



New York State Teacher Certification Examinations (NYSTCE), 2023-2024 Initial and Advanced Programs

PURPOSE

The New York State licensure exams address New York Education Law and Commissioner's Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification. The explicit purpose of these tests is to help identify, for certification, those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of an educator in New York State public schools.

ADMINISTRATION

As proprietary exams, they are administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment. The exams consist of multiple-choice questions and constructed response items.

INSTRUMENT

The NYSTCE are criterion-referenced, objective-based tests designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. Test questions were developed using textbooks, New York State learning standards and curriculum guides, teacher education curricula, and certification standards. The tests were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists. The CST exams consist of both selected response (SR) questions and constructed response (CR) questions.

As a criterion for success, the Touro University EPP aims, at minimum, for a threshold pass rate that is equal to or exceeds 80%. In addition, our maximum aim is to meet or exceed the state average pass rate, particularly if higher than 80%. However, for EPP scores less than an 80% pass rate, an internal benchmark to improve on the prior reporting cycle pass rates is established.

Exam competencies have been mapped to CAEP, InTASC, New York State Teaching (NYS), Mathematics Education, Council for Exceptional Children (CEC), International Literacy Association (ILA), Technology and Innovation (ISTE; as appropriate), National Council of Teachers of English (NCTE), TESOL, Educational Leaders (PSEL), and College and Career Readiness standards. Exams are also tagged to the Touro College EPP Candidate Learning Outcomes (CLOs) and Equity and Access Indicators – See framework sections at the end of this document.

VALIDITY AND RELIABILITY

The New York State Teacher Certification Examinations (NYSTCE) are validated in accordance with professionally accepted procedures for the validation of certification tests and is monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98. (http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf)

Initial Programs.

Data reporting for 2023-2024 demonstrates a pattern of pass rates meeting or exceeding the minimum pass rate of 80% for most program exams across campuses. The results show that The Multi-Subject exam scores had a pass rate for the Birth to Grade 2 Programs for Manhattan (85%), Brooklyn (86%), and Long Island (100%). The Multi-Subject exam scores had a pass rate for the Grades 1-6 Programs for Manhattan (88%) Brooklyn (86%) and Long Island (93%). The Multi-Subject Special Education Generalist, Grades 7 – 12 exam scores for Manhattan were (78%), Brooklyn (82%), and Long Island (100%). The Students with Disabilities Exam CST.1 exam scores in Birth to Grade 2 for Manhattan (100%) Brooklyn (100%) and Long Island (100%). The Jewish Childhood Education/Special Education 1-6 CST exam score pass rate for Manhattan was 100%. 2023-24 State pass rate data for comparison are not yet available for initial and advanced certification programs.

Alternative Programs

Childhood Education and Special Education (Grades 1-6) Residency (I)

The Multi-subject exam the pass rate for Grades 1-6 Manhattan was (100%) The Multi-subject exam the pass rate for Grades 7-12 Manhattan was (88%) The Students with Disabilities Exam pass rate for Manhattan was (100%) for Adolescent Special Education (7-12) Trans-B
Childhood Education and Special Education (Grades 1-6) Residency (I)

Advanced Programs

TESOL (A).

The TESOL CST exam pass rate for Manhattan was (95%) and (100%) pass rate for Brooklyn and Long Island.

Literacy (A).

The Literacy target rate for the CST exam was achieved with a pass rate for Manhattan at (86%) and (80%) pass rate for Long Island.

School Leadership (A).

School Leadership SBL I, II (2019) Exam pass rate was (87%), School Leadership SBL I, II (2013) Exam pass rate was (80%). School Leadership School District Leader I, II Exam pass rate was (100%)

ANALYSIS OF EPP:**INITIAL PROGRAMS****Early Childhood Education and Special Education (Birth - Grade 2) (I).**

The Multi-subject exam pass rate for Manhattan was (85%), Brooklyn was (86%), and Long Island (100%). The Students with Disabilities Exam pass rate for Manhattan was (100%), Brooklyn was (100%), and Long Island (100%).

Childhood Education and Special Education (Grades 1-6) (I).

The Multi-subject exam pass rate for Manhattan was (88%), Brooklyn was (86%), and Long Island (93%). The Students with Disabilities Exam pass rate for Manhattan was (100%), Brooklyn was (100%), and Long Island (100%).

