1. Program-Specific Admission Criteria

For literacy programs, please check that the program meets the following requirements:
___ The program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.

2. Curriculum

Note: The sections of general education core and content core are not applicable to programs leading exclusively to extensions/annotations.

(a) General education core in the liberal arts and sciences. Describe how the program ensures that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.

(b) Content core. List the liberal arts and sciences majors or concentrations that meet the content core requirements and indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards.

(c) Pedagogical core

(1) Coursework. In the Program Chart for Pedagogical Core Courses (Program Chart), list all pedagogical courses in the proposed program and indicate how the courses meet the general/program-specific pedagogical core requirements. At the end of the application, attach a description of each pedagogical course for this program as it appears in the college catalog. If a course has been identified as meeting the general/program-specific requirement(s) of the pedagogical core, the course description must reflect the alignment.

The Program Chart is designed for a program leading to a single certificate or multiple certificates. See example on Program Chart for an inclusive childhood education program leading to childhood 1-6 (Cert Code: 02) and teaching students with disabilities 1-6 (Cert Code: 06). Please use the following steps as a guide to completing the program chart.
Step 1: List each pedagogical course by course number, title, number of credits, required (R) or elective (E), and instructor(s)/status (full-time or part-time) (see example on Program Chart);

Step 2: Use the Certification Area Code list to identify the certificate area(s) the program leads to and insert the certificate area code(s) in the Cert Code column(s). For example, if a program prepares candidates for childhood education and teaching student with disabilities certification, mark 02 and 06 in the Cert Code columns (see example on Program Chart). Add the Cert Code columns as needed.

Certification Area Code

<table>
<thead>
<tr>
<th>Certification Area Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Early Childhood Education</td>
<td>12. Teaching the Career Field</td>
</tr>
<tr>
<td>02. Childhood Education</td>
<td>13. Teaching a Specific Career and Technical Subject</td>
</tr>
<tr>
<td>03. Middle Childhood Education</td>
<td>14. Library Media Specialist</td>
</tr>
<tr>
<td>04. Adolescence Education</td>
<td>15. Educational Technology Specialist</td>
</tr>
<tr>
<td>05. Special Subject</td>
<td>16. Bilingual Education Extensions*</td>
</tr>
<tr>
<td>06. Teaching Students with Disabilities</td>
<td>17. Bilingual Education Extensions**</td>
</tr>
<tr>
<td>07. Teaching Students Who are Deaf or Hard-of-Hearing</td>
<td>18. Grades 5 and 6 Extensions</td>
</tr>
<tr>
<td>08. Teaching Students Who are Blind or Visually Impaired</td>
<td>19. Grades 7 through 9 Extensions</td>
</tr>
<tr>
<td>09. Teaching Students with Speech and Language Disabilities</td>
<td>20. Gifted Education Extensions</td>
</tr>
<tr>
<td>10. Teaching English to Speakers of Other Languages</td>
<td>21. Coordination of Work-based Learning Programs Extensions</td>
</tr>
<tr>
<td>11. Literacy</td>
<td>22. Teaching Students with Severe or Multiple Disabilities</td>
</tr>
</tbody>
</table>

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist. ** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3: Identify the general /program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns (see example on Program Chart). The general/program-specific requirements can be found by clicking on the link to each certification area.

Program Chart for Pedagogical Core Courses

Example:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit</th>
<th>R/E</th>
<th>Instructor(s)/Status¹</th>
<th>Pedagogical Core Requirements (PCR) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 620: Literacy Methods</td>
<td>3</td>
<td>R</td>
<td>J. Smith/FT</td>
<td>(iv); (v); (vi); (ii); (v); (vi)</td>
</tr>
</tbody>
</table>

¹ Roman numerals correspond to the requirements in the appropriate columns (see example on Program Chart). The general/program-specific requirements can be found by clicking on the link to each certification area.
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit</th>
<th>R/E</th>
<th>Instructor(s)/Status¹</th>
<th>Pedagogical Core Requirements (PCR) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Program-Specific PCR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General PCR²</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cert Code</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

¹Indicate whether the instructor is full-time (FT) or part-time (PT).
²Based on regulations, general pedagogical core requirements are applicable to all programs with exception of 1) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and 2) programs leading exclusively to extensions/annotations.

