established deadlines.
- Notify Relay of any changes to the teaching placement within one week
- Following all Relay GSE, district, and campus policies, regulations, and guidelines. Failure to do so may result in disciplinary action, a delay in program completion, additional costs, and/or dismissal from the program.

## **Roles and Responsibilities of a Clinical Practice Faculty**

Responsibilities of the clinical practice professor and/or director include, but are not limited to:

- Teaching Clinical Practice courses focusing on the development of the knowledge, skills, and mindsets required to be a culturally responsive and inclusive educator
- Observing teacher candidates in their classroom and/or reviewing teacher candidates' classroom instructional footage, reflection journals, and course assessments,
- Providing feedback on teacher practice and implementation of skills and strategies learned throughout the Relay program, and
- Collaborating with partners to:
  - Understand local school context, including standards, curriculum, local community and school assets, and current priorities.
  - Preview the scope and sequence for Clinical Practice courses in the fall and spring terms to support alignment between Clinical Practice instruction at Relay and school-based development and support.
  - Engage in periodic stepbacks focused on student academic standing, student experience, and trends from students' observation and reflection assignments in Clinical Practice coursework to celebrate successes, respond to student needs, and improve the program and collaboration over time.

## **Roles and Responsibilities of a School-Based Mentor Teacher:**

Responsibilities of the school-based mentor include, but are not limited to:

- Attend mentor teacher training
- Participate in the candidate's orientation to the school, including facilitating introductions to colleagues and answering questions regarding policies and procedures, etc.
- Assist the candidate in lesson planning by introducing school and/or district resources, providing lesson plan review and feedback, and offering times for collaborative lesson planning, as appropriate.
- Model instructional strategies for the teacher candidate, and support the candidate in preparing for instruction and observations
- Observe the candidate teaching and provide formative feedback to support their growth
- Allow opportunities for the teacher candidate to seek support and ask questions
- Sign off on the teacher candidate's logged hours and observations at the end of each term.



## Relay EPP Policies

### Withdrawal

Relay's institutional policies related to student-initiated and administrative withdrawals are detailed in the [Student Handbook](#).

Transitional B certificates are only valid if the teacher candidate is actively enrolled as a student at Relay New York. Upon withdrawing from Relay GSE, Relay GSE will inform New York State to deactivate a student's Transitional B certificate. If a teacher candidate was recommended for Transitional B certification but had not yet been issued certification, the recommendation will be removed from the candidate's TEACH account.

### Leave of Absence

Relay's institutional leave of absence policies are detailed in the [Student Handbook](#).

Transitional B certificates are only valid if the teacher candidate is actively enrolled as a student at Relay New York. Upon taking a leave of absence from Relay GSE, Relay GSE will inform New York State to deactivate a student's Transitional B certificate. If a teacher candidate was recommended for Transitional B certification but had not yet been issued certification, the recommendation will be removed from the candidate's TEACH account.

### Certification Testing Accommodations

If you receive approved accommodations through [Relay's Disability Disclosure](#) policy, those accommodations do not transfer to testing arrangements through [NYSTCE](#). Additionally, testing arrangements through NYSTCE do not transfer over to Relay as accommodations for coursework, assessments, etc.

NYS allows for alternative testing arrangements that are reasonable in the context of a certification test and supported by documentation for the following examinees that would not be able to take the test under standard conditions:

- Examinees with disabilities
- Examinees whose religious practices do not allow them to take tests on Saturdays (applies only to paper-based administrations)

If you require alternative testing arrangements, we recommend beginning the process as soon as possible; in the past, candidates report that NYS takes several weeks or months to process requests and often requests more information. Click [here](#) for more information.



## Area of Study and Program Transfers

While enrolled at Relay, graduate students' program, certification area, coursework, and teaching placement must match. For example: A teacher whose certification area is Adolescent Mathematics (grades 7-12) must be enrolled in the Master of Arts in Teaching in Mathematics Education, *and* teaching mathematics at their school in grades 7-12. As outlined in the [student handbook](#), if any of these components of a teacher's context change, candidates must notify Relay within one week by submitting a student record update form from the student support tab of their [status page](#), and initiate changes to their enrollment and/or certification area. This may include transferring programs at Relay. You'll work with your advisor to ensure all aspects of your teaching context and placement are aligned with your certification area and coursework at Relay. You can read about certification, prerequisite credit, and coursework implications by certification area [here](#).

To be approved for an endorsement area of study or program transfer, students must pay for their new Transitional B certificate application on TEACH, upload proof of the new application to Anthology Portfolio, and pass the CST(s) exam(s) that align with their new certification area, even if they have already applied for a Trans B and passed CST exam(s) for their previous certification area.