Special Education, Generalist (Grades 7-12) (I).

The Multi-subject exam pass rate for Manhattan was (78%) Brooklyn was (82%), and Long Island (100%). The Students with Disabilities Exam pass rate for Manhattan was (100%), Brooklyn was (100%), and Long Island (100%).

Jewish Childhood Education/Special Education Gr1-6 (I).

The target of 100% was achieved.

Mathematics Education.

The target of 100% was achieved.

ALTERNATIVE PROGRAMS**Childhood Education and Special Education (Grades 1-6) Residency, and Adolescent SpEd (7-12) Trans-B**

Childhood Education and Special Education (Grades 1-6) Residency (I)

The Multi-subject exam the pass rate for Grades 1-6 Manhattan was (100%) The Multi-subject exam the pass rate for Grades 7-12 Manhattan was (88%) The Students with Disabilities Exam pass rate for Manhattan was (100%) for Adolescent Special Education (7-12) Trans-B

Childhood Education and Special Education (Grades 1-6) Residency (I)

ADVANCED PROGRAMS

TESOL (A). The TESOL CST exam pass rate for Manhattan was (95%) and (100%) pass rate for Brooklyn and Long Island.

Literacy (A). The Literacy target rate for the CST exam was achieved with a pass rate for Manhattan at (86%) and (80%) pass rate for Long Island.

School Leadership (A). School Leadership SBL I, II (2019) Exam pass rate was (87%), School Leadership SBL I, II (2013) Exam pass rate was (80%). School Leadership School District Leader I, II Exam pass rate was (100%).

PROPOSED ACTIONS FOR PROGRAM IMPROVEMENT

EPP

In order to meet or exceed the minimum threshold of an (80%) pass rate, the EPP will continue to fine-tune the sequence of courses in accordance with progress levels. In addition, for initial programs not meeting the threshold, we will embed within specific content-related courses co-curricular tutorial modules aligned with objectives of specific New York State licensure exams. Mometrix test prep materials and test prep sessions have been incorporated, are offered across all sites, and are strongly encouraged prior to taking the certification exams. Module completion will be required for all candidates who have not yet achieved a passing score on the associated licensure exams.

INITIAL PROGRAMS

Early Childhood Education and Special Education (Birth - Grade 2) (I).

The target for improvement is to maintain the pass rate and meet the minimum threshold pass rates of 80% for the CST Multi Subject exam in Long Island, Manhattan, and Brooklyn. Maintain the Students with Disabilities pass rate of 100% in all locations. The CST-prep co-curricular tutorials will be developed in the relevant B-2 and 7-12 program courses to supplement the individual CST test preparation with the instructor-guided test preparation. Additionally, faculty will create course assignments that will prepare candidates for the certification exams, and test taking skills.

Childhood Education and Special Education (Grades 1-6) (I).

The target for improvement for the CST Multi-Subject exam and Students with Disabilities Exam is to maintain the passing rate on the exam in all the program locations and to increase Brooklyn passing rate from 86% to 88%. Maintain the passing rate of 100% for the Students with Disabilities Exam in all the locations. Additionally, faculty will create course assignments that will prepare candidates for the certification exams, and test taking skills.

Special Education, Generalist (Grades 7-12) (I).

For the CST Multi Subject, the target for improvement is to increase the pass rate for Manhattan to 80% by revising math course to include CST- math co-curricular tutorial. Maintain the target pass rate for the CST in Brooklyn 80% or higher and maintain the passing rate of 100% in Long Island. This will be achieved by providing increased advisement related to when candidates should take the

exam in Brooklyn. Additionally, more communication will be sent to candidates regarding the Mometrix test prep materials and test prep sessions that are offered across all sites. The target for improvement for Students with Disabilities Exam is to maintain the passing rate of 100% across all sites. Additionally, faculty will create course assignments that will prepare candidates for the certification exams, and test taking skills.

Jewish Childhood Education/Special Education Gr1-6 (I)

The target of 100% was achieved.

Mathematics Education

The target of 100% was achieved in Manhattan.

ALTERNATIVE PROGRAMS

Childhood Education and Special Education (Grades 1-6) (I), Adolescent Special Education (7-12) Trans-B

The target for improvement has been met with a pass rate of 99% or above. We are in the process of curriculum review and will identify any areas that need improvement.