(2) Field experiences and student teaching.

I. List courses that require field experiences*:  

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

II. List courses that require college-supervised student-teaching experiences*:  

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>No. of Full School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.
### Pedagogical Core Requirements for Programs Leading to Certification in Teacher Education

**Certification Area Code**

<table>
<thead>
<tr>
<th>Certification Area Code</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Early Childhood Education</td>
<td>12. Teaching the Career Field&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>02. Childhood Education</td>
<td>13. Teaching a Specific Career and Technical Subject</td>
</tr>
<tr>
<td>03. Middle Childhood Education</td>
<td>14. Library Media Specialist</td>
</tr>
<tr>
<td>04. Adolescence Education</td>
<td>15. Educational Technology Specialist</td>
</tr>
<tr>
<td>05. Teaching a Special Subject</td>
<td>16. Bilingual Education Extensions&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>06. Teaching Students with Disabilities</td>
<td>17. Bilingual Education Extensions&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>07. Teaching Students Who are Deaf or Hard-of-Hearing</td>
<td>18. Grades 5 and 6 Extensions</td>
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</tr>
<tr>
<td>11. Literacy</td>
<td>22. Teaching Students with Severe or Multiple Disabilities</td>
</tr>
<tr>
<td></td>
<td>Annotations</td>
</tr>
</tbody>
</table>

<sup>1</sup>Teaching the career field of agriculture or business and marketing.

<sup>2</sup>Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

<sup>3</sup>Bilingual education extensions for library media specialist and educational technology specialist.
1. Programs Leading to an Initial Certificate in Classroom Teaching

01. **Early Childhood Education** (birth through grade 2)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies
relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) processes of social, emotional, cognitive, linguistic, physical, and aesthetic growth and development in early childhood within socio-cultural contexts and how to provide learning experiences and conduct assessments reflecting understanding of those processes;

(ii) early childhood curriculum development and the implications of environmental design for implementing curriculum; and

(iii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners, including methods of reading enrichment and remediation. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

**Field experiences, student teaching and practica**

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- The field experiences and student teaching shall include experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and student teaching experience, and student teaching with at least two of these three groups.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the program shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students in early childhood, including pre-kindergarten, kindergarten, and grades 1 through 2.
02. Childhood Education (grades 1 through 6)

General requirements

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritance, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) processes of growth and development in childhood and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and

(ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the childhood level, including methods of reading enrichment and remediation. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- The field experiences and student teaching shall cover both childhood education settings, grades 1 through 3 and grades 4 through 6.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in childhood education, including grades 1 through 3 and grades 4 through 6.
03. **Middle Childhood Education** (grades 5 through 9)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) processes of growth and development in middle childhood and how to provide learning experiences, including interdisciplinary experiences, and conduct assessments reflecting understanding of those processes; and

(ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners at the middle childhood level, including methods of reading enrichment and remediation. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- Student teaching shall include both middle childhood settings, grades 5 through 6 and grades 7 through 9.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with middle childhood students, including experiences in both middle childhood settings, grades 5 through 6 and grades 7 through 9.
04. **Adolescence Education** (grades 7 through 12)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) study in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and

(ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.
- Student teaching shall include both adolescence education settings, grades 7 through 9 and grades 10 through 12.
- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.
05. **Teaching a Special Subject** (all grades) (dance, family and consumer science, health education, music, physical education, technology education, theater, or visual arts)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of
social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) for teachers of health education, study for instructing students in middle childhood and adolescence about child development and parental skills and responsibility, pursuant to Education Law section 804-b; and for instructing students in middle childhood and adolescence about methods of preventing and detecting certain cancers, pursuant to Education Law section 804(3-a).