Students who wish to transfer across Relay campuses and/or programs must be in good academic standing before submitting their [transfer request application](#). The application due dates vary by circumstance and can be found in the [student handbook](#).

Late applications will be rejected, and students may apply to return for a future term.

## Re-enrollment Policy

Relay's re-enrollment policies are detailed in the [Student Handbook](#).

Upon re-enrolling in Relay, students must adhere to the certification guidelines for the entering class year. If a teacher candidate is eligible to hold a Transitional B certificate, Relay GSE will recommend that the Transitional B certificate is reinstated at the start of the term for which the candidate re-enrolls. If a student requests a new program, their certification must align to the new program upon re-enrollment.

## Program-Aligned Instructional Role Requirements

Teacher candidates must hold a Program-Aligned Instructional Role (PAIR) while enrolled at Relay New York. The PAIR must be verified via the School Authorization and Instructional Role form. Teacher candidates must hold a PAIR **in the state in which the candidate is seeking**

**certification.** The teacher candidate may not obtain a teaching position outside of the state in which they are seeking certification while enrolled in their respective EPP. Failure to secure and maintain a verified PAIR in their required state can result in removal from CLIN coursework or administrative withdrawal from Relay New York.

## Changes to Employment or Teaching Location

Relay's Changes to Employment policy is detailed in the [Student Handbook](#).

For students enrolled in a Relay educator preparation program, instructional positions must also match the certificate or endorsement sought and comply with state- and/or program-specific requirements for qualifying clinical experience. A change to a student's instructional position may necessitate a change to their program, major/area of study, educator preparation program pathway and/or endorsement. If students change their instructional positions, it is their responsibility to inform Relay within one week by submitting a student record update form from the student support tab of their [status page](#) immediately and notifying their advisor. Refer to the [student handbook](#) for more information on changes to subject area or grade level.

## Leave of Absence from the School Site

Students who are enrolled in clinical practice coursework that aligns with their educator preparation program's qualifying clinical experience must be able to meet the required number of teaching hours for the term in order to meet state requirements in the educator preparation program. Students who fall short of the minimum required hours will need to either retake the clinical practice course or enroll in a clinical practice extension course in order to meet educator preparation program completion requirements and be eligible for Relay's institutional recommendation for certification/licensure. Retaking or enrolling in clinical practice extension coursework also extends the amount of time required to complete a program. Refer to the [student handbook](#) for more information on taking a leave of absence from your school site.

## Loss of Employment or Membership of Preparation Program

Loss of an instructional position, program-aligned instructional role, or loss of membership in a partnering organization (Ex: Teach for America, New York City Teaching Fellows) can impact enrollment, employment eligibility and certification. It is the teacher's responsibility to inform Relay within one week of loss of employment or loss of membership, by updating their student records through their status page. Refer to the [Student Handbook](#) for additional information regarding loss of position or membership in a partnering organization. If a student is withdrawn

or exited from Relay New York due to loss of employment, any issued Transitional B certificates will be expired by NY State and the teacher will no longer be eligible to hold an issued Transitional B certificate.

### **Students who are *Non-Degree Seeking***

Students enrolled in a [non-degree-seeking](#) offering while they complete outstanding certificate requirements typically remain enrolled for up to three terms. **At the end of the third term of enrollment, students will be exited from Relay.** There may be certification implications if a student has not completed all requirements within the three terms. Under rare circumstances, a student may request to remain enrolled beyond three terms. Requests can be made before the end of your final term of enrollment by emailing [support@relay.edu](mailto:support@relay.edu), ATTN Registrar, or speaking with your Advisor.

### **Extended Enrollment**

Students who have [extended their enrollment](#) in their program to complete outstanding certificate requirements may remain enrolled for up to three terms. **At the end of the third term of enrollment, students will be exited from Relay.** There may be certification implications if a student has not completed all requirements within the three terms.