ADVANCED PROGRAMS

TESOL (A).

Continuation of CST-ESOL Prep Workshops: We will maintain our established practice of offering these workshops each semester, as they have proven to be an effective support system for our candidates. Communication with Other Programs: We will work with other programs to ensure their candidates do not use our TESOL code unless they have completed or taken TESOL courses with us. Data Monitoring: We will continue closely tracking candidate performance trends to assess whether any curriculum enhancements or additional supports are needed.

Literacy (A).

Introduction of CST-Literacy Prep Workshops: To align with the success of the TESOL CST workshops, we will implement CST-Literacy prep sessions to better prepare candidates for the exam. Faculty Stability and Program Enhancement: Once a full-time faculty member is on board, we will restructure and strengthen the program to provide consistent instruction, mentorship, and academic support. Curriculum Review and Alignment: We will evaluate course content and assessments to ensure they align closely with the CST exam competencies and best practices in literacy instruction. Goal Setting: With these changes, we aim to restore the Literacy CST pass rate to at least 90% by next year.

School Leadership (A)

Target for improvement is 90%. To improve the performance rate from 87% to 90% in the School Building Leader, the program will review and update the examination test preparation session, and include it as a workshop. Attendance will be required during the first internship session. The School District Leader pass rate was 100%.

TOURO UNIVERSITY GRADUATE SCHOOL OF EDUCATION					
New York State Certification Exam Scores of Completers for three campuses: Manhattan, Brooklyn, Long Island					
	<i>Manhattan Campus Pass Rate</i>	<i>Manhattan Campus- Pass Rate</i>	<i>Brooklyn Campus Pass Rate</i>	<i>Long Island Campus Pass Rate</i>	<i>NYS Pass Rates</i>
	<i>Traditional Programs</i>	<i>Alternative Programs</i>	<i>Traditional Programs</i>	<i>Traditional Programs</i>	
ASSESSMENT NAME	2023-24	2023-24	2023-24	2023-24	2023-24
	Pass Rate	Pass Rate	Pass Rate	Pass Rate	Pass Rate*
Initial Programs					
Mathematics CST.1	100%				
Multi-Subject Birth to Grade 2	85%		86%	100%	
Multi-Subject Grades 1 - 6	88%	100%	86%	93%	
Jewish Childhood Ed/SpEd Gr1-6	100%				
Chldhd/Sp. Educ Residency 1-6		100%			
Multi-Subject Grades 7 - 12	78%	88%	82%	100%	
Students With Disabilities CST.1	100%	100%	100%	100%	
Tch Eri Chl Ed Std W Dis B-Gr2	100%		100%	100%	
Chldhd Ed Tch Std W Dis Gr 1-6	100%		100%	100%	
Tch SWD Generalist Gr 7-12	100%		100%	100%	
Adolescent SpEd(7-12) Trans-B		100%			
Chldhd/Sp. Educ Residency 1-6		100%			
Advanced Programs					
ESOL CST	95%		100%	100%	
Literacy CST	86%			80%	
School Leadership SBL I, II (2019)	87%				
School Leadership SBL I, II (2013)	80%				
School Leadership School District Leader I, II	100%				
School Counseling					
Prepared by the Office of Institutional Research and Effectiveness					

NYSED Teacher Certification Tests and Test Codes

<u>Test Code</u>	<u>Test</u>
<u>Initial Programs</u>	
004	Mathematics
211/212/245	Multi-Subject Teachers of Early Childhood (Birth-Grade 2)
221/222/245	Multi-Subject Teachers of Childhood (Grade 1-6)
241/242/245	Multi-Subject Secondary Teachers (Birth-Grade 7-12) (retired June 30, 2019)
241/244/245	Multi-Subject Secondary Teachers (Birth-Grade 7-12) (available November 12, 2018)
060	Students with Disabilities
<u>Advanced Programs</u>	
071	Education Technology Specialist
065	Literacy
107/108	Revised (Sept 2013) School Building Leader
104/104	School District Leader
116	English to Speakers of Other Languages (ESOL)

Required CST Exams per Touro College EPP Program:

