Certification Area Guides
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Biology
(Grades 7-12)
Certification Area Guide
As a Biology candidate, you have the exciting opportunity to show students the relevance of Biology with hands-on projects, field trips, and real-life examples of scientific concepts being applied in the world around them.

Armed with content knowledge, proven teaching strategies, and standards-aligned instruction, you will help students develop the problem solving and critical thinking skills they will need to succeed in college and careers.

Eligibility for Biology is determined by having:

Bachelor’s degree or higher in:
1. Biology
2. Botany
3. Zoology
4. Biochemistry

OR

30 credits in Biology coursework (undergraduate and graduate). Biology coursework must have grade of B or higher.

What are the certification and testing requirements to teach Biology?

Certifications are not interchangeable, meaning you will only be certified to teach in your assigned core science subject. Successful completion of your degree will lead to a Master of Science for Teachers Program: Adolescent Education Biology Grades 7 – 12. Upon completion of all requirements, candidates will be eligible to receive New York State Initial Certification to teach Biology at the level of adolescent education (Grades 7-12.)

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. EAS (201)
   -- EAS Exam Preparation Materials
2. Biology CST (160)
   -- CST Exam Preparation Materials

**Please do not start preparing unless admitted to the Alternative Certification Program**
Helpful links and resources:

- Engage NY Common Core Science Standards
- NY State Common Core Learning Standards (PDF)
- WeTeach NY Science Scope and Sequence
- NY Next Generation Science Standards
- NY Science Regents
- NY Science Teacher
- NY STEM Resources
- The Science Council of New York City
- Science Teachers Association of New York State- NYC Section
- New York Biology Teachers Association
- New York State Marine Education Association
- UFT Science Committee

Related Videos:

- Hey Science Teachers, Make it Fun!
- Whole-Brain Teaching: Middle School Science
- Teaching Science and Writing in the Classroom
- Neil deGrasse Tyson on Teaching Science
- How They Are Livening Up Science Teaching in Japan
- Teaching Science Through Cooking
Biology Immersion
(Grades 7-12)
Certification Area Guide
Biology Immersion  
(Grades 7-12)  
Certification Area Guide

The Biology Immersion program was developed to provide high quality science teachers to New York’s public schools. Biology Immersion provides select candidates (who have strong Biology content knowledge but not a Biology major) with the conceptual background and practical training needed to excel as a teacher. All Biology Teacher candidates, regardless of their background, must have 30 credits in Science to be certified by New York State. The Biology Immersion program helps you earn those 30 credits by enabling you to take 6 Science credits as part of your coursework and the remainder of your credits at your own expense.

In order to qualify for Biology Immersion you must have:

Bachelor’s degree in any subject area

AND

1. 9 or more science credits in Biology coursework (undergraduate and graduate) with a grade of B or better in each course

OR

2. 12 or more credits in science coursework overall (undergraduate and graduate), with a grade of B or better in each course

NOTE: Science Immersion programs are in Biology and Chemistry ONLY. Candidates in one of our Science Immersion programs may work towards a 5-9 General Science certificate upon admission to their university and a complete evaluation of their transcript. Otherwise, candidates will earn a certificate in Biology (7-12). Science Immersion candidates will need to fulfill the state requirement of 30 credit hours of Science Coursework. This Science coursework will occur concurrently with education coursework. Science Immersion candidates will be responsible for any cost associated with this additional coursework.

To determine how many credit hours you will need to make up, you can subtract the number of Science credits earned to date from 30. Your university will help you determine the best way to earn these deficit credits. The pie chart to the left calculates the number of credits a candidate would need to take assuming they are entering the program with 12 Science credits already.

What are the certification and testing requirements to teach Biology?

Certifications are not interchangeable, meaning you will only be certified to teach in your assigned core science subject. Successful completion of your degree will lead to a Master of Science for Teachers Program: Adolescent Education Biology Grades 7 – 12. Upon completion of deficit credits, candidates will be eligible to receive New York State Initial Certification to teach Biology at the level of adolescent education (Grades 7-12.)

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

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Chemistry
(Grades 7-12)
Certification Area Guide
Armed with **content knowledge, proven teaching strategies, and standards-aligned instruction**, you will help students develop the problem solving and critical thinking skills they will need to succeed in **college and careers**.

As a science candidate, you have the exciting opportunity to show students the relevance of science with **hands-on projects, field trips**, and **real-life examples of scientific concepts** being applied in the world around them.

**Eligibility for Chemistry is determined by having:**

1. Chemistry
2. Biochemistry

**OR**

30 credits in Chemistry coursework (undergraduate and graduate) Chemistry coursework must have grade of B or higher

**What are the certification and testing requirements to teach Chemistry?**

Certifications are not interchangeable, meaning you will only be **certified to teach** in your assigned core science subject. Upon successful completion of your degree will lead to a Master of Science for Teachers degree or a Master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach Chemistry at the level of adolescent education (Grades 7-12).

