

NYC STEP Frequently Asked Questions Teacher Participants

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About the Program

1. What is the NYC Specialized Teacher Enhancement Pathway (NYC STEP) program?

NYC STEP offers a supportive and school-embedded, graduate-level training program for current teachers with an existing base certificate to leverage their skills and experiences to meet the needs of secondary students with disabilities and multilingual and English language learners in their school community. Teacher participants will complete self-guided, graduate-level, online coursework and receive coaching and support from high-quality DOE teacher facilitators. **Successful completion of NYC STEP leads to a Bilingual extension or Secondary SwD (grades 7-12) Generalist certificate.**

2. What courses are offered through NYC STEP?

In the 2022-23 school year, the NYC STEP program will focus on the two course cohorts listed below:

I. Bilingual Education Cohort: This graduate-level course is designed to prepare teachers to develop and implement appropriate, rigorous, and equitable teaching strategies for multilingual and English language learners. The **12 graduate-level semester hours** (comprised of Theories of Bilingual Education, Multicultural Perspectives, Sociolinguistics or psycholinguistics, Teaching English to English language learners, Teaching native language arts to English language learners and Teaching content to English language learners using native language and English) focus on a deep theoretical and research-based understanding of biliteracy, bilingualism, and biculturalism, explore culturally responsive teaching, and develop their skills and strategies for comprehensive literacy instruction and modifying instructional resources for bilingual classrooms and content area classes.

II. Secondary Students with Disabilities (SwD) Content Bridge-Up: This graduate-level course is designed to prepare secondary content teachers to ensure all students with disabilities have access to rigorous academic curriculum and are held to high academic standards. The **12 graduate-level semester hours** (3 in Foundations of Special Education, 3 in Assessment, Diagnosis and Evaluation of Students with Disabilities, 3 in Curriculum and Instruction for Students with Disabilities, and 3 in Managing the Environment for Students with Disabilities) focus on IEP foundations, theories of adolescent development, best practices for student transition planning and student advocacy, specially designed instruction, and teaching literacy and math for secondary students with disabilities.

3. Why should teachers apply for this program?

NYC STEP provides current NYC DOE teachers with a significantly discounted opportunity to invest in their own development by working towards receiving credit equivalency to apply for an additional certification or

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extension. The program also provides graduate-level coursework grounded in best practices across the NYC DOE, coaching from experienced teachers in their certification area, and an opportunity for teachers to better support students in their school community. NYC STEP aims to minimize financial and logistical barriers to support current teachers' ability to expand their impact in their school community.

Eligibility and Selection

4. What are the eligibility requirements to participate in this program?

In order to be eligible to apply to the program, teacher candidates must meet the below criteria.

I. Bilingual Education Cohort (Spanish):

- Possess a base certificate in Early Childhood, Childhood Education, Special Education, or a Secondary Content Area (Math, Science, Social Studies);
- Currently teaching in an NYCDOE school with an approved bilingual program;
- Active certification through at least August 2023;
- Be bilingual and biliterate in Spanish; and
- Interest in teaching bilingual education at their current school in SY 2022-23.

II. Secondary Students with Disabilities (SwD) Content Bridge-Up

- Possess a certificate in Secondary (7-12) ELA, Math, Science or Social Studies;
- Active certification through at least August 2023;
- Does not hold a Students with Disabilities certification;
- Currently teaching in a NYC DOE high school, K-12 or 6-12 school; and
- Interest in teaching special education in grades 7-12 in their current school in SY 2022-22

5. What are the required instructional settings for NYC STEP teacher participants?

To meet the clinical component of the NYC STEP program, participants must be staffed in the appropriate setting for the 2022-23 SY:

- I. **Bilingual Education Cohort** —A Bilingual Education classroom setting for at least 3 class periods per day in one of the following instructional settings:
 - Dual Language (DL) classroom setting; or
 - Transition Bilingual Education (TBE) classroom setting.
- I. **Secondary Students with Disabilities (SwD) Content Bridge-Up**—A Secondary classroom with 1 or more students with an IEP for at least 3 class periods per day in one of the following instructional settings:
 - Integrated Co-Teaching (ICT);
 - Special Education Teacher Support Services (SETSS);
 - Special Class Services; or
 - General education classroom with at least one student with an IEP.

6. What is the selection process for the teacher participant role?

In March 2022, all eligible teachers will receive an email invitation from the program inviting them to submit an online application to be considered for the program. The following factors will be considered in the selection process:

- The teacher's NYC STEP application; and
- A Spanish fluency screen (Bilingual Education cohort only).