New York State Teacher Certification Exams Required for Certification	
Touro College EPP Program	Required New York State Teacher Certification Exam
Mathematics Education	<ul style="list-style-type: none"> • CST Mathematics
Early Childhood General and Special Education, Birth- Grade 2 (Dual Certification)	<ul style="list-style-type: none"> • CST-Multi-Subject Birth-Grade2 Part 1, 2, and 3 • CST Students with Disabilities
Childhood General and Special Education, Grades 1 – 6 (Dual Certification)	<ul style="list-style-type: none"> • CST Multi-Subject Teachers of Childhood (Grade 1 – Grade 6) Part 1, 2, and 3 • CST Students with Disabilities
Teaching Students with Disabilities, Grades 7-12 Generalist	<ul style="list-style-type: none"> • CST-Multi-Subject Birth-Grade2 Part 1, 2, and 3
Instructional Technology	<ul style="list-style-type: none"> • Education Technology Specialist
Teaching Literacy	<ul style="list-style-type: none"> • Literacy
School Leadership	<ul style="list-style-type: none"> • Revised (Sept 2013) School Building Leader and/or • School District Leader
TESOL	<ul style="list-style-type: none"> • English to Speakers of Other Languages (ESOL)

STANDARDS ALIGNMENT

CST Mathematics

Standards	Competency	Performance Expectations
MATHEMATICS		
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0001— NUMBER AND QUANTITY	The New York State Mathematics teacher understands and extends concepts of number and quantity, from the properties of arithmetic operations involving real numbers through the properties of operations involving vector and matrix representations and complex numbers.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0002— ALGEBRA	The New York State Mathematics teacher understands the use of numbers, symbols, operations, and conventions of notation that allow the creation, interpretation, and manipulation of algebraic expressions and equations, and uses them to model and solve mathematical and real-world problems.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0003— FUNCTIONS	The New York State Mathematics teacher understands that functions are descriptions, often in the form of algebraic expressions, of situations in which one quantity depends on another, and that functions have many applications modeling nature and human society.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0004— CALCULUS	The New York State Mathematics teacher understands the fundamental concepts of calculus and how techniques of calculus are essential in the modeling and solving of both mathematical and real-world problems.

InTASC 4 CLOs DKS1 Math Ed 1 NYS 2 CAEP 1	COMPETENCY 0005— GEOMETRY AND MEASUREMENT	The New York State Mathematics teacher understands the attributes and relationships of geometric objects in diverse contexts and applies the properties of measurement and dimension in modeling situations.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2 CAEP 1	COMPETENCY 0006— STATISTICS AND PROBABILITY	The New York State Mathematics teacher understands that information contained in data is often obscured by variability and uses statistical tools and knowledge of probability to make informed decisions that allow for this variability.
InTASC 5, 6, 8 CLOs DKS1 DKS1 DLR2 NYS 3, 5 Math Ed 2, 3, 5 CAEP 1	COMPETENCY 0007— PEDAGOGICAL CONTENT KNOWLEDGE	The New York State Mathematics teacher effectively applies pedagogical content knowledge across multiple content domains to design instruction to help students achieve a specific learning goal. The teacher analyzes student understanding and identifies potential and apparent student difficulties. The teacher applies knowledge of how students learn to develop an effective instructional strategy that includes multiple ways of representing mathematical concepts and procedures that will facilitate development of students' skills and their achievement of the desired learning goal.

Sources: CST Mathematics Framework

STANDARDS ALIGNMENT

Multi-Subject: Teachers of Early Childhood (Birth – Grade 2)

Standards	Competency	Performance Expectations
PART ONE: LITERACY AND LANGUAGE ARTS		
InTASC 4, 5, 6 CLOs DKS1, DKS2, DLR1 NYS 2, 3, 4 ILA 1 CAEP 1	COMPETENCY 0001— KNOWLEDGE OF LITERACY & LANGUAGE ARTS	An effective Birth–Grade 2 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening, and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for children; writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives); and language and communication skills related to speaking and listening for different purposes in an academic setting.
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 ILA 1, 2 CAEP 1	COMPETENCY 0002— INSTRUCTION IN FOUNDATIONAL LITERACY SKILLS	An effective Birth–Grade 2 Multi-Subject teacher is skilled in providing instruction for children from