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master's degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. EAS (201)
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2. Chemistry CST (161)
   -- **CST Exam Preparation Materials**

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Chemistry
(Grades 7-12)
Certification Area Guide

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- NY Science Regents
- NY Science Teacher
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Chemistry Immersion
(Grades 7-12)
Certification Area Guide
The Chemistry Immersion program was developed to provide high quality Chemistry teachers to New York city’s public schools. Chemistry Immersion provides select candidates (who have strong Chemistry content knowledge but not a Chemistry major) with the conceptual background and practical training needed to excel as a teacher. All Chemistry candidates, regardless of their background, must have 30 credits in Science to be certified by New York State. The Chemistry Immersion program helps you earn those 30 credits by enabling you to take 6 Science credits as part of your coursework and the remainder of your credits at your own expense.

Eligibility for the Chemistry Immersion program is determined by having:

Bachelor’s degree in any subject area

AND

1. 9 or more science credits in Chemistry coursework (undergraduate and graduate) with a grade of B or better in each course

OR

2. 12 or more credits in science coursework overall (undergraduate and graduate), with a grade of B or better in each course

NOTE: Science Immersion programs are in Biology and Chemistry ONLY. Candidates in the Science Immersion program may work towards a 5-9 General Science certificate upon admission to their university and a complete evaluation of their transcript. Otherwise, candidates will earn a certificate in Chemistry (7-12). Science Immersion candidates will need to fulfill the state requirement of 30 credit hours of Science Coursework. This Science coursework will occur concurrently with education coursework.

Science Immersion candidates will be responsible for any cost associated with this additional coursework.

To determine how many credit hours you will need to make up, you can subtract the number of Science credits earned to date from 30. Your university will help you determine the best way to earn these deficit credits. The pie chart to the left calculates the number of credits a candidate would need to take assuming they are entering the program with 12 Science credits already.

What are the certification and testing requirements to teach Chemistry?

Certifications are not interchangeable, meaning you will only be certified to teach in your assigned core science subject. Successful completion of your degree will lead to a Master of Science for Teachers Program: Adolescent Education Chemistry Grades 7 – 12. Upon completion of deficit credits, candidates will be eligible to receive New York State Initial Certification to teach Chemistry at the level of adolescent education (Grades 7-12.)

While you complete your master's degree, you will work under a Transitional B Certificate issued by New York State. The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. Educating All Students (EAS) (201)
   -- EAS Exam Preparation Materials
2. Chemistry CST (161)
   -- CST Exam Preparation Materials

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Chemistry Immersion
(Grades 7-12)
Certification Area Guide

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- NY Science Teacher
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Earth Science
(Grades 7-12)
Certification Area Guide
Earth Science
(Grades 7-12)
Certification Area Guide

Why Earth Science?

As an Earth Science candidate, you have the exciting opportunity to show students the relevance of Earth Science with hands-on projects, field trips, and real-life examples of scientific concepts being applied in the world around them.

Armed with content knowledge, proven teaching strategies, and standards-aligned instruction, you will help students develop the problem solving and critical thinking skills they will need to succeed in college and careers.

Eligibility for Earth Science is determined by having:

1. Bachelor’s degree or higher with majors in Earth Science or Geology

OR

2. 30 credits in Earth Science & Geology coursework (Grades in courses must be a B or above)

What are the certification and testing requirements to teach Earth Science?

Certifications are not interchangeable, meaning you will only be certified to teach in your assigned core science subject. Successful completion of your degree will lead to a Master of Science for Teachers Program: Adolescent Education Earth Science Grades 7 – 12. Upon completion of all requirements, candidates will be eligible to receive New York State Initial Certification to teach Earth Science at the level of adolescent education (Grades 7-12.)

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. EAS (201)
   - Exam Preparation Materials

2. Safety Net Earth Science CST (008): As of 11/11/2019, this test is a Safety Net test that will be offered for testing from 11/11/2019 to 11/11/2020. Candidates may take either this Safety Net test or the updated Earth Science CST (162). This test is the revised Earth Science CST, and registration is now open for testing starting November 11, 2019.
   - Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program*
Helpful Links and Resources

Science Associations
National Science Teachers Association
Teacher Resources
Science Teachers Association of New York State
New York Geographic Alliance

Earth Science
American Geological Institute
Earth Science Mentor Network
National Aeronautics and Space Administration
National Oceanic and Atmospheric Administration
United States Geological Survey

National/International
U.S. Department of Education
National Assessment for Educational Progress
National Science Education Leadership Association
Programme for International Student Assessment
Trends in International Mathematics and Science Study
Mathematics
Grades (7-12)
Certification Area Guide
The Mathematics Certification Area prepares candidates to teach Mathematics in New York State’s middle schools (grades 7-8) and high schools (grades 9-12). The program provides an experiential, problem-solving approach to mathematics instruction. It will assist future teachers of mathematics to develop a strong understanding and pedagogical approach to the Common Core State Standards that require all students to develop the following mathematical knowledge and skills:

- Make sense of problems and persevere in solving them
- Construct viable arguments and critique the reasoning of others
- Reason abstractly and quantitatively
- Model with mathematics
- Attend to precision
- Use appropriate tools strategically
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Eligibility for Mathematics is determined by having:

Bachelor’s degree or higher in: Mathematics

OR

30 credits in Mathematics coursework. Mathematics coursework must have grade of B or higher.

