



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Deputy Commissioner
Office of Higher Education
Room 977, Education Building Annex
Albany, New York 12234

Tel: (518) 486-3633
Fax: (518) 486-2254
E-mail: jfrey@mail.nysed.gov

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To: Deans and Directors of Institutions of Higher Education Offering Teacher Education Programs

From: Joseph P. Frey 

Subject: Planning Template to Assist with Restructuring Students with Disabilities Certification

Last month I sent you a memorandum entitled, *Regulation Changes for All Teacher Education Programs and Restructuring Students with Disabilities Certification*, which is available at www.highered.nysed.gov/ocue/documents/MemotoDeans-SWDrevised.pdf, with Questions and Responses detailing the implementation of the regulations relating to program registration requirements for teacher education programs and the restructuring of adolescence level teacher certification for teachers of students with disabilities. The memorandum indicated that the Department would provide a template to help guide institutions in designing programs for the new Students with Disabilities 7-12 Generalist certificate. The planning tool template is attached.

The purpose of the attached planning tool is to assist institutions with currently registered programs leading to Students with Disabilities Grades 7-12 and 5-9 Content Specialist and Grades 5-9 Generalist certificate titles to develop new programs leading to Students with Disabilities 7-12 Generalist certificate title and, when applicable, extensions in the subject areas. This tool will allow program planners to understand the new regulatory requirements and, in an efficient and effective way, determine how best to design new programs that meet the new regulations.

Additionally, the Department will be issuing a streamlined application form for institutions with existing Students with Disabilities 7-12 and 5-9 Content Specialist and 5-9 Generalist certificate titles in the near future.

If you have questions, please send your question and contact information to the Office of College and University Evaluation at ocueinfo@mail.nysed.gov.

Attachment

Students with Disabilities Structure Change Program Planning Instrument

Requirements	List the Currently Existing Courses	Modifying the Existing Courses		Developing New Courses		Notes
		List the Existing Courses that Need to be Revised to Meet the New Requirements	Describe the Revisions	List the New Courses that Need to be Developed to Meet the New Requirements	Describe the Important Components of the New Courses	
*Regulatory Requirements: Students with Disabilities 7-12 Generalist						
a) General education core in the liberal arts and sciences						
b) Content core						
c) Pedagogical knowledge, understanding, and skills						
d) Field experiences, student teaching and practica						
*Regulatory Requirements: Extensions						
Content core						
Institutional Requirements (Some institutional course requirements may be applicable toward the 7-12 SWD Generalist content core requirements.)						
Specify the requirements:						

*Refer to Attachment A for the Regulatory Requirements

Attachment A. Regulatory Requirements

Note: Underlined Text Indicates Changes in Regulations

Regulatory Requirement	Additional Guidance
I. Students with disabilities 7-12 generalist:	
<p>a) General education core in the liberal arts and sciences: The program shall include a requirement that candidates complete study that prepare candidates 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.</p>	<p>There have been no changes to the regulatory requirements in this area.</p>
<p>b) Content core: Candidates shall have completed an undergraduate or graduate major, concentration, or the equivalent, in one or more of the liberal arts and sciences; <u>Candidates shall have completed at least six semester hours, at the graduate or undergraduate levels, in each of the following subject areas: mathematics, English language arts, social studies and science which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State learning standards for students, and shall prepare candidates for refining and expanding that knowledge base; and</u> <u>Candidates must have sufficient pedagogical skills to teach these subjects prior to completion of the program.</u></p>	<p>Major means sequential study in a subject or interdisciplinary field of at least 30 semester hours that provides knowledge of breadth and depth in the subject or interdisciplinary field.</p> <p>Credit toward an undergraduate degree shall be earned only for college level work. Credit toward a graduate degree shall be earned only through work designed expressly for graduate students.</p> <p>The professional judgment and expertise of faculty will be needed to determine the rigor, applicability and appropriate level of the six semester hours in the four subjects to ensure that the candidate is prepared to teach each subject at levels 7-12, in a supportive role, rather than as the primary instructor.</p> <p>In addition to an understanding of the content of four subject areas, each candidate must have the pedagogical skills to teach the four subjects, in a supportive role. Faculty expertise will dictate whether this is a single course, several combinations of courses, or when the pedagogical skills to</p>

Regulatory Requirement	Additional Guidance
	<p>teach the subject areas should be infused in the subject area courses. The design of the programs will differ at the graduate and undergraduate levels. For example, undergraduate programs may design the program, with a specific content area major (30 credits of science) and 18 semester hours of ELA, math and social studies, all of which have been designed specifically for candidates. In this example, a graduate program may design its program with an admission requirement that candidates must have, or have completed before conclusion of the program, the 24 semester hours (six credits each in four subject areas) at the 300 level or above after concluding that candidates must have courses at the 300 or above level to be prepared to effectively teach, in a supportive role, students with disabilities 7-12 level. Another program may decide that there can be a mixture of 100 to 400 level courses as an admission requirement. There is some flexibility for local decisions, but it is critical that these candidates have the content knowledge and pedagogical skill upon exiting the program to teach in a supportive role.</p> <p>Prior to completion of the program, the program should ensure that each candidate is prepared in both the content and pedagogy of the four subjects and, if necessary address deficiencies prior to completion of the program.</p>
<p>c) Pedagogical knowledge, understanding, and skills: The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the adolescence level and include, but need not be limited to:</p> <ul style="list-style-type: none"> • human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, 	<p>This is the pedagogical knowledge to prepare candidates to teach students with disabilities, including students with mild, moderate, severe and multiples disabilities. The developmental level of some students with disabilities is lower than their chronological age; therefore, programs need to prepare candidates for a wide range of students with disabilities.</p> <p>Except for the third bullet in the adjacent section, there have been no changes to the regulatory requirements in this area.</p>