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.
- Student teaching of the special subject shall include both settings, pre-kindergarten through grade 6 and grades 7 through 12.
- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.
06. **Teaching Students with Disabilities** in Early Childhood, Childhood, Middle Childhood, or Adolescence

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of
social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Program-Specific Requirements**

**Coursework**
The program shall include the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

(vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;

(ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families; and

(x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.

**Field experiences, student teaching and practica**

a. **Early childhood**

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- The program shall include field experiences and student teaching with students with disabilities in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and student teaching experience, and student teaching with at least two of these three groups.
• For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities in early childhood, including pre-kindergarten, kindergarten, and grades 1 through 2.

b. Childhood

• The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica and at least two college-supervised student-teaching experiences of at least 20 schools days each.

• The program shall include field experiences and student teaching with students with disabilities in both childhood education settings, grades 1 through 3 and grades 4 through 6.

• For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students with disabilities in childhood education, including grades 1 through 3 and grades 4 through 6.

c. Middle Childhood

• The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica and at least two college-supervised student-teaching experiences of at least 20 schools days each.

• The program shall include field experiences and student teaching with students with disabilities in both childhood education settings, grades 5 through 6 and grades 7 through 9.

• For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, student teaching with students with disabilities in childhood education, including grades 1 through 3 and grades 4 through 6.

d. Adolescence

• The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica and at least two college-supervised student-teaching experiences of at least 20 schools days each.

• The program shall include field experiences and student teaching with students with disabilities in both childhood education settings, grades 7 through 9 and grades 10 through 12.

• For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, student teaching with students with disabilities in childhood education, including grades 7 through 9 and grades 10 through 12.
07. **Teaching Students Who are Deaf or Hard-of-Hearing** (all grades)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

(vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;

(ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families;

(x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings; and

(xi) study of the effects of hearing loss on students' lives, communication, language development, and learning; and study of American Sign Language, deaf culture, the use of amplification/assistive technologies, and a variety of effective strategies for instructing students who are deaf or hard-of-hearing, such as other sign communication systems, cued speech, speech-reading, and total communication.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- The program shall include field experiences, student teaching or practica with students who are deaf or hard-of hearing and shall include experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that student teaching shall
include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are deaf or hard-of-hearing.
08. Teaching Students Who are Blind or Visually Impaired (all grades)

General requirements

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

(vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;

(ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families;

(x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings;

(xi) purposes and scope of ophthalmologic, optometric, and clinical low-vision evaluation procedures, major codes of Braille, and treatment options used with students with visual impairments;

(xii) use of devices to assist students with blindness and visual impairments, including assistive technology;

(xiii) methods for selecting the appropriate literacy medium or media for each student; and

(xiv) reading and teaching Braille.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.
• The program shall include field experiences, student teaching or practica with students who are blind or visually impaired and shall include experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that student teaching shall include experiences at the early childhood or childhood level and also at the middle childhood or adolescence level.

• For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are blind or visually impaired.
09. **Teaching Students with Speech and Language Disabilities** (all grades)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

(ii) characteristics of learners with disabilities;

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

(v) assessment, diagnosis, and evaluation of students with disabilities;

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

(vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;

(ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families;

(x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings; and

(xi) specialized study to prepare for working with general education teachers in terms of the impact of speech, language, and hearing disabilities on learning in the general curriculum areas of the State learning standards for students.

Field experiences, student teaching and practica

- Supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence.

- The off-campus practica shall include experiences in elementary and/or secondary schools.
10. Teaching English to Speakers of Other Languages (all grades)

General requirements

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) study in cultural perspectives, language acquisition, linguistics, English grammar, and methods of second-language teaching at the elementary and secondary levels, including methods of teaching reading to students who are English language learners and students with disabilities at the elementary and secondary levels, including methods of reading enrichment and remediation; and

(ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- The program shall include field experiences and student teaching with students learning English as a second language in both elementary and secondary schools.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days.
11. **Literacy** (birth through grade 6) or (grade 5 through 12)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) knowledge of the theories of literacy development and individual differences, including but not limited to: an understanding of difficulties that may be confronted in acquiring the literacy skills of listening, speaking, reading, and writing; and the principles and practices of assessing student literacy performance;

