2021 New York City Teaching Fellows Certification Area Guides
In This Certification Area Guide Booklet

Bilingual Education in Spanish (Grades 1-6)
Bilingual Special Education in Spanish (Grades 1-6)
Bilingual Special Education in Spanish (Grades 7-12)
Biology (Grades 7-12)
Chemistry (Grades 7-12)
Earth Science (Grades 7-12)
Mathematics (Grades 7-12)
Mathematics Immersion (Grades 5-9) or (Grades 7-12)
Moderate/Severe Students with Disabilities Generalist (Grades 1-6 in District 75)
Moderate/Severe Students with Disabilities Generalist (Grades 7-12 in District 75)
Physics (Grades 7-12)
Spanish Language (Grades 7-12)
Students with Disabilities Generalist (Grades 7-12)
Bilingual Education in Spanish (Grades 1-6)

Certification Area Guide
Bilingual Education in Spanish (Grades 1-6)

There is a growing body of research that makes clear that students who are bilingual have advantages, in the development of problem-solving skills and other areas of cognition.

Students who are bilingual can pursue opportunities in more than one language which can enhance their ability to serve both their community and their future. Bilingual educators facilitate students’ ability to be taught in both English and another language (within NYC DOE Alternative Certification Programs, most often Spanish).

Candidates who have advanced language proficiency in both English and Spanish and possess a bachelor’s degree in most fields are eligible to become certified in bilingual education. In addition, they must:

- Pass a university administered written and oral exam demonstrating fluency in Spanish.
- Pass the Bilingual Education Assessment (BEA) at the culmination of your Master's program
- Some candidates may be required to take additional coursework to earn their Initial Certification.

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. This coursework will be at their own expense.

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

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. In order to earn your Bilingual Extension, you will need to take and pass the Bilingual Education Assessment (note: your university will advise you on when to register for this exam).

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. Multi-Subject: Teachers of Childhood CST
   Part 1: Literacy and English Language Arts (221)
   Part 2: Mathematics (222)
   Part 3: Arts and Sciences (245)
   -- CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program.*
Bilingual Education in Spanish (Grades 1-6)

Helpful Links and Resources:

- Bilingual Education and ENL Standards
- More Info on Language Learners
- NY State Bilingual Common Core Initiative
- ColorinColorado
- NY State/NYC Regional Bilingual Education Resource Network

Additional Support & Insights with for Childhood Bilingual Teachers

- English Language Learner/Multilingual Learner Educator Tools and Best Practices
- Emergent Multilingual Learners in Prekindergarten Programs
- Topic Briefs: Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards
- Theoretical Foundations of the NYS Bilingual Common Core
- Teacher’s Guide to Implement the Bilingual Common Core Progressions

Related Videos:

- The Benefits of a Bilingual Brain
- Bilingual and Dual Immersion Programs 101
- ESL vs Bilingual Education
- Dual Language Immersion Pre-K
- Creating Bilingual Minds
- Successful Language Development Strategies in the Early Childhood Classroom Program for Teachers
Bilingual Education in Spanish (Grades 1-6)

Settings for Bilingual Education:
Programs and Services Available for English Language Learners.
The NYC DOE offers three programs for English Language Learners:

1. Dual Language
2. Transitional Bilingual Education
3. English as a New Language

Dual Language (you can work in this setting!)
The dual language program teaches students in two languages: English and their home language, such as Spanish, Chinese, or French, among others. The home language and English are used equally. The goal of this program is for students to be able to read, write, and speak in both English and their home language.

Transitional Bilingual Education (you can work in this setting!)
The transitional bilingual education program provides reading, writing, and other classes in English and in the student’s home language. As students’ English improves, they spend more time learning in English and less time learning in their home language. Students leave the program when they are no longer identified as English Language Learners. The goal of this program is to support students’ in their home language while they fully transition to English-only instruction.

English as a New Language (you are not certified to work in this setting)
The English as a New Language program used to be called English as a Second Language or ESL. It provides instruction in English with support in the students’ home language so that they can learn to read, write, and speak English. Students from many different language backgrounds are taught together, and English may be the only common language among them. The goal of the program is to provide instruction in English with supports in the student's home language until they become English proficient.

Program Benefits
There are many benefits to these programs:
Students are able to use their home language to learn English.
Students learn to appreciate different cultures.
Students who speak two or more language are valuable to future employers.
Bilingual Special Education in Spanish (Grades 1-6)

Certification Area Guide
Bilingual Special Education is a specialized program for students who require an Integrated Co-Teaching (ICT) or Special Class (SC) with a language of instruction other than English. These programs are intended to support English Language Learners (ELLs) who benefit from culturally and linguistically responsive instruction that addresses cognitive, academic and linguistic needs.

BSE is recommended by your child’s IEP team. It is a specialized program because it is not offered in every District 1-32 school. Students may need to transfer schools to receive their IEP recommended BSE program.