## New York State Teacher Certification Costs

Action	Owner	Cost
Receive fingerprint clearance and/or complete background check	Teacher Candidate and P-12 school placement	\$102+
New York State required workshops <ul style="list-style-type: none"> <li>• <a href="#">Child Abuse Intervention (CAI)</a></li> <li>• <a href="#">School Violence Prevention (SVP)</a></li> <li>• <a href="#">Dignity for All Students Act (DASA)</a></li> </ul>	Teacher Candidate	~\$75+/ workshop
Apply for Transitional B Certification on TEACH		\$50/ certificate application
Pass all certification exams: <ul style="list-style-type: none"> <li>• Applicable <a href="#">Content Specific Tests</a> (CSTs)</li> <li>• <a href="#">Educating All Students</a> (EAS)</li> </ul>	Teacher Candidate	CSTs: \$150+ EAS: \$80
Submit official, score reports for passing CST(s) and EAS exam to Anthology Portfolio	Teacher Candidate	N/A
Submit Transitional B certificate institutional recommendation to New York State	Relay New York	N/A

<p><b>Requirements for Initial Certification</b></p> <ul style="list-style-type: none"> <li>● Meet all Trans B requirements</li> <li>● Complete mentored teaching in the area of your certificate(s) sought</li> <li>● Pass the Teacher Performance Assessment (TPA)</li> <li>● Satisfy any <a href="#">outstanding prerequisite credits</a> (if applicable)</li> <li>● Complete Relay coursework in good academic standing</li> <li>● Pass Students with Disabilities CST (Students in Special Education program only)</li> <li>● *Apply for Initial certificate (on TEACH) upon program completion.</li> <li>● Receive institutional recommendation(s) on TEACH</li> </ul>	<p>Teacher Candidate</p>         <p>Relay New York</p>	<p>Students with Disabilities CST (Exam 060): \$122</p>         <p>\$50/certificate sought</p>
<p>Total Cost Estimate*</p>		<p>~\$1,000-1,200</p>

## Glossary of Certification Terms

**Authorized Candidate Supervisor:** An individual who is responsible for verifying the NY Trans-B Teacher candidate has completed their Field Experience requirement as part of the Introductory Component. See Field Experience Verification Form for eligibility requirements.

**Authorized Campus Administrator:** An individual who is responsible for submitting the “school leader” portion of the School Authorization and Instructional Role Form. This individual assigns a school-based mentor teacher to the teacher candidate and attests to their commitment to meet NY State mentored teaching requirements at the school site in partnership with Relay NY Clinical Faculty. The individual may be in one of the following roles: Superintendent, Principal, Assistant/Vice Principal, Director of Operations, Headmaster, Dean of Curriculum, Dean of Students.

**Certification Candidate:** An individual who has been formally admitted into an educator preparation program.

**Clinical Experience:** Opportunities to gain experience in the certification/endorsement area within school settings with birth-grade 12 students. Clinical experience at Relay occurs while enrolled in clinical practice courses under the supervision of clinical practice faculty.

**Clinical Practice Director:** Leads Relay’s instructional collaboration with birth-grade 12 schools.

**Clinical Practice Professor:** Clinical Practice professors teach clinical practice courses, provide supervision of clinical experiences and feedback on artifacts, observations and reflections submitted by teacher candidates. Complete Gateway evaluations for non-lead teachers / Residents.

**Danielson Framework:** The Clinical Practice coursework is guided by The Danielson Framework for Teaching. The Danielson Framework was designed to enhance teaching and learning and has been used by educators and school districts around the world for the last 25 years. Its use has helped to accelerate teacher growth, improve student outcomes, and create a more rewarding and sustaining professional environment. The framework is used to evaluate teachers across their years of experience, from novice teachers such as Relay’s teacher candidates, to experienced, veteran teachers. Teacher Candidates at Relay GSE are asked to reflect on a subset of the Danielson rubric in many of their Clinical coursework assignments including teaching videos and reflection journals.

**Educator Preparation Program:** A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools.

**Endorsement Area:** A certificate type that specifies the subject and grade levels for which the certificate is valid (e.g. Middle Childhood Generalist Grades 5-9, Mathematics 7-12, etc.)

**Field-based experiences:** Introductory experiences for a classroom teacher certification candidate involving, at minimum, reflective observation of PK-12 students, teachers, and faculty/staff members engaging in educational activities in a school setting.

**Gateways:** Relay students enrolled in the Relay Teaching Residency and the Relay NY Teacher Pathway will have Gateway assessments, which serve as checkpoints to identify and communicate whether they are on track to becoming full-time teachers and identify areas in which additional support may be needed.

**Initial-Level Certificate:** The first teaching license after completion of a New York State Educator Preparation Program. Candidates are eligible for Initial certificate recommendation upon program completion.

**Mentored Teaching:** Mentored teaching includes serving as a teacher of record in the certification area while holding an active Transitional-B certificate and receiving support from a school-based, certified mentor and Relay Faculty.

**Non-Lead Teacher:** A person employed by a school district who serves in a supportive role in the classroom not as the teacher of record. Examples of job titles for non-lead teachers include: Relay Resident, Resident Teacher, Teacher in Residence, Apprentice Teacher, and Paraprofessional.