(ii) proficiency in providing instruction and assessment in cooperation with other school staff, including but not limited to: creating instructional environments; teaching all aspects of literacy acquisition, including but not limited to phonemic awareness, phonics skills, word identification, vocabulary skills, study strategies and strategies for building comprehension, constructing meaning, and building literacy in the content areas; assessing students' literacy performance, including but not limited to identifying dyslexia; providing appropriate instruction for students experiencing difficulty in acquiring literacy skills; and providing literacy services to students in compensatory or special education programs; and

(iii) proficiency in organizing and enhancing literacy programs, including but not limited to: communicating information about literacy to various groups; developing literacy curricula; and communicating assessment results to parents, caregivers, and school personnel.

**Field experiences, student teaching and practica**

a. Literacy (birth through grade 6): at least 50 clock hours of college-supervised practica in teaching literacy to students at both the early childhood and childhood levels.

b. Literacy (grade 5 through 12): at least 50 clock hours of college-supervised practica in teaching literacy to students at both the middle childhood and adolescent levels.
12. **Teaching the Career Field** of Agriculture or Business and Marketing (all grades)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) study in the processes of growth and development in middle childhood and adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes.

**Field experiences, student teaching and practica**

- The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching and at least two college-supervised student-teaching experiences of at least 20 schools days each.

- The program shall include field experiences in both elementary and secondary schools and student teaching at two different grade levels with at least one student teaching experience in grades 10, 11 and/or 12.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least at least 50 clock hours of field experiences, practica, or student teaching in the career field in grades 10, 11 and/or 12.
13. **Teaching a Specific Career and Technical Subject** within the Field of Agriculture, Business and Marketing, Family and Consumer Sciences, Health, a Technical Area or a Trade (grades 7 through 12)

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) human developmental processes and variations; including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn;

(ii) learning processes, motivation, communication, and classroom management;

(iii) the nature of students within the full range of disabilities and special health care needs, and the effect of those disabilities and needs on learning and behavior;

(iv) curriculum development, instructional planning and multiple research-validated instructional strategies for teaching;

(v) uses of technology, including instructional and assistive technology in teaching and learning;

(vi) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice;

(vii) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of course work or training regarding the identification and reporting of suspected child abuse or maltreatment in accordance with the requirements of section 3004 of the Education Law;

(viii) means for instructing students for the purpose of preventing child abduction in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse in accordance with Education Law section 804; providing safety education in accordance with Education Law section 806; and providing instruction in fire and arson prevention in accordance with Education Law section 808; and

(ix) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Field experiences, student teaching and practica**

- The program shall include field experiences of at least 25 hours and student teaching of at least 30 days, both in grades 7 through 12 that are related to teaching the subject of the certificate.
14. **Library Media Specialist** (all grades)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Program-Specific Requirements

Coursework

The program shall include the following:

(i) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

(ii) skill in collaborating with other professional staff to support instruction through library services that enhances the learning and independence of students with disabilities and special needs;

(iii) skill in collaborating with other professional staff to support instruction through library services that enhances the listening, speaking, reading, and writing skills of all students; and

(iv) skill in collaborating with other professional staff to support instruction through library services that enhances student learning in content areas and in the uses of instructional and assistive technology to acquire information and communicate.

Field experiences, student teaching and practica

- The program shall include at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools.
15. **Educational Technology Specialist** (all grades)

**General requirements**

The program shall include the following:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law;

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808; and

(xii) means for the prevention of and intervention in school violence, in accordance with section 3004 of the Education Law. This study shall be composed of at least two clock hours of course work or training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention...
techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) skill in collaborating with other professional staff to support instruction through educational technology that enhances the learning and independence of students with disabilities and special needs;

(ii) skill in collaborating with other professional staff to support instruction through educational technology that enhances the listening, speaking, reading, and writing skills of all students; and

(iii) skill in collaborating with other professional staff to support instruction through educational technology that enhances student learning in content areas and in the uses of instructional and assistive technology to acquire information and communicate.