Acceptable credits in Math include: Mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics. Not acceptable: Computer science, accounting, finance, and studies in which math is applied to solving problems (like engineering)

What are the certification and testing requirements to teach math?

Through our alternative certification programs, you will work in your full-time DOE school position under a Transitional B certificate issued by New York State. Successful completion of your degree program will lead to a Master of Arts in Teaching in Adolescent Education Mathematics (Grades 7-12).

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. Educating All Students (EAS) (201)
   -- EAS Exam Preparation Materials
2. Mathematics Content Specialty Test (CST) (004)*
   -- CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program
Mathematics
Grades (7-12)
Certification Area Guide

Helpful links and resources:

- NYC Common Core Math Standards
- Common Core Engage NY Scope and Sequence
- WeTeach Pearson and Go Math Curriculum
- Math Regents Links
- National Council for Teachers of Mathematics
- Huge list of resources and organizations
- Mathematics Toolkit Curriculum Guidance Materials & Resources
- Mathematics Related Links
- Glossary of Verbs Associated with the New York State Next Generation Mathematics Learning Standards
- Next Generation Math Introduction Toolkit
- New York State Next Generation Mathematics Learning Standards
- New York State Next Generation Mathematics Learning Standards Crosswalks

Related Videos:

- Five Principles of Extraordinary Math Teaching
- Stop Teaching Calculating; Start Learning Maths
- Teaching Kids Real Math Using Computers
- Differentiation in the Classroom: 8th Grade Math
- What Makes a Good Math Teacher?
- Whole Brain Teaching: High School Math
Mathematics Immersion
(Grades 5-9 or Grades 7-12)
Certification Area Guide
The Mathematics Immersion program exists to help us train more Math teachers by enabling candidates with strong math content knowledge but no math degree with the conceptual background and practical training needed to excel as a Math teacher. All Math candidates, regardless of their background, must have 30 credits in Math to be certified by New York State. The Math Immersion program helps you earn those 30 credits by enabling you to take 6 Math credits as part of your coursework and the remainder of your credits at your own expense.

What are the certification and testing requirements to teach Math?

Through our alternative certification programs, you will work in your full-time school position under a Transitional B Certificate issued by New York State. Note that upon admission to your university, and a full evaluation of your transcript you may work towards a 5-9 or 7-12 teaching certificate at your university's discretion. Successful completion of your degree program will lead to one of the following graduate degrees: a Master of Arts in Teaching in Adolescent Education Mathematics (Grades 7-12), Master of Arts in Teaching Middle Childhood Education Mathematics (Grades 5-9) or a Master of Science in Education.

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. Educating All Students (EAS) (201)
   -- EAS Exam Preparation Materials
2. Mathematics Content Specialty Test (CST) (004)
   -- CST Exam Preparation Materials

Eligibility for the Math Immersion program is determined by having:

- Bachelor's degree in any subject area
- AND
- 12 or more credits in mathematics coursework overall (undergraduate and graduate), with a grade of B or better in each course. Acceptable credits include: Mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics.
- Not acceptable: Computer science, accounting, finance, and studies in which math is applied to solving problems (like engineering).

Math Immersion candidates will need to fulfill the state requirement of 30 credit hours of Math coursework. This Math coursework will occur concurrently with education coursework. Math Immersion candidates will be responsible for any cost associated with this additional coursework.

To determine how many credit hours you will need to make up, you can subtract the number of Math credits earned to date from 30. Your university will help you determine the best way to earn these deficit credits. The pie chart to the left calculates the number of credits a candidate would need to take assuming they are entering the program with 12 Math credits already.
Helpful Links and Resources

- NYC Common Core Math Standards
- Common Core Engage NY Scope and Sequence
- WeTeach Pearson and Go Math Curriculum
- Math Regents Links
- National Council for Teachers of Mathematics
- Huge list of resources and organizations

What will I be teaching?

The Common Core State Standards for mathematical practice outline the expertise that educators should be working to develop in students of all ages and academic abilities.
1. Make sense of problems and persevere in solving them
2. Construct viable arguments and critique the reasoning of others
3. Reason abstractly and quantitatively
4. Model with mathematics
5. Attend to precision
6. Use appropriate tools strategically
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Videos to check out:

- Five Principles of Extraordinary Math Teaching
- Stop Teaching Calculating; Start Learning Maths!
- Teaching Real Math with Computers
- Differentiation in the Secondary Classroom (ESL Math)
- How to Plan with Engage NY Math
Moderate/Severe Students with Disabilities Generalist (Grades 7-12 in District 75) Certification Area Guide
District 75 is a specialized district within the New York City Department of Education devoted to providing educational, vocational, and behavior support programs for approximately 25,000 students with moderate to severe disabilities. The district has sites located across the New York City and provides services to students in a variety of supported environments, which include multi-site special education schools, home and hospital instruction, institutional facilities and inclusive settings in community schools and community-based vocational training sites. You will be certified to provide instructional supports to students in District 75 in all subject areas. Here is a list of all District 75 schools.