**NYSTCE:** New York State Teacher Certification Examination

**Pearson:** Pearson is the company that develops and administers all New York State certification exams

**Professional Certificate:** Issued to teachers who meet eligibility requirements beyond those associated with the initial-level license. Candidates are recommended for professional certification upon program completion.

**Qualifying Clinical Experience (QCE):** Qualifying clinical experience represents the clinical experience in a birth-grade 12 school that "counts" towards educator preparation program completion. Eligibility requirements to begin qualifying clinical experience can be found under

Transition Point 2. Requirements for qualifying clinical experiences vary by program and state and can be found under Transition Point 3. See “Mentored Teaching”

**School-Based Mentor:** Throughout enrollment in the educator preparation program, Transitional-B candidates must be assigned a certified mentor who has received preparation for their role as a mentor. Mentoring shall include scheduled times during the candidate’s first eight weeks of teaching for the candidate to engage in planning, observation, advisement, and evaluation. Continued mentoring shall occur during the remainder of the time that the candidate is enrolled in the program and teaching and shall be designed to meet the individual learning needs of the candidate.

**Short Observation:** An observation conducted by a clinical practice faculty member in which the teacher candidate receives formative feedback and engages in reflection. Teacher candidates are required to engage in four short observations per term while enrolled in clinical practice courses.

**State-required Observations:** Observations conducted during a students’ qualifying clinical experience that are documented in Anthology Portfolio. State-required observations may include a combination of the following: short observations, term observations, or additional state-required observations. Failure to participate in state- and/or program-specific observations may result in additional coursework requirements, additional charges, and/or ineligibility for certification/licensure.

**Teacher of Record:** A person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

**Teacher Performance Assessment (TPA):** A multi-measure assessment given by New York State registered teacher preparation programs, integrated into teacher candidates’ clinical experience or mentored teaching experience. The TPA assesses pedagogical knowledge and skills outlined in the New York State Teaching Standards, aligned with principles of New York State’s Culturally Responsive-Sustaining Education framework. Promotes teacher professional growth, and serves as a formative and summative assessment for teacher candidates. To learn more about the TPA, click [here](#)

**Term Observation:** A formal observation conducted by a clinical practice faculty member in which the teacher candidate receives comprehensive feedback on development of the foundational knowledge, skills, and mindsets of a culturally responsive and inclusive teacher. After each observation, faculty members share data collected during the observation and debrief students’ strengths and areas of growth in person, over the phone, through video conference, or in writing. Observations may be conducted in person, via video recording, or synchronously online, depending on program modality and state requirements for observations



of clinical experiences. Teacher candidates are required to engage in two term observations per clinical practice course.

**Transitional B Certificate:** A Transitional B Certificate is issued to teacher candidates enrolled at Relay New York, upon meeting Transition point 2. The certificate is valid for three years, or until the candidate has been recommended for Initial Certification, whichever comes first.

## Appendix

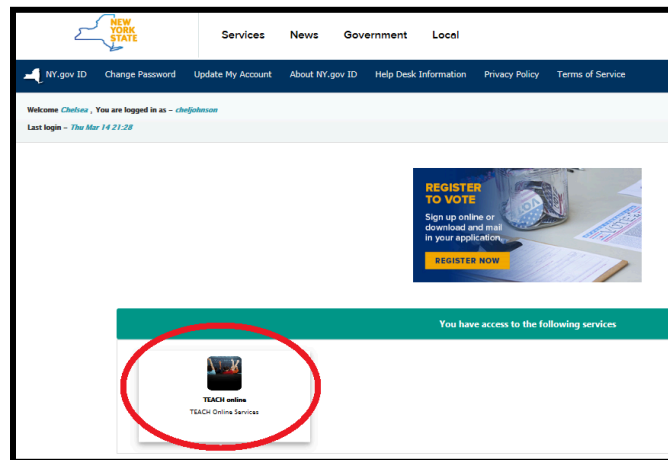
### Part A: Setting up a TEACH Account

In order to obtain NYS teaching certification, you are required to apply and pay for your certificate after creating a NYSED TEACH account. Follow the steps on the next page for guidance on this process.