**Field experiences, student teaching and practica**

- The program shall include at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools.

- For candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the programs shall require such candidates to complete at least the equivalent of 50 hours of field experiences or practica in elementary and/or secondary schools.
2. Programs Leading to Extensions and Annotations

16. **Extensions** authorizing the provision of **Bilingual Education** for certificates for teaching early childhood education; childhood education; middle childhood education; adolescence education; a special subject; literacy education; career and technical education; students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities.

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) theories of bilingual education and bilingualism;

(ii) multicultural perspectives in education;

(iii) sociolinguistics and psycholinguistics;

(iv) methods of teaching English language arts to bilingual English language learners, including literacy, using the native language and English, for meeting the State learning standards for students;

(v) methods of teaching native language arts to bilingual English language learners, including literacy, using the native language and English; and

(vi) methods of teaching other content appropriate to the teaching certificate to bilingual English language learners, using the native language and English, for meeting the State learning standards for students.

**Field Experiences:** college-supervised field experiences of at least 50 clock hours in providing bilingual education, as appropriate to the teaching certificate.
17. **Extensions** authorizing the provision of **Bilingual Education** for certificates in library media specialist and educational technology specialist

**General requirements:** N/A

**Program-Specific Requirements:**

**Coursework**

The program shall include the following:

(i) theories of bilingual education and bilingualism;

(ii) multicultural perspectives in education; and

(iii) methods of providing library media services or educational technology services, as appropriate to the teaching certificate to bilingual English language learners, using the native language and English.

**Field Experiences:** college-supervised field experiences of at least 50 clock hours in providing bilingual services, as appropriate to the teaching certificate.
18. **Extensions** to authorize the teaching of a subject in **Grades 5 and 6** for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (grades 7 through 12)

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) 6 semester hours in early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning.

**Field Experiences:** N/A
19. **Extensions** to authorize the teaching of a subject in **Grades 7 through 9** for certificates in childhood education (grades 1 through 6)

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) 30 semester hours in the subject to be taught; and

(ii) 6 semester hours in early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning.

**Field Experiences:** N/A
20. **Extensions for Gifted Education** for classroom teaching certificates:

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) knowledge of the characteristics of students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners;

(ii) knowledge of tools and methods for identifying and assessing students who learn at a pace and level that is significantly different from that of their classmates, and skill in using the tools and methods;

(iii) knowledge and skills for planning, providing, coordinating, and evaluating differentiated teaching and learning environments to challenge and assist all students in learning to their highest levels of achievement; and

(iv) skill in collaborating with other school staff to provide individualized instruction for all students.

**Field Experiences:** college-supervised field experiences of at least 50 clock hours teaching students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners.
21. **Extensions** for classroom teaching certificates to authorize **Coordination of Work-based Learning Programs** for career exploration or to authorize coordination of discipline-specific and diversified work-based learning programs for career development.

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) six semester hours in developing, implementing, coordinating, and evaluating work-based learning experiences and programs.

**Field Experiences:** N/A
22. **Annotations** to recognize additional pedagogical knowledge, skills, and experiences for teaching students with severe or multiple disabilities for certificates for teaching students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; and students with speech and language disabilities.

**General requirements:** N/A

**Program-Specific Requirements**

**Coursework**

The program shall include the following:

(i) characteristics of learners with severe or multiple disabilities;

(ii) development of collaborative partnerships for the benefit of students with severe or multiple disabilities;

(iii) assessment, diagnosis, and evaluation of students with severe or multiple disabilities;

(iv) curriculum development and varied methods of instructing students with severe or multiple disabilities;

(v) assistive and instructional technology in the teaching and learning of students with severe or multiple disabilities; and

(vi) planning and managing learning environments for individuals with severe or multiple disabilities, including post-school expectations, opportunities, and planning.

**Field Experiences:** college-supervised field experiences of at least 50 clock hours teaching students with severe or multiple disabilities.