

NYSED

HOW TO COMPLETE THE PEDAGOGICAL CORE COURSES TABLE

The Pedagogical Core Courses Table is a tool that is used to determine if the pedagogical elements for the certificate areas included in the proposed program, meet Commissioner's Regulations.

Before You Begin You will Need....

- The section from the ***Guidance Document for Registering Teacher, Educational Leader and Pupil Personnel Services Programs Leading to Certification*** entitled “Department Expectations: Pedagogical Core Coursework”
<http://www.highered.nysed.gov/ocue/aipr/register-te.html>
- A copy of the Pedagogical Core Courses Table
<http://www.highered.nysed.gov/ocue/aipr/register-te.html>
- A copy of the General and Program-Specific Pedagogical Core Requirements for the the Certificate Title(s) that your proposed program leads to
<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>
- Copies of Course Descriptions and/or Course Syllabi from the proposed new program or the program to be changed

Guidance Document for Registering Teacher, Educational Leader and Pupil Personnel Services Programs Leading to Certification can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register-te.html>

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234	
Guidance Document for Registering Teacher, Educational Leader and Pupil Personnel Services Programs Leading to Certification	
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The Pedagogical Core Courses Table

Pedagogical Core Courses Table

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 301 – Teaching Students with Disabilities	3	R	Smith/FT	iii, vi	07 i, ii, ix			

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Course Descriptions

EDU 200-Foundations of Education

Historical and contemporary issues in education. An overview of the changes in American education and the forces that created those changes. The relationship between school and society, including issues of equity, federal state and local governance, ethical responsibilities. Historical initiatives effecting school organization and funding. Students must complete 20 hours of field experience.

EDU 220-Education Psychology

Psychological theory relevant to classroom learning, cognition, motivation, classroom management and assessment. Cognitive development and sociocultural learning theories reviewed. Implications of theory for teaching children, including appropriate developmental level learning and methods for assessing learning in the educational setting.

EDU 260 - Classroom Management

Emphasis on understanding behavior and positive behavioral supports through research validated approaches. Focus on implementing instruction in ways that optimize learning, group management methods, inter student relationships, development of student social skills and self-regulation, and the use of appropriate interventions.

EDU 301-Teaching Students with Disabilities

Overview of federal and state law. Identification and characteristics of students with disabilities including intellectual and cognitive disabilities, communication disorders, emotional disabilities, autism, and other disorders. Issues related to providing instruction that meets the needs of diverse learners in inclusive secondary school settings. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students must complete 20 hours of field experience.

EDU 320-Language and Literacy In the Content Areas

Exploration of issues in language and literacy development at the adolescent level. Theories, teaching strategies, and instructional materials pertinent to teaching reading, writing, listening, and speaking to native English speakers and English language learners. Focus on NYS P-12 Common Core Learning Standards in ELA and content subjects. Review of developmentally appropriate strategies for dealing with struggling adolescent readers including integration of technology into the language arts and content area curriculum.

EDUC 330-Learning Assessment and Instruction

Planning, adaptation, and formative evaluation of instructional programs. Review of student and classroom assessment to facilitate positive learning outcomes. Adaption and differentiation of instruction to meet individual learners' needs. Principles and procedures to plan, design, and conduct effective evaluation studies (formative, summative, usability) in different settings are reviewed. Opportunities to study real or simulated evaluation data. Students must create evaluation instruments, develop methods with which to evaluate them, use the assessment tools, analyze the data, report the findings, and make recommendations for course remediation.

General and Program-Specific Pedagogical Core Requirements can be found at: <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>

07. Teaching Students with Disabilities 7-12 Generalist

General requirements

The program shall include the following:

- (i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;
- (ii) learning processes, motivation, communication, and classroom management - - and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;
- (iii) means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three semester hour requirement may be waived at the discretion of the commissioner, upon a showing that the program provides adequate instruction to prepare candidates on understanding the needs of students with disabilities through other means;
- (iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;
- (v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;
- (vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;...

Program-Specific Requirements

Coursework

The program shall include the following:

- (i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;
- (ii) characteristics of learners with disabilities;
- (iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;
- (iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;
- (v) assessment, diagnosis, and evaluation of students with disabilities;
- (vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;
- (vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;
- (viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;
- (ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism, instructional design and supports to promote communication and socialization skills and skill generalization and maintenance; positive behavioral supports, functional behavioral assessments and behavioral intervention plans; collaboration between the home, class, school and community to ensure that students are supported in the general education environment; and knowledge of resources such as early childhood supports, respite care, state agencies, transition services and vocational rehabilitation services and parent support networks and associations that are available to support students and families;
- (x) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings; and
- (xi) study in the process of growth and development in adolescence and how to provide learning experience and conduct assessments reflecting understanding of those processes.....

THE PROCEDURE

The Procedure

- **Step 1:** Using the course description and other information, fill in the appropriate columns of the Pedagogical Core Course Chart entering the course number, title, number of credits, whether required (R) or elective (E), and instructor(s)/status (full-time or part-time).
- **Step 2:** Using the Certification Code website list the Certification code(s) for the areas covered by the program.
<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>
- **Step 3:** Using the course description, and/or syllabi, identify the **General Pedagogical Core Requirements** (General PCR) and **Program-Specific Pedagogical Core Requirements** (Program-Specific PCR) met by each course. Complete the chart by entering the associated roman numeral of the identified requirement into the related PCR column.

Enter Course Information

Step 1: Using the course description and other information, identify course number, title, number of credits, whether required (R) or elective (E), and instructor(s)/status (full-time or part-time).

EDU 301 – Teaching Students with Disabilities

Overview of federal and state law. Identification and characteristics of students with disabilities including intellectual and cognitive disabilities, communication disorders, emotional disabilities, autism, and other disorders. Issues related to providing instruction that meets the needs of diverse learners in inclusive secondary school settings. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students must complete 20 hours of field experience.