Eligibility for Moderate/Severe Students with Disabilities Generalist (Grades 7-12 in District 75) is determined by having:

1. Candidates who possess a bachelor’s degree in most fields are eligible to teach students with special needs.

Candidates who receive offers to a New York City Department of Education alternative certification program will have their transcripts evaluated by our university partners to determine if they have a sufficient mix of liberal arts coursework to meet New York State requirements; some candidates may be required to take additional coursework to earn their Initial Certification.

Universities typically evaluate transcripts for liberal arts credits across the following disciplines: Artistic Expression, English, Foreign Language, Humanities, Mathematics, Science, and Social Science/History.

What are the certification and testing requirements to teach in Moderate/Severe Students with Disabilities Generalist (Grades 7-12 in District 75)?

As a District 75 Alternative Certification candidate, you will receive a Students with Disabilities (SWD) Generalist (7-12) certification. You will receive information regarding degree type and university coursework after university assignments have been made. After successful completion of your graduate program, you can expect a degree in Master of Arts in Education: Children with Disabilities Grades, 7 – 12, Generalist or Master of Science for Teachers Program: Adolescent and Special Education –Generalist.

While you complete your master’s degree, you will work in your full-time school position under a Transitional B certificate issued by New York State. The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master’s degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. EAS (201)
   -- EAS Exam Preparation Materials
2. District 75 (7-12) Multi- Subject CST: Secondary Teachers
   - Part 1 (241)
   - Part 2 (244)
   - Part 3 (245)
   --CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program
Helpful Links and Resources:

- District 75: ‘The Toughest Job You’ll Ever Love
- United Federation of Teachers list of DOE Special Education Resources
- Information about DOE Special Education
- New York Special Education Guide
- National Association of Special Education Teacher
- National Center to Improve Practice in Special Education
- Guide to District 75
- Common Core Standards

Where are District 75 schools located?

District 75 program sites are located throughout all five boroughs in New York City, The Bronx, Brooklyn, Queens, Manhattan and Staten Island. The district consists of 60 school organizations with 350 program sites, including home and hospital instruction settings, and vision and hearing services. Each District 75 school organization has a main site and one or more off-sites to support the special needs and grade levels of our District 75 students. Many District 75 sites are co-located with district schools. Qualified candidates may be hired to teach in any site within the school organization depending on the location of the open position.

Resourceful Videos on District 75

- District 75 Overview: Inclusive Education
- District 75 Overview: Children with Emotional Disabilities
- District 75 Overview: Children with Autism
- District 75 Overview: Children with Severe Disabilities
- What is Assistive Technology?

Moderate/Severe Students with Disabilities Generalist
(Grades 7-12 in District 75)
Certification Area Guide
Is the District 75 school year schedule the same as non-District 75 NYC Department of Education public schools?

District 75 schools operate on a traditional 10 month schedule. However, in order to meet the unique needs of its student population, the district runs a summer school program called Chapter 683 for students mandated for a 12 month program on their IEP. This program begins in early July and ends in mid-August. District 75 teachers who work under Chapter 683 have the opportunity to earn an additional 17.5 percent of their current annual salary as compensation for working the six-week summer program. Positions are posted in early spring for internal candidates to apply.

What student population represents District 75?

District 75 has a unique population of students with moderate to severe disabilities. Students who attend District 75 schools may be on the autism spectrum, emotionally challenged, multiply-disabled, speech and language impaired, intellectually disabled, or learning disabled.

What grade levels do District 75 schools support?

District 75 schools vary in grade level, supporting students from Pre-K to age 21 throughout New York City.

What is the curriculum used to support District 75 students?

Innovative programming supports instruction across disability areas. Students follow the general education curricula and our District has implemented the Common Core Learning Standards across all schools and programs. Where necessary, modifications to content, process and/or product are implemented to help students learn more effectively.

What type of Professional Development and Support are provided to District 75 teachers?

District based professional development for administrators, teachers, coaches, paraprofessionals, related service providers and parents. Networks of district based instructional specialists and coaches specializing in Literacy, Mathematics, Social Studies, Science, Technology, the Arts, and Teacher Development as well as in disability areas including Autism. Nationally recognized, research based programs and interventions to ensure positive behavior supports and social/emotional skill acquisition for all students, with a focus on students with emotional challenges.
Class Size

District 75 provides special classes with ratios of 12:1:1, 8:1:1, 6:1:1, and 12:1:4 as well as other ratios for students in full inclusion. If your child has significant hearing and vision impairments, District 75 also has self-contained classes with specialized equipment and services. Students whose vision and hearing concerns do not require that type of intensive programming will receive these support services in a District 1-32 school.