**NOTE: If you already have an active NYS TEACH account, *do not* set up a new account. Log into your existing account and skip to Step 4 to ensure your account is up-to-date.**

**Step 1:** Self-register for a TEACH account [here](#).

**Step 2:** After creating your account, you will need to complete your profile.

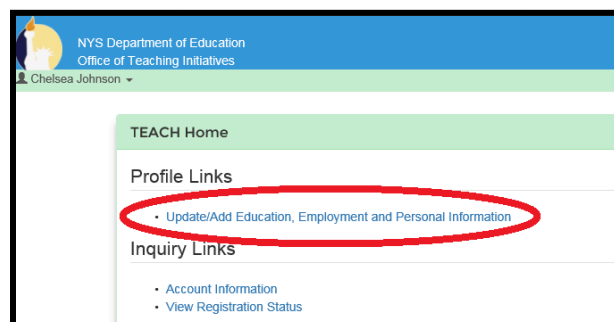


**Step 3:** Enter your Social Security Number.

**Step 4:** Follow the prompts to create your profile.

**Step 5:** Enter and confirm your email address. We suggest using a personal email address rather than a school, work, or Relay student email address.

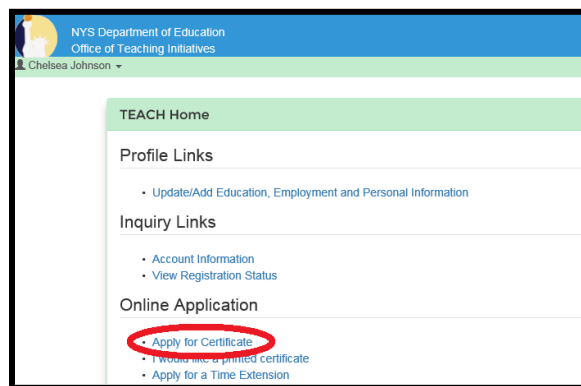
**Step 6:** Select the option to Update/Add Education, Employment, and Personal Information.



**Step 7:** Complete the Education Information field with the following information:

- Institution: *Relay Graduate School of Education*
- Date received: Leave blank
- Dates attended: For Example, if you enrolled in Relay during the summer of 2024, enter 7/01/2024 - 8/01/2026
- Number of credits: *varies*
  - If you are in **Relay's MAT (non Special Education program)**, you are in a 32-credit program
  - If you are in **Relay's Special Education program**, you are in a 39-credit program
  - Major: Leave blank

**Step 8:** Apply for your Transitional B certificate(s)



Complete the “Select Your Certificate Title” form and drop-down menus with the following information:

- Area of interest: *Classroom teacher*
- Subject area: Select the area that corresponds to your Relay program of study and intended certificate
- Grade level:
  - Early Childhood: *Early Childhood - Birth-Grade 2*
  - Childhood: *Childhood - Grades 1-6*
  - Middle School: *Middle Childhood - Grades 5-9*
  - Secondary: *Adolescent Education - Grades 7-12*
- Title:
  - Teacher candidates pursuing an MAT in Special Education with two endorsement areas (Students With Disabilities Grades B-2 and Grades 1-6) only: please review steps **highlighted** in yellow below

- All other programs: select the option that aligns to your Relay program/Area of Study and certification area
- Type of Certificate: *Transitional B Certificate*
- Enter the appropriate **program code**, found in **Appendix Part B**.
- **NOTE: Teacher candidates pursuing an MAT in Special Education with two endorsement areas (Students With Disabilities Grades B-2 and Grades 1-6):**  
***You must apply and pay for BOTH Trans-B certificates in your program: one for the special education pathway and one for the general education pathway:***
  - Early Childhood Students with Disabilities **AND** Early Childhood (Birth-2)
  - Childhood Students with Disabilities (Grades 1-6) **AND** Childhood Education (grades 1-6)

**Step 9:** Pay for your certification.

*NOTE: Some applicants report the receipt of an error message after submitting payment. If this occurs, return to your Account Information page and click on Certificates. Your application was successfully submitted and received if you see that your certificate is “pending” and/or if on your account information on TEACH, there is a “Y” under “Application Paid”*

**Step 10:** Take a screenshot of your receipt or TEACH account that displays **both your name and certificate type** (e.g., Childhood Education (Grades 1-6), Transitional B Certificate). You will submit this screenshot to Relay via [Anthology Portfolio](#). **You must submit proof of applying for ALL Transitional B certificates.**

### TEACH Application Statuses

Once you apply for a certificate on TEACH, you may see your application has one of many statuses.

- **Not Ready for Review:** Your application is not currently in line for review. One of the following may be required: Payment, Institutional Recommendation (from Relay), Transcripts missing, workshops missing
- **Ready for Review:** Your application is in line to be reviewed. Applications on TEACH are evaluated in the order they reach “Ready for Review” status. Applications can take up to 16 weeks to process.
- **Review Complete - Pending Information:** An evaluation of your TEACH application has revealed that some information is missing or a deficiency in the application has been found. Upon receipt of new documentation, your application will go back into the “Ready for Review” status and can take up to 16 weeks to process.
- **Evaluation Complete - Pending Final Review:** An evaluation of your TEACH application has been completed, and all requirements have been met. The status will change to “Issued” after the TEACH system completes a final review overnight if there are no pending actions in TEACH. Pending actions include: pending a [name change](#)

[request](#), pending [Social Security Number change request](#), [OSPRA hold for fingerprinting](#).

