

## 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, 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 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 school 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 school 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.

**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 school 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 5 through 6 and grades 7 through 9.
- 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.

## **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 school 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.