Regulatory Requirement	Additional Guidance
<p>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;</p> <ul style="list-style-type: none"> • 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; • <u>means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three semester hour requirement may be waived at the discretion of the commissioner, upon a</u> 	<p>This is a new requirement for <u>all</u> teacher preparation programs. If the registered teacher education program cohort begins in fall 2011 or thereafter, this requirement applies and must be fulfilled before the institution can recommend a candidate for <u>any</u> classroom teaching certificate. Once a candidate has met the three semester hours of study in one registered program, s/he does not need to complete the requirement a second time. Of course, students with disabilities programs will have significantly more content than this requirement across their programs. However, the intent of the Regulations is for all teacher education programs to have at least <u>one</u> stand-alone course that meets these minimal requirements.</p>

Regulatory Requirement	Additional Guidance
<p><u>showing that the program provides adequate instruction to prepare candidates on understanding the needs of students with disabilities through other means;</u></p> <ul style="list-style-type: none"> • 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, including at least six semester hours of such study. This six semester hour requirement may be waived upon a showing of good cause satisfactory to the commissioner; • 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; • 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; • 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; • history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others 	

Regulatory Requirement	Additional Guidance
<p>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;</p> <ul style="list-style-type: none"> • means to update knowledge and skills in the subject(s) taught and in pedagogy; • 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; • 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; • 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 	

Regulatory Requirement	Additional Guidance
<p>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;</p> <ul style="list-style-type: none"> • historical, social, and legal foundations of special education, employment and independence for individuals with disabilities; • characteristics of learners with disabilities; • managing behavior of students with disabilities and promoting development of positive social interaction skills; • participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships; • assessment, diagnosis, and evaluation of students with disabilities; • 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; • use of assistive and instructional technology in the teaching of and learning by students with disabilities; • planning and managing teaching and learning environments for individuals with disabilities, including planning for and 	

Regulatory Requirement	Additional Guidance
<p>supporting students with disabilities in general education settings;</p> <ul style="list-style-type: none"> • study in the process of growth and development in adolescence and how to provide learning experience and conduct assessments reflecting understanding of those processes. • 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. 	
<p>d) Field experiences, student teaching and practica</p> <ul style="list-style-type: none"> • All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least 20 school days each. • <u>At least 15 of the 100 clock hours of field experience shall include a focus on understanding the needs of students with disabilities.</u> 	<p>The new requirement that 15 of the 100 hours of required field experience be focused on students with disabilities is a minimum requirement for <u>all</u> teacher education programs. (A teacher preparation program leading to a students with disabilities certificate would have the majority of its field experiences, far in excess of 15 hours, focused on students with disabilities.)</p> <p>As is the case with general education adolescence level (7-12) student teaching, candidates must have experiences in both grades 7-9 and grades</p>

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<u>Field experiences and student teaching with students with disabilities in adolescence education settings, grades 7 through 9 and grades 10 through 12.</u>	10-12 settings. If necessary, candidates may need placements at more than one school to meet this requirement.
II. Extensions:	
<p>Extension Titles: <u>A teacher who is certified in the classroom teaching service in students with disabilities (grades 5-9- generalist) or (grades 7-12-generalist) may seek an extension in one of the following subjects: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; Language other than English in either (grades 5-9) or (grades 7 through 12).</u></p> <p>Requirements:</p> <ul style="list-style-type: none"> • <u>The candidate shall hold a valid initial or professional certificate in students with disabilities (grades 7-12 generalist) or students with disabilities (grades 5-9 generalist) or a valid provisional or permanent certificate for teaching students with disabilities in (grades Pre-K through 12);</u> • <u>The candidate shall complete the New York State Teacher Certification Examination content specialty test in the subject for which a certificate extension is being sought; and</u> • <u>The candidate shall satisfactorily complete at least 18 semester hours of study or its equivalent in the subject area of the certificate sought. For social studies, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.</u> 	<p>A subject area extension to a students with disabilities 7-12 generalist certificate can be offered with registered programs leading to the certificate, or as a stand-alone advanced certificate programs. Many candidates in the new students with disabilities 7-12 generalist programs already will have a major or the equivalent in one of the identified subject areas. If the candidate completes or has completed 18 semester hours of study or its equivalent in the subject, and passed the Content Specialty Test in the subject, the candidate is eligible for the subject area extension. Teachers holding a students with disabilities certificate with a content extension will be eligible to teach the content area to students with disabilities in a special class, with the required collaboration and co-teaching required in Part 80-4.3(n) of the Commissioner’s Regulations. The SWD 7-12 generalist certificate with a content area extension <u>does not permit</u> the certificate holders (teachers) to teach as the teacher of record for a general education content area class in Grades 7-12 or 5-9.</p>