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed					
				General PCR*	Program-Specific PCR				
					Cert Code	Cert Code	Cert Code	Cert Code	
EDU 301 – Teaching Students with Disabilities	3	R	Smith/FT	iii, vi	07 i, ii, ix				

Enter the Certification Code

- Step 2:** Using the Certification Code website enter the Certification code(s) for the areas covered by the program.
<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html> In this example, the program leads to Teaching Students with Disabilities 7-12 Generalist, and 07 is the associated Certification Code.

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
EDU 301 – Teaching Students with Disabilities	3	R	Smith/FT	iii, vi	07 i, ii, ix			

Enter the Pedagogical Core Requirements

- **Step 3:** Using the course description, and/or syllabi, identify the **General Pedagogical Core Requirements** (General PCR) and **Program-Specific Pedagogical Core Requirements** (Program-Specific PCR) met by each course. Complete the chart by entering the associated roman numeral of the identified requirement into the related PCR column. Double check to ensure all requirements have been met. All general and program-specific PCR roman numerals from the Certification Title sheet should be listed on the chart.

EDU 301-Teaching Students with Disabilities

Overview of federal and state law. Identification and characteristics of students with disabilities including intellectual and cognitive disabilities, communication disorders, emotional disabilities, autism, and other disorders. Issues related to providing instruction that meets the needs of diverse learners in inclusive secondary school settings. Emphasis on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. Students must complete 20 hours of field experience.

Enter General Pedagogical Core Requirements

General requirements

- The program shall include the following:
 - (i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;
 - (ii) learning processes, motivation, communication, and classroom management - and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;
 - (iii) means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. The three semester hour requirement shall include study in at least the following areas: the categories of disabilities; identification and remediation of disabilities; the special education process and state and federal special education laws and regulations; effective practices for planning and designing co-teaching and collaboration with peers; individualizing instruction; and applying positive behavioral supports and interventions to address student and classroom management needs. When such requirements cannot be completed in three semester hours, the remaining study requirements may be included in other courses. This three semester hour requirement may be waived at the discretion of the commissioner, upon a showing that the program provides adequate instruction to prepare candidates on understanding the needs of students with disabilities through other means;
 - (iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students;
 - (v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				Program-Specific PCR				
				Cert Code	Cert Code	Cert Code	Cert Code	
				General PCR*				
					07			
EDU 301 Teaching Students with Disabilities	3	R	Smith/FT	iii, v	i, ii, iv, ix			

Enter Program-Specific Pedagogical Core Requirements for example Teaching Students with Disabilities 7-12 Generalist (07)

Program-Specific Requirements

Coursework

The program shall include the following:

- (i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;
- (ii) characteristics of learners with disabilities;
- (iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;
- (iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;
- (v) assessment, diagnosis, and evaluation of students with disabilities;
- (vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;
- (vii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;
- (viii) use of assistive and instructional technology in the teaching of and learning by students with disabilities;
- (ix) understanding the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional ...

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	Cert Code
				07				
EDU 301 Teaching Students with Disabilities	3	R	Smith/FT	iii, vi	i, ii, iv, ix			

WHEN PROPOSING A PROGRAM THAT LEADS TO DUAL CERTIFICATION

Do all of the above ---- and

Caution: Programs should not be designed to lead to a list of certificate titles. Combining multiple certificate tracks and levels may lead to a curriculum that is diluted and diffused. A focus on one or two certificate titles at the same level will help maintain the focus and integrity of the program so that candidates are fully prepared to meet their specific career objectives.

Add the Program-Specific Pedagogical Core Requirements for the Additional Certification.

- Step 1:** Using the Certification Code website list the additional Certification code(s) for the areas covered by the program. In this example the program will also lead to an adolescent education title defined by certification code 04. See the Certification Code website at <http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code	Cert Code	Cert Code	
EDU 301 – Teaching Students with Disabilities	3	R	Smith/FT	iii, vi	i, ii, ix	04		

Complete the Pedagogical Core Courses Table

- **Step 2:** Using the course description, and/or syllabi, identify the additional **Program-Specific Pedagogical Core Requirements** (Program-Specific PCR) met by each course. Complete the chart by entering the associated roman numeral of the identified requirement into the related PCR column.

EDU 320-Language and Literacy In the Content Areas

Exploration of issues in language and literacy development at the adolescent level. Theories, teaching strategies, and instructional materials pertinent to teaching reading, writing, listening, and speaking to native English speakers and English language learners. Focus on NYS Common Core Learning Standards in ELA and content subjects. Review of developmentally appropriate strategies for dealing with struggling adolescent readers including integration of technology into the language arts and content area curriculum.

Pedagogical Core Course Table with 04. Adolescence Education (grades 7-12) Program-Specific Requirements

Program-Specific Requirements

- Coursework
- The program shall include the following:
 - (i) study in the processes of growth and development in adolescence and how to provide learning experiences and conduct assessments reflecting understanding of those processes; and
 - (ii) at least six semester hours of study in teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. This six-semester-hour requirement may be waived upon a showing of good cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means.

Course Number and Title	Credit	R/E	Instructor(s) / Status	Pedagogical Core Requirements (PCR) Addressed				
				General PCR*	Program-Specific PCR			
					Cert Code 07	Cert Code 04	Cert Code	Cert Code
EDU 301 – Teaching Students with disabilities	3	R	Smith/FT	iii, vi	i, ii, ix			
EDU 320 Language and Literacy in the Content Area	3	R	Jones/FT	iv		ii		

General and Specific Pedagogical Core Requirements can be Found:

<http://www.highered.nysed.gov/ocue/aipr/PedagogicalCore.html>