12:1:1

For students with academic and/or behavioral management needs that interfere with the instructional process and require additional adult support and specialized instruction.
- 12 students
- One special education teacher
- One paraprofessional

8:1:1

For students whose needs are severe and chronic and require constant, intensive supervision, a significant degree of individualized attention, intervention and behavior management.
- 8 students
- One special education teacher
- One paraprofessional

6:1:1

For students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Classes provide highly intensive individual programming, continual adult supervision, a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication).
- 6 students
- One special education teacher
- One paraprofessional

12:1:4

For students with severe and multiple disabilities with a variety of obstacles that include: limited language, academic, and independent functioning skills. Classes provide a program that follows an adapted curriculum with alternative access to instruction, training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions.
- 12 students
- One special education teacher
- One paraprofessional for every three students
Students in District 75: District 75 provides highly specialized instructional support for students with significant challenges, such as:

- Autism Spectrum Disorders
- Significant cognitive delays
- Emotional disturbances
- Sensory impairments
- Multiple disabilities

Program Location: District 75 provides instructional support in a wide variety of settings and locations around NYC, including:

- Special classes co-located in District 1-32 schools
- School building where all students have IEPs
- General education classrooms
- Agencies, hospitals and at home

The IEP team, of which you are a member, will recommend the appropriate program and class size for your child. This determination is based on cognitive, social-emotional and physical management needs.

Home and Hospital Instruction

Home instruction and hospital instruction are educational services provided to children with disabilities who are unable to attend school. They are provided only until a child is able to return to school or is discharged from the hospital. They might be recommended if a child’s emotional needs or medical needs prevent him or her from attending school. They might also be provided for a child who is awaiting a placement that has been recommended but is not yet available.

Bilingual Instruction and Support: A specialized program for students whose IEPs recommend an Integrated Co-Teaching (ICT) or Special Class (SC) with a language of instruction other than English. This is recommended on a case-by-case basis by the student’s IEP team.

English as a New Language Services

The English as a New Language (ENL) program (formerly ESL) provides instruction for students who have a home language other than English. Students are instructed in small groups in English using visual and tactile resources.

Travel Training

Teaches students with disabilities how to travel safely and independently on public transportation. The training is provided on a one-to-one basis by specially trained staff. Students are taught

- The safest route to and from school or work;
- How to cross the street safely;
- Appropriate behaviors when traveling; and
- What to do if they get lost etc.

Upon successfully completing the program, students are expected to use public transportation independently to and from school.
Personal Activities of Daily Living Skill Training
Activities of Daily Living (ADLs) are basic skills needed by people with disabilities to function on their own with as little help as possible. Skills include:
- Self-help (toileting, bathing, dressing, grooming, feeding)
- Housekeeping
- Community living (shopping, using public transportation)
- Walking and transferring (such as moving from bed to wheelchair)

Vocational Programming
Students are involved in work-based learning that includes mastery of the actual skills needed to do a particular job successfully as well as the universal work-readiness skills needed for successful employment, such as:
- Following directions
- Communicating and getting along with fellow employees and
- Being on time for work.

Transition Service Coordination
Transition services are coordinated activities that improve the academic and functional achievement of a child with a disability to assist in their movement from school to post-school activities

Parent Counseling and Training
If you need help understanding the special needs of your child, Parent Counseling and Training can provide you with information about your child's development and/or specific disability. It is typically provided as part of the program if your child is in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4. These are not adult counseling services and are not intended to meet your personal or educational needs.

Students who are Severely Hard of Hearing or Visually Impaired
Special classes and services including audiology, assistive technology, sign language interpretation, orientation and mobility services, and Braille

For more information, please visit the following websites for sources:

UFT: District 75
Paraprofessionals
District 75
Moderate/Severe Students with Disabilities Generalist (Grades 1-6 in District 75) Certification Area Guide
Candidates who are assigned to Special Education Moderate/Severe will be teaching in District 75. District 75 is a specialized district within the New York City Department of Education devoted to providing educational, vocational, and behavior support programs for approximately 25,000 students with moderate to severe disabilities. The district has sites located across the New York City and provides services to students in a variety of supported environments, which include multi-site special education schools, home and hospital instruction, institutional facilities and inclusive settings in community schools and community-based vocational training sites. You will be certified to provide instructional supports to students in District 75 in all subject areas. Here is a list of all District 75 schools.

**Eligibility for Moderate/Severe Students with Disabilities Generalist (Grades 1-6 in District 75) is determined by having:**

1. Candidates who possess a bachelor's degree in most fields are eligible to teach students with special needs.

Candidates who receive offers to a New York City Department of Education alternative certification program will have their transcripts evaluated by our university partners to determine if they have a sufficient mix of liberal arts coursework to meet New York State requirements; some candidates may be required to take additional coursework to earn their Initial Certification.

Universities typically evaluate transcripts for liberal arts credits across the following disciplines: Artistic Expression, English, Foreign Language, Humanities, Mathematics, Science, and Social Science/History.