- **Issued:** The certificate for which you applied has been issued.
- **Disapproved:** Your application has been manually evaluated twice, and it was determined you did not meet the requirements for the certificate for which you applied. The application fee is non-refundable and non-transferable. You will need to apply again, and pay the application fee.
- **Expired:** Your certificate has expired. The certificate can no longer be used for employment in a New York State public school.
- **Review Not Complete:** An evaluator has completed an initial review and is holding the application for further review.
- **Revoked/Surrendered/Suspended:** The certificate has been revoked, surrendered or suspended.
- **Withdrawn:** The applicant has requested that the application be withdrawn or the Office of Teaching initiatives staff have withdrawn the application based on other evaluations.

To better understand these statuses and what they mean for your TEACH application specifically:

- Click “View Evaluation History” on the certificate application.
- Next, click the most recent action (ex: received college recommendation).
- Another window will open up, listing your “met” and “ummet” requirements.
- Some items might have comments left by the TEACH evaluator. View those comments to help you determine next steps.
- If you need support navigating your TEACH account, application status, etc., you can schedule a [certification office hours appointment](#), or email [support@relay.edu](mailto:support@relay.edu). If you email [support@relay.edu](mailto:support@relay.edu), please include a screenshot of your TEACH account to direct us to the specific question you have.

**NOTE: Once Relay has recommended you for Transitional B certification, you can view confirmation of the recommendation on your Anthology Portfolio and view “My Results”.**

## Part B: NYSED TEACH Program Codes

Reference the table below for the TEACH program codes that align with your Relay NY Program & Certification Pathway. Reference Appendix Part A if you need additional support in setting up your TEACH account.

**Please Note:** Relay's program codes are up to date. If you receive an "Invalid Program Code" message during your application process on TEACH, this is a technical issue on the TEACH's website. We recommend waiting a day before trying again, to allow the glitch to resolve itself.

Relay Program	Transitional B Certificate Pathway	TEACH Program Code
MAT in Early Childhood Education	Early Childhood Education (Birth-Grade 2)	35511
MAT in Elementary Education	Childhood Education (Grades 1-6)	34333
MAT in Middle Grades Education	Generalist in Middle Childhood Education (Grades 5-9)*	34374
MAT in Mathematics Education	Mathematics (Grades 5-9)	34550
MAT in Mathematics Education	Mathematics (Grades 7-12)	35602
MAT in English Language Arts Education	English Language Arts (Grades 5-9)	34549
MAT in English Language Arts Education	English Language Arts (Grades 7-12)	35571
MAT in Social Studies Education	Social Studies (Grades 5-9)	34551
MAT in Social Studies Education	Social Studies (Grades 7-12)	35609
MAT in Science Education	Biology (Grades 5-9)	34319
MAT in Science Education	Biology (Grades 7-12)	35599
MAT in Science Education	Chemistry (Grades 5-9)	34319
MAT in Science Education	Chemistry (Grades 7-12)	35600
MAT in Science Education	Earth Science (Grades 5-9)	34319
MAT in Science Education	Physics (Grades 5-9)	34319
MAT in Science Education	Physics (Grades 7-12)	35601

MAT in Early Childhood Special Education	Students with Disabilities (Birth-Grade 2)	<b>39826</b> (use for both licenses)
	Early Childhood Education (Birth-Grade 2)	
MAT in Special Education	Students with Disabilities (Grades 1-6)	<b>36591</b> (use for both licenses)
	Childhood Education (Grades 1-6)	
MAT in Special Education	<p>Students with Disabilities (Grades 7-12) Generalist*</p> <p><b>Subject Level Extensions:</b> (12 credits are required from post-secondary education in the subject area to be eligible for an extension)</p> <ul style="list-style-type: none"> <li>• NY Students with Disabilities - Biology (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Chemistry (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Earth Science (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - English Language Arts (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Language Other than English - French (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Language Other than English - Italian (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Language Other than English - Spanish (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Physics (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Social Studies (Grades 7-12) Extension</li> <li>• NY Students with Disabilities - Mathematics (Grades 7-12) Extension</li> </ul>	<b>36592</b>

\*Adolescent and Middle Childhood Generalists should NOT indicate the subject of their concentrations (e.g., Math) on TEACH

## Part C: Certification Testing Information

In order to obtain a teaching certificate in New York State, candidates are required to pass exams demonstrating content and pedagogical knowledge. The table below shows which tests are required for each certification area that Relay is approved to offer. It is critical to prepare for each exam and leave time to retake if necessary. You can register for all exams [here](#).