Candidates who have advanced language proficiency in both English and Spanish and possess a bachelor’s degree in most fields are eligible to become certified in bilingual education. In addition, they must:

- Pass a university administered written and oral exam demonstrating fluency in Spanish.
- Pass the Bilingual Education Assessment (BEA) at the culmination of your Masters program
- Some candidates may be required to take additional coursework to earn their Initial Certification.

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. This coursework will be at their own expense.

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

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. In order to earn your Bilingual Extension, you will need to take and pass the Bilingual Education Assessment (note: your university will advise you on when to register for this exam).

You will be certified to teach at the elementary (Grades 1-5) and middle school level (Grade 6). Most Special Education candidates will receive a Students with Disabilities (SWD) Generalist 1-6 certification.

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: Teachers of Childhood (Grades 1-6)
   - Part 1: Literacy and English Language Arts (221)
   - Part 2: Mathematics (222)
   - Part 3: Arts and Sciences (245)
   -- CST Exam Preparation Materials

*Please do not start preparing unless admitted to the Alternative Certification Program.*
Bilingual Special Education in Spanish (Grades 1-6)

All of these definitions can be found at this site: Specialized Programs

BSE Student Profile

Classification

Students must be eligible for one of the 13 disability classifications as defined by the New York State Education Department’s Regulations of the Commissioner of Education: Part 200

IEP Program Recommendation

A language other than English must be selected on the Recommended Special Education Programs/Services page of the student’s IEP.

Types of Bilingual Programs:

Dual Language (DL)
- Serves both ELLs and English-proficient students, who function as role models for each other and whose interactions support skill development in both languages.
- Designed to continue developing the student’s home language, as well as English language skills.
- Students receive half of their instruction in English and half of their instruction in the target (or non-English) language.
- The goal of this program is for students to be able to read, write, and speak in both English and in their home language.

Transitional Bilingual Education (TBE)
- Serves only ELLs.
- Designed to support students in developing English language skills over time. Students begin to transfer skills in their home language to English by spending instructional time primarily in their home language before steadily transitioning to English.
- In the beginning stages of English language development, about 60 percent of instructional time will take place in the student’s native language and 40 percent in English.
- As students develop fluency in English, instructional time in English increases.

Curriculum and Instruction

BSE programs follow the New York State Learning Standards. DL and TBE programs provide students with curriculum in two languages.

For more information please speak with your program school and refer to the NY State Department of Education website: Bilingual Education and English as a New Language
What Will I Be Teaching My Students?

Our bilingual teachers empower more than 150,000 students with critical English language skills to succeed across subjects. In 2015-16, the New York City Department of Education (NYC DOE) is also launching or expanding 40 dual language programs. High-demand languages include Bengali, Chinese, Haitian Creole and Spanish.

Dual Language
The dual language program teaches students in two languages: English and their home language, such as Spanish, Chinese, or French, among others. The home language and English are used equally. The goal of this program is for students to be able to read, write, and speak in both English and their home language.

Helpful links and resources:

- UFT list of DOE Special Ed Resources
- Info about DOE Special Education
- Bilingual Special Ed Family Resources PDF
- NYS/NYC Regional Bilingual Education Resource Network
- NY Special Education Guide
- NYS Integrated ENL Resources

Social & Broadcast Media

Facebook
Twitter
StoryCorps Historias

Ted Talks

The benefits of a bilingual brain
Creating bilingual minds

NYC Teacher Resources

Teach NYC Blog
Career Development for NYC Teachers
United Federation of Teachers
IDNYC Card Benefits

*Please do not start preparing unless admitted to the Alternative Certification Program*
Bilingual Special Education in Spanish (Grades 7-12)

Certification Area Guide
Bilingual Special Education in Spanish (Grades 7-12)

Bilingual Special Education is a specialized program for students who require an Integrated Co-Teaching (ICT) or Special Class (SC) with a language of instruction other than English. These programs are intended to support English Language Learners (ELLs) who benefit from culturally and linguistically responsive instruction that addresses cognitive, academic, and linguistic needs.

Bilingual Special Education (BSE) is recommended by a school's IEP team. It is a specialized program because it is not offered in every District 1-32 school. Students may need to transfer schools to receive their IEP recommended BSE program. As a Students with Disabilities Grades 7-12 candidate, you may seek a position in an Integrated Co-Teaching (ICT) setting or as a Special Education Teacher Support Services (SETTS) teacher.

Eligibility for Bilingual Special Education in Spanish (Grades 7-12)

Candidates who have advanced language proficiency in both English and Spanish and possess a bachelor’s degree in most fields are eligible to become certified in bilingual education. In addition, they must:

- Pass a university administered written and oral exam demonstrating fluency in Spanish.
- Pass the Bilingual Education Assessment (BEA) at the culmination of your Master's program
- Some candidates may be required to take additional coursework to earn their Initial Certification.

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. This coursework will be at their own expense.

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

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. In order to earn your Bilingual Extension, you will need to take and pass the Bilingual Education Assessment (note: your university will advise you on when to register for this exam).

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.*
What Will I Be Teaching My Students?

Our bilingual teachers empower more than 150,000 students with critical English language skills to succeed across subjects.