**What are the certification and testing requirements for Moderate/Severe Students with Disabilities Generalist (Grades 1-6 in District 75)?**

As a District 75 Alternative Certification candidate, you will receive a Students with Disabilities (SWD) Generalist (1-6) certification. You will receive information regarding degree type and university coursework after university assignments have been made. Successful completion of the graduate program will result in a degree in Master of Science in Education: Students with Disabilities, Grades 1 -6 and Childhood Education.

While you complete your master's degree, you will work in your full-time school position under a transitional B certificate issued by New York State. The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master's degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. **EAS (201)**
   - Exam Preparation Materials

2. **Multi-Subject: Teachers of Childhood (Grade 1–Grade 6) (221/222/245)**
   - Part 1 (221)
   - Part 2 (222)
   - Part 3 (245)
   - Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program.*
Moderate/Severe Students with Disabilities Generalist
(Grades 1-6 in District 75)
Certification Area Guide

Helpful Links and Resources:

District 75: ‘The Toughest Job You’ll Ever Love
United Federation of Teachers list of DOE Special Education Resources
Information about DOE Special Education
National Association of Special Education Teacher
National Center to Improve Practice in Special Education
Guide to District 75
Common Core Standards

Where are District 75 schools located?

District 75 program sites are located throughout all five boroughs in New York City, The Bronx, Brooklyn, Queens, Manhattan and Staten Island. The district consists of 60 school organizations with 350 program sites, including home and hospital instruction settings, and vision and hearing services. Each District 75 school organization has a main site and one or more off-sites to support the special needs and grade levels of our District 75 students. Many District 75 sites are co-located with district schools. Qualified candidates may be hired to teach in any site within the school organization depending on the location of the open position.

Resourceful Videos on District 75

District 75 Overview: Inclusive Education
District 75 Overview: Children with Emotional Disabilities
District 75 Overview: Children with Autism
District 75 Overview: Children with Severe Disabilities
What is Assistive Technology?
Is the District 75 school year schedule the same as non-District 75 NYC Department of Education public schools?

District 75 schools operate on a traditional 10 month schedule. However, in order to meet the unique needs of its student population, the district runs a summer school program called Chapter 683 for students mandated for a 12-month program on their IEP. This program begins in early July and ends in mid-August. District 75 teachers who work under Chapter 683 have the opportunity to earn an additional 17.5 percent of their current annual salary as compensation for working the six-week summer program. Positions are posted in early spring for internal candidates to apply.

What student population represents District 75?

District 75 has a unique population of students with moderate to severe disabilities. Students who attend District 75 schools may be on the autism spectrum, emotionally challenged, multiply-disabled, speech and language impaired, intellectually disabled, or learning disabled.

What grade levels do District 75 schools support?

District 75 schools vary in grade level, supporting students from Pre-K to age 21 throughout New York City.

What is the curriculum used to support District 75 students?

Innovative programming supports instruction across disability areas. Students follow the general education curricula and District 75 has implemented the Common Core Learning Standards across all schools and programs. Where necessary, modifications to content, process and/ or product are implemented to help students learn more effectively.

What type of Professional Development and Support are provided to District 75 teachers?

1) District based professional development for administrators, teachers, coaches, paraprofessionals, related service providers and parents.

2) Networks of district based instructional specialists and coaches specializing in Literacy, Mathematics, Social Studies, Science, Technology, the Arts, and Teacher Development as well as in disability areas including Autism.

3) Nationally recognized, research based programs and interventions to ensure positive behavior supports and social/emotional skill acquisition for all students, with a focus on students with emotional challenges.
Class Size in District 75

District 75 provides special classes with ratios of 12:1:1, 8:1:1, 6:1:1, and 12:1:4 as well as other ratios for students in full inclusion. If students have significant hearing and vision impairments, District 75 also has self-contained classes with specialized equipment and services. Students whose vision and hearing concerns do not require that type of intensive programming will receive these support services in a general education school.

12:1:1

For students with academic and/or behavioral management needs that interfere with the instructional process and require additional adult support and specialized instruction.
-12 students
-One special education teacher
-One paraprofessional

8:1:1

For students whose needs are severe and chronic and require constant, intensive supervision, a significant degree of individualized attention, intervention and behavior management.
-8 students
-One special education teacher
-One paraprofessional

6:1:1

For students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Classes provide highly intensive individual programming, continual adult supervision, a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication).
-6 students
-One special education teacher
-One paraprofessional

12:1:4

For students with severe and multiple disabilities with a variety of obstacles that include: limited language, academic, and independent functioning skills. Classes provide a program that follows an adapted curriculum with alternative access to instruction, training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions.
-12 students
-One special education teacher
-One paraprofessional for every three students
Additional Education Programs in District 75

Program Location: District 75 provides instructional support in a wide variety of settings and locations around NYC, including:

- Special classes co-located in District 1-32 schools
- School building where all students have IEPs
- General education classrooms
- Agencies, hospitals and at home

Bilingual Instruction and Support: A specialized program for students whose IEPs recommend an Integrated Co-Teaching (ICT) or Special Class (SC) with a language of instruction other than English. This is recommended on a case-by-case basis by the student's IEP team.