**ALL teacher candidates:** Required to take the [EAS exam](#) regardless of Relay NY Program and certificate pathway.

Relay Program	Transitional B Certificate Pathway	Required CST Exam(s), Exam Code(s), & Preparation Materials
MAT in Early Childhood Education	Early Childhood Education (Birth-Grade 2)	<a href="#">Multi-Subject: Teachers of Early Childhood (211/246/245)</a>
MAT in Elementary Education	Childhood Education (Grades 1-6)	<a href="#">Multi-Subject: Teachers of Childhood (221/222/245)</a>
MAT in Middle Grades Education	Generalist in Middle Childhood Education (Grades 5-9)	<a href="#">Multi-Subject: Teachers of Middle Childhood (231/232/245)</a>
MAT in Mathematics Education	Mathematics (Grades 5-9)	<a href="#">Mathematics (004)</a>
MAT in Mathematics Education	Mathematics (Grades 7-12)	<a href="#">Mathematics (004)</a>
MAT in English Language Arts Education	English Language Arts (Grades 5-9)	<a href="#">English Language Arts (003)</a>
MAT in English Language Arts Education	English Language Arts (Grades 7-12)	<a href="#">English Language Arts (003)</a>
MAT in Social Studies Education	Social Studies (Grades 5-9)	<a href="#">Social Studies (115)</a>
MAT in Social Studies Education	Social Studies (Grades 7-12)	<a href="#">Social Studies (115)</a>
MAT in Science Education	Biology (Grades 5-9)	<a href="#">Biology (160)</a> Biology (818) <i>*Change effective January 2026</i>
MAT in Science Education	Biology (Grades 7-12)	<a href="#">Biology (160)</a> Biology (818) <i>*Change effective January 2026</i>



MAT in Science Education	Chemistry (Grades 5-9)	<a href="#">Chemistry (161)</a> Chemistry (821) <i>*Change effective January 2026</i>
MAT in Science Education	Chemistry (Grades 7-12)	<a href="#">Chemistry (161)</a> Chemistry (821) <i>*Change effective January 2026</i>
MAT in Science Education	Earth Science (Grades 5-9)	<a href="#">Earth Science (162)</a> Earth and Space Science (825) <i>*Change effective January 2026</i>
MAT in Science Education	Physics (Grades 5-9)	<a href="#">Physics (163)</a> Physics (822) <i>*Change effective January 2026</i>
MAT in Science Education	Physics (Grades 7-12)	<a href="#">Physics (163)</a> Physics (822) <i>*Change effective January 2026</i>
MAT in Early Childhood Special Education	Students with Disabilities (Birth-Grade 2)*	<a href="#">Multi-Subject: Teachers of Early Childhood (211/246/245)</a>
	Early Childhood Education (Birth-Grade 2)	
MAT in Special Education	Teaching Students with Disabilities (Grades 1-6)*	<a href="#">Multi-Subject: Teachers of Childhood (221/222/245)</a>
	Childhood Education (Grades 1-6)	
MAT in Special Education	Students with Disabilities (Grades 7-12) Generalist*	<a href="#">Secondary Multi-Subject CST (241, 244, 245)</a>

\*Teachers pursuing a Students with Disabilities Certificate must pass the Students with Disabilities CST (060) in order to be eligible for an Initial certificate in Student with Disabilities upon program completion.

Teacher candidates receive NYSTCE score reports based on the [NYSTCE score reporting dates](#). Please make sure you reference the [reporting dates](#) as you plan when you will register for and take your exams. All score reports must be submitted to Anthology Portfolio.

## Part D: Certification Testing Resources

Please refer to [this website](#) for a full summary of all of the certification exam support resources that Relay offers.

Reference the table below for resources to help you prepare for taking your certification exams.