Dual Language

The dual language program teaches students in two languages: English and their home language, such as Spanish, Chinese, or French, among others. The home language and English are used equally. The goal of this program is for students to be able to read, write, and speak in both English and their home language.

How will I be teaching my students?

As a Students with Disabilities Grades 7-12 candidate, you may seek a position in an Integrated Co-Teaching (ICT) setting or as a Special Education Teacher Support Services (SETTS) teacher.

Transitional Bilingual Education (TBE)

-Serves only ELLs.
-Designed to support students in developing English language skills over time. Students begin to transfer skills in their home language to English by spending instructional time primarily in their home language before steadily transitioning to English.
-In the beginning stages of English language development, about 60 percent of instructional time will take place in the student’s native language and 40 percent in English.
-As students develop fluency in English, instructional time in English increases.

Curriculum and Instruction

BSE programs follow the New York State Learning Standards. DL and TBE programs provide students with curriculum in two languages.

For more information please speak with your program school and refer to the NY State Department of Education website: Bilingual Education and English as a New Language

Helpful links and resources:

- UFT list of DOE Special Education Resources
- Info about DOE Special Education
- Bilingual Special Education Family Resources PDF
- NYS/NYC Regional Bilingual Education Resource Network
- NY Special Education Guide
- NYS Integrated ENL Resources
Biology
(Grades 7-12)

Certification Area Guide
Biology
(Grades 7-12)

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

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 a grade of B or higher. 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. This coursework will be at their own expense.

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 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
- New York State P-12 Science Learning Standards, adopted 2016
- 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
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

1. Chemistry
2. Biochemistry
OR

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

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. This coursework will be at their own expense.

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 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) -- EAS Exam Preparation Materials
2. Chemistry CST (161) -- 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
- New York State P-12 Science Learning Standards, adopted 2016
- 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 State Marine Education Association
- UFT Science Committee
- 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
Earth Science (Grades 7-12)

Certification Area Guide
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

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

2. Must meet minimum liberal arts requirements or rectify these deficiencies before obtaining certification

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. Earth Science CST (162) - Exam Preparation Materials

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

Helpful Links and Resources

Science Associations
National Science Teachers Association Teacher Resources
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:

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

Eligibility for Mathematics

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)

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. This coursework will be at their own expense.

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 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)

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
- 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

Universities typically evaluate transcripts for liberal arts credits across the following disciplines: Artistic Expression, English, Foreign Language, Humanities, Mathematics, Science, and Social Science/History.
Mathematics Immersion
(Grades 5-9 or Grades 7-12)

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

Helpful Links and Resources

- New York State P-12 Common Core Learning Standards for Mathematics
- 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
- Five Principles of Extraordinary Math Teaching
- Stop Teaching Calculating; Start Learning Maths!
- Teaching Real Math with Computers
- Differentiation in the Secondary Classroom (ESL Math)
Moderate/Severe Students with Disabilities Generalist (Grades 1-6 in District 75)
Moderate/Severe Students with Disabilities Generalist
(Grades 1-6 in District 75)

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 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)

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. This coursework will be at their own expense.

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.**
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
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: First Year Teacher
District 75: Building an Inclusive Culture
District 75: Organizing the Special School Day
District 75: Understanding the Hidden Child
District 75: Assistive Technology in the Home
District 75: Getting Ready to Learn: Introduction
Moderate/Severe Students with Disabilities Generalist (Grades 7-12 in District 75)

Certification Area Guide
Moderate/Severe Students with Disabilities Generalist (Grades 7-12 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 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. As a Moderate/Severe Students with Disabilities Generalist in Grades 7-12, you may seek a position in a District 75 school, teaching Grades 7-12, in an alternate assessment classroom. Here is a list of all District 75 schools.

Eligibility for Moderate/Severe Students with Disabilities Generalist (Grades 7-12 in District 75)

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. This coursework will be at their own expense.

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.*
Moderate/Severe Students with Disabilities Generalist
(Grades 7-12 in District 75)

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: First Year Teacher

District 75: Building an Inclusive Culture

District 75: Organizing the Special School Day

District 75: Understanding the Hidden Child

District 75: Assistive Technology in the Home

District 75: Getting Ready to Learn: Introduction
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

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
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

1. A bachelor's degree in 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

2. Physics CST (163)
   - 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
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
Students with Disabilities-Generalist (Grades 7-12)

Certification Area Guide
As a Special Education (Students with Disabilities) Educator, 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.

As a Students with Disabilities Grades 7-12 candidate, you may seek a position in an Integrated Co-Teaching (ICT) setting or as a Special Education Teacher Support Services (SETTS) teacher.

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

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. This coursework will be at their own expense.

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

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 (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

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 educational 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.

As a Students with Disabilities Grades 7-12 candidate, you may seek a position in an Integrated Co-Teaching (ICT) setting or as a Special Education Teacher Support Services (SETTS) teacher.

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 is 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.
Spanish Language (Grades 7-12)

Certification Area Guide
Eligibility for Spanish:

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
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 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