English as a New Language Services
The English as a New Language (ENL) program (formerly ESL) provides instruction for students who have a home language other than English. Students are instructed in small groups in English using visual and tactile resources.

Travel Training
Teaches students with disabilities how to travel safely and independently on public transportation. The training is provided on a one-to-one basis by specially trained staff. Students are taught

- The safest route to and from school or work;
- How to cross the street safely;
- Appropriate behaviors when traveling; and
- What to do if they get lost etc.

Upon successfully completing the program, students are expected to use public transportation independently to and from school.

Personal Activities of Daily Living Skill Training
Activities of Daily Living (ADLs) are basic skills needed by people with disabilities to function on their own with as little help as possible. Skills include:

- Self-help (toileting, bathing, dressing, grooming, feeding)
- Housekeeping
- Community living (shopping, using public transportation)
- Walking and transferring (such as moving from bed to wheelchair)

Vocational Programming
Students are involved in work-based learning that includes mastery of the actual skills needed to do a particular job successfully as well as the universal work-readiness skills needed for successful employment, such as:

- Following directions
- Communicating and getting along with fellow employees and
- Being on time for work.

Transition Service Coordination
Transition services are coordinated activities that improve the academic and functional achievement of a child with a disability to assist in their movement from school to post-school activities

Students who are Severely Hard of Hearing or Visually Impaired
Special classes and services including audiology, assistive technology, sign language interpretation, orientation and mobility services, and Braille
Physics
(Grades 7-12)
Certification Area Guide
As a Physics candidate, you have the exciting opportunity to show students the relevance of Physics with hands-on projects, field trips, and real-life examples of scientific concepts being applied in the world around them.

Armed with content knowledge, proven teaching strategies, and standards-aligned instruction, you will help students develop the problem solving and critical thinking skills they will need to succeed in college and careers.

Eligibility for Physics is determined by having:

1. Physics

OR

2. 30 credits in Physics coursework (undergraduate or graduate) Physics coursework must have grade of B or higher

What are the certification and testing requirements for teaching Physics?

Certifications are not interchangeable, meaning you will only be certified to teach in your assigned core science subject. Successful completion of your degree will lead to a Master of Science for Teachers Program: Adolescent Physics Grades 7 – 12. Upon completion of all requirements, candidates will be eligible to receive New York State Initial Certification to teach Physics at the level of adolescent education (Grades 7-12.)

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master's degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. EAS (201)
   - Exam Preparation Materials

   - Exam Preparation Materials

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Helpful Links and Resources

**Science Associations**

National Science Teachers Association
Teacher Resources

Science Teachers Association of New York State

New York Geographic Alliance

**Physics**

American Association of Physics Teachers

New York State Section of the American Association of Physics Teachers

American Physical Society

Physics Central

**National/International**

U.S. Department of Education

National Assessment for Educational Progress

National Science Education Leadership Association

Programme for International Student Assessment

Trends in International Mathematics and Science Study

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Spanish Language
(Grades 7-12)
Certification Area Guide
Spanish Language  
(Grades 7-12)  
Certification Area Guide

The Spanish Teaching Certification Area prepares candidates to teach Spanish in New York State's middle and secondary schools. These programs seek to provide teacher candidates with the expertise in the teaching of Spanish language, both as a foreign and a heritage language. They also provide expertise in the teaching of Peninsular, Latin American, and Latino literature and cultures. While preparing for certification, candidates learn to develop academically, linguistically, and culturally enriching Spanish language education programs and to implement the necessary teaching practices related to these programs.

Spanish teacher candidates complete both Spanish and foreign language pedagogy linked courses. They learn to apply a variety of research-based teaching strategies preparing them to meet the diverse learning needs of students in the New York City schools and to help their students meet current New York State learning standards for foreign languages. Here is a list of Bilingual programs available in New York City Schools.

Eligibility for Spanish is determined by having:

1. Bachelor's degree or higher in Spanish or Spanish Literature  
OR  
2. 30 credits in Spanish and Spanish Literature coursework (undergraduate and graduate). 
Spanish and Spanish Literature coursework must have a grade of B or higher.

What are the certification and testing requirements to teach Spanish?

Through our alternative certification programs, you will work in your full-time school position under a Transitional B certificate issued by New York State. Successful completion of the graduate program will lead to: Master of Science in Education: Spanish Grades 7-12. Your Spanish certification will allow you to teach at the middle school level (grades 7-8) and at the high school level (grades 9-12). You must be fully bilingual in Spanish and English. You will be required to pass written and spoken proficiency exams in order to enroll in this certification area.