Support	Description	Availability	Cost
EAS & CST preparation materials from <a href="#">NYSTCE</a>	NYSTCE offers preparation materials, such as a test framework, sample questions, and practice exams for ALL certification exams. We recommend students start here with their studying.	Prospective and enrolled Relay students	\$0 - \$22
<a href="#">Mometrix e-Library</a>	Available through <a href="#">Relay's Library</a> , Mometrix includes comprehensive study guides and practice questions aligned to each NYSTCE certification exam. Select the "Teaching" icon and scroll to the "NYSTCE" section to find resources aligned to your exam.	Enrolled Relay students	Free
<a href="#">Khan Academy</a>	Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard to empower learners to study at their own pace.  Content Focus: Math, Science, History, Economics, and more	Prospective and enrolled Relay students	Free
<a href="#">Brooklyn Education Center</a>	Brooklyn Education Center offers full day workshops and online classes for students studying for the below NYSTCE exams. Relay students have attended their workshops before and have given rave reviews.  Content Focus: CST Students with Disabilities, EAS, CST Multi-Subject Math Booster Class (all levels), CST Multi-Subject ELA Booster Workshop	Prospective and enrolled Relay students	\$60-\$1495
<a href="#">Brooklyn Education Center: CST Multi Part 3 Arts and Sciences Study Guide</a>	Brooklyn Education Center offers a free study guide for students studying for Part 3: Arts and Sciences of the CST Multi-Subject exams.	Prospective and enrolled Relay students	Free

<a href="#">ExamEdge</a>	ExamEdge offers practice tests that help you prepare for your certification exam. ExamEdge's online practice exams simulate the actual test by covering the required competencies and incorporating content and application of skills necessary. ExamEdge practice exams cover all NYSTCE exams	Prospective and enrolled Relay students	\$25/ exam
<a href="#">Study.com</a>	Study.com offers course and study guides aligned to most NYSTCE exams, and is one of the only companies offering test prep courses for the NYSTCE. Each course includes video lessons containing definitions and illustrative examples. Every lesson also includes an accompanying quiz and every chapter a comprehensive exam, so you can see how well you understand NYSTCE concepts. Your course dashboard will keep track of your progress and is available any time.  Content Focus: EAS, Multi-Subject CSTs, SwD (060), ELA (003), Mathematics (004), Social Studies (115), Biology (006), Chemistry (007), Earth Science (008), Physics (163)	Prospective and enrolled Relay students	\$60/ month
<a href="#">Test Wise Practices</a>	Test wiseness is “the capacity to utilize the characteristics and formats of the test and/or the test-taking situation to receive a high score” (Millman, Bishop, and Ebel, 1965). This guide provides several recommended test wise practices for students taking a certification exam.	Prospective and enrolled Relay students	Free
<a href="#">240Tutoring Managing Test Pressure</a>	This is a free resource guide from 240Tutoring with tips to combat test taking anxiety.	Prospective and enrolled Relay students	Free

## Part E: Resource for Partners and School Leaders

Relay New York is deeply thankful for your partnership, and for your collaboration as we work together to ensure teacher candidates are successful in obtaining issued New York State teaching certification.

While all teachers enrolled in a Relay Educator Preparation Program have constant access to this handbook, you are always welcome to re-share this handbook with your teacher candidates and mentor teachers as you support progress toward meeting Transitional B certification and program completion requirements.

### **How should partners use this handbook when supporting teachers enrolled in a Relay Educator Preparation Program?**

- Have this guide on hand in your one-on-one check-ins with teachers
- Share this guide when supporting your teachers as they are hired and onboarded with your school/network/district, etc.
- Use this guide to determine which exams teachers should take/pass in order to hold an issued certificate
- Use this guide to help students adhere to Relay's established timelines and policies for meeting certification requirements.
- Reference this guide if teachers raise questions about NYSED certification policies upheld by Relay

### **Where should I direct teachers if they have certification-related questions?**

- If teachers have questions, they can email [support@relay.edu](mailto:support@relay.edu)
- Teachers can also schedule an [office hours appointment](#) with a member of the certification team

### **Who should I contact at Relay if I or one of my colleagues have certification-related questions?**

If you have any questions related to certification, you can email [support@relay.edu](mailto:support@relay.edu). We kindly ask you include the following information in your email to our Support Team to ensure we are best able to support you:

- The specific school/district/network partner with which you are affiliated
- If the question is about an enrolled teacher at Relay, please include their name in the body of the email

### **What are the most helpful links I should have bookmarked as I support my teachers?**

- New York State Teacher Certification Exam (NYSTCE) registration page:  
<https://www.nystce.nesinc.com/>
- New York State Education Department (NYSED) and Office Of Teaching Initiatives (OTI):
  - Guidance on NYS required workshops:  
<http://www.highered.nysed.gov/tcert/certificate/workshops-required-for-educator-certification.html>
  - Guidance on applying for a teaching certificate:  
<http://www.highered.nysed.gov/tcert/certificate/apply.html>
  - Guidance on exam requirements for New York State Certification:  
<http://www.highered.nysed.gov/tcert/certificate/certexam.html>