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Once applications are reviewed and teacher participants are selected to join NYC STEP, school leaders will receive and **must** sign a program commitment form to ensure that selected teacher participant will be staffed in the appropriate setting for the 2022-23 SY. If the school leader is unable to staff their teacher in an appropriate setting, the teacher will not be enrolled in the program, as they will not be able to successfully complete the coursework, assessments and clinical requirements.

By summer 2022, teacher participant candidates and principals will be notified if they have been selected to participate for the 2022-23 SY.

The Program Experience

7. What is the NYC STEP program experience?

The NYC STEP program will:

- Begin in summer 2022 with a 1-2 day training;
- Take place during the 2022-23 SY;
- Include a combination of online coursework and in-person or virtual coaching;
- Take a competency-based and student-focused approach, including up to 8 rounds of classroom visits/virtual observations by a NYC STEP Facilitator (“Coach”); and
- Support teachers working to obtain their Bilingual Education Extension or Secondary SwD Disabilities (Grades 7-12) Generalist certification.

8. What does the program year look like for teacher participants?

Teacher participants should expect to take-on 100+ hours of graduate-level work over the course of the program year. Teacher participants will complete online, self-guided, graduate-level coursework and job-embedded training beginning in summer of 2022 and participate in training throughout the school year, including:

- Approximately 1-2 days of initial program training in summer 2022 (~6 hours/day);
- Self-paced online modules (~3-6 hours/module) = 60-90 hours of coursework in total;
- Four cohort sessions (in-person and virtual) after the school day (~2 hours/session);
- Monthly classroom visits and debriefs with a NYC STEP Facilitator (~2 hours/cycle);
- Four practicum assessments (~3 hours/assessment);
- Four student work submissions and analyses (~1 hour/submission);
- Three to four classroom visits and debriefs with a NYC STEP Program Observer (~1 hour/cycle); and
- Regular support and communication with the NYC STEP program team throughout the school year.

Teacher participants will begin the 2022-23 school year in their new classroom setting at their current school and will receive support from a NYC STEP Facilitator who is an experienced teacher.

9. What is the role of the NYC STEP Facilitator?

The NYC STEP Facilitator is a current, high-quality teacher who provides ongoing support to teacher participants through in-person or virtual coaching. In-person facilitators support teacher participant(s) within the same school and virtual facilitators support teacher participant(s) in another NYCDOE school. Facilitators provide guidance for teacher participants as they apply what they are learning in the coursework to the classroom and practice new skills to impact student learning in real time.

10. What will a school day look like for teacher participants?

As a participant, a teacher’s school day will look the same as a regular school year and will be expected to complete the following program requirements:

- Teach in an appropriate classroom setting; (see Q.5)

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- Participate in all school-based meetings related to teacher role;
 - Complete all program components throughout the school year;
 - Participate in classroom visits and debriefs with a program observer; and
 - Participate in Facilitator classroom visits and debriefs through in-person or virtual monthly coaching cycles
- Outside of the school day, teacher participants will need to budget several hours per week to complete online, self-guided coursework and assessments. Additionally, teacher participants will come together online with their cohort and their instructor to explore problems of practice and learn from peers (Cohort Sessions) at regular intervals throughout the year.

Program Completion

11. How can teacher participants successfully complete the program?

You will receive points towards your final grade for work completed in the program. NYC STEP considers multiple measures of performance to develop the fullest possible depiction of your performance in the program. To successfully complete the program, Teacher Participants must:

- Complete the requisite number of clinical hours in the appropriate classroom setting;
- Coursework (15% of final grade): Complete all readings and associated coursework;
- Observation of Teacher Practice (30% of final grade): Teacher Participants will receive four program observations throughout the program year. For each observation, Teacher Participants must meet an average score across a subset of Danielson Framework for Teaching components. These are separate from, and do not affect, ratings earned as part of Advance observations;
- End-of-Cycle Assessments (30% of final grade): Teacher Participants must successfully complete four End-of-Cycle Assessments (ECAs) throughout the program which include lesson and unit plan submissions, reflections on instruction for students, video lessons and more;
- Student Work Analysis (25% of final grade): Teacher Participants will develop and work towards goals measuring whether they have provided all their students access to high-quality, grade-level appropriate standards-aligned tasks and instruction, and have effectively supported their students to be able to meet the demands of those tasks.

Teacher participants will receive points towards their final grade for work completed in the program. A final grade of an 83% or higher constitutes as passing score, which will be issued along with a NYCDOE Transcript.

NOTE: This program is separate and apart from a teacher's development and evaluation process at their school.