The Transitional B certificate is valid for up to three years, as long as you remain in good standing in your NYC DOE alternative certification and university programs. Your Transitional B certificate will expire when you complete your Master's degree OR obtain your Initial Certification. To be eligible for this Transitional B certificate, you will need to take and pass the two certification exams listed below:

1. **Educating All Students (EAS) (201)**  
   -- EAS Exam Preparation Materials  
2. **Spanish Content Specialty Test (CST) (129)***  
   -- CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program
Spanish Language  
(Grades 7-12)  
Certification Area Guide

Helpful Links and Resources:

- American Council for the Teaching of Foreign Languages
- Introduction to Teaching Spanish as a Foreign Language
- New York State World Languages Teacher Resources
- Learning Standards for Languages Other Than English (PDF)
- NYSUT World Languages Resource Guide (PDF)
- Cervantes.es: Lengua y Ensenanza
- Portal del Hispanismo
- Online sites for language learning
- NYC Association of Foreign Language Teachers/UFT conference
- Foreign Language Teachers Executive Board
- Upcoming World Language Conferences
- NYS World Language Associations
- The New York State Seal of Biliteracy Handbook
- The Benefits of a Bilingual Brain
- Cognitive Advantages of Bilingualism
- Methods and Approaches to Language Teaching
- Successful Language Development Strategies in the Early Childhood Classroom Program for Teachers
- Classroom Management: Procedures and Routines
- World Languages Teacher Resources
Students with Disabilities-Generalist (Grades 7-12)
Students with Disabilities Generalist  
(Grades 7-12)

As a Special Education (Students with Disabilities) Instructor, you have the opportunity to change the life trajectories of your students by providing support, motivation, and targeted instruction they need to make college and/or successful careers a reality.

Eligibility for Students with Disabilities Generalist (Grades 7-12) is determined by having:

Candidates who possess a bachelor's degree in most fields are eligible to teach students with disabilities.

Candidates who receive offers to the alternative certification program will have their transcripts evaluated by our university partners to determine if they have a sufficient mix of liberal arts coursework to meet New York State requirements; some candidates may be required to take additional coursework to earn their Initial Certification.

Universities typically evaluate transcripts for liberal arts credits across the following disciplines: Artistic Expression, English, Foreign Language, Humanities, Mathematics, Science, and Social Science/History.

What are the certification and testing requirements to teach Students with Disabilities Generalist (Grades 7-12)?

You will be certified to teach at the middle school level (grades 7-8) and at the high school level (grades 9-12). Most Special Education candidates will receive a Students with Disabilities (SWD) Generalist 7-12 certification. Successful completion of a graduate program will result in a degree in either of the following:

- Master of Arts in Education: Children with Disabilities Grades, 7 – 12, Generalist  
- Master of Science in Education: Students with Disabilities Grades, 7 – 12, Generalist  
- Master of Science for Teachers Program: Adolescent and Special Education –Generalist

While you complete your master’s degree, you will work in your full-time school position under a Transitional B certificate issued by New York State. The Transitional B certificate is valid for up to three years, as long as you remain in good standing. To be eligible for this certification, you will need to take and pass two certification exams listed below:

1. Educating All Students (EAS) (201)  
   -- EAS Exam Preparation Materials
2. Content Specialty Test (CST): Multi Subject: Secondary Teachers (Grades 7-12)  
   - Part 1: Literacy and English Language Arts (241)  
   - Part 2: Mathematics (244)  
   - Part 3: Arts and Sciences (245)  
   -- CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program*
Students with Disabilities
Generalist Social Studies
(Grades 7-12)

- UFT list of DOE Special Education Resources
- Info about DOE Special Education
- NY Special Education Guide
- National Association of Special Education Teachers
- National Center to Improve Practice in Special Education

Recommended Support & Insights for Special Education Teachers

- Special Education Glossary
- District Schools
- Specialized Programs
- Other Educational Settings
- Talking About Disability

Related Videos:

- Reimagining Disability and Inclusive Education
- A Day in a Special Education Room
- What Do You Do? Middle School Special Education Teacher
- Models of Co-Teaching
- My Daily Classroom Management Techniques
How do I know if a student qualifies for Special Education?

Teachers are required by law to write an Individualized Education Program (IEP) for a child’s eligibility for special education services. This plan formalizes the provision of special education programs and services that are appropriate for the child’s unique needs. It contains specific information about a child and the education program designed to meet these needs, including:

- A child’s current development and/or performance in school, and goals that can be reasonably accomplished in a school year;
- Special education and related services (including counseling and speech, occupational, or physical therapy), paraprofessional support, assistive technology, behavior intervention, and modifications;
- Participation with nondisabled children;
- Date services will begin, how often they will be provided, where they will be provided, and for how long; and
- Means of measuring a child’s progress.

The two primary settings where Special Education teachers teach are as follows:

Integrated Co-Teaching Services (ICT)

Students receiving ICT services are educated in general education classrooms with students who do not have disabilities. There are two teachers in the classroom- a general educator and a special educator. They work together throughout the day to adapt instruction, so the entire class can access the general education curriculum.

Special Education Teacher Support Services (SETSS)

SETSS are an instructional program provided by a special education teacher. SETTS can be provided:
Directly- A special education teacher works directly with children; or
Indirectly- A special education teacher works with the general education teacher to adjust the learning environment and methods to meet your child’s needs.