Certification and Licensing

12. Will teacher participants earn graduate credits if they successfully pass the program?

I. **Bilingual Education Cohort (Spanish):**

The NYC DOE secured accreditation of the Bilingual Education coursework for 12 graduate-level semester hours (3 in Theories of bilingual education College Coursework, 3 in Multicultural Perspectives, 3 in Sociolinguistics or psycholinguistics, 3 in Teaching English to English language learners, 3 in Teaching native language arts to English language learners, 3 in Teaching content to English language learners using native language and English). Participants can apply the credit equivalency towards an additional certification through the "[Additional Classroom Teaching Certificate Individual Evaluation](#)" pathway.

In addition to successfully completing the NYC STEP program, to apply for the Bilingual Extension participants are responsible to complete all NY state requirements of the [Additional Classroom Teaching Certificate](#)

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[Individual Evaluation](#) pathway. NY state requirements for teacher participants in the Bilingual Education Cohort include:

- Hold a valid NYS Certificate
- Complete and pass the following exam: [Bilingual Education Assessment](#) (BEA)
- Complete the [Child Abuse Identification](#), [School Violence Intervention and Prevention](#) and [Dignity for All Students Act](#) workshops

II. Secondary Students with Disabilities (SwD) Content Bridge-Up Cohort:

The NYC DOE [secured accreditation](#) of the Secondary SwD Content Bridge-Up coursework for 12 graduate-level semester hours, which focus on IEP foundations, theories of adolescent development, best practices for student transition planning and student advocacy, specially designed instruction, and teaching literacy and math for secondary students with disabilities. Participants can apply the credit equivalency towards an additional certification through the [“Additional Classroom Teaching Certificate Individual Evaluation”](#) pathway.

For teacher participants to apply for the SwD Grades 7-12 Generalist certificate, they are responsible to successfully complete the NYC STEP program and meet all NY state requirements of the [Additional Classroom Teaching Certificate Individual Evaluation pathway](#). NY state requirements for teacher participants in the Secondary SwD Content Bridge-Up Cohort include:

- Hold a valid NYS Secondary Content Certificate
- Must have completed the Liberal Arts Core listed below:
 - College Coursework - English Language Arts - 6 S.H.
 - College Coursework - Concepts in Historical and Social Sciences - 6 S.H.
 - College Coursework - Scientific Processes - 6 S.H.
 - College Coursework - Mathematical Processes - 6 S.H.
- Complete and pass the following exam: [Multi-subject: Secondary Teachers CST \(241/244/245\)](#)
- Complete and pass the following exam: [Students with Disabilities CST](#) (060)
- Complete the [Child Abuse Identification](#), [School Violence Intervention and Prevention](#), [Autism](#) and [Dignity for All Students Act](#) workshops

Note: Teachers who may be missing some of the Liberal Arts Core are responsible for completing these requirements on their own if they have not already completed it through previous coursework. The NYC DOE will conduct a courtesy transcript review to identify any missing NY state requirements (a copy of undergraduate transcripts must be submitted by all teachers who are invited to enroll in the program). The NY State Education Department conducts an official review once teachers apply for an additional certification.

13. Will participating in NYC STEP impact a teacher participant’s current license or seniority?

- I. **Bilingual Education Cohort:** Participants in the Bilingual Cohort will remain under their monolingual license area for the duration of the program while they are in a bilingual assignment (similar to how university-based extension programs work). Teachers who successfully complete the NYC STEP program will be staffed under their new license once they receive NYSED certification.

Teachers participating in the Bilingual cohort will not experience changes in their seniority as a result of participating in NYC STEP. Similar to university-based extension programs, teachers under a monolingual license working towards a bilingual setting will serve a one-year tenure probationary period after they:

- Successfully complete the NYC STEP program;
- Apply for and receive their Bilingual Extension; and
- Are staffed in a bilingual teaching assignment.

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- II. **Secondary SwD Content Bridge-Up:** Participants will see no change in their license area, nor will they experience any change in their seniority status because of NYC STEP participation. Teachers in this cohort will accrue years of service in their license area just like other NYC DOE teachers.

Program Cost

14. What is the tuition cost for teacher participants?

NYC STEP is a fully-subsidized graduate program, offered to current teachers free of cost for the 2022-23 SY. Teacher participants will assume the cost of the NY State certification exams, workshops and any missing undergraduate requirements (see Q. 12).

Other FAQs

15. Are teachers who successfully complete the program required to teach in their new license area after completing the NYC STEP program?

The goal of NYC STEP is to provide teachers with skills and certification to extend their impact. While not required, we strongly encourage NYC STEP graduates teach in their new content area or grade band after successfully completing the program.

16. Will teacher participants need to switch to another school after completing the NYC STEP program?

No. NYC STEP is designed for teachers to continue to serve their current school community.

17. What is the best way to contact someone if I have questions?

If you have any questions about the program, please email us at nycstep@schools.nyc.gov. A program representative will reply to you in 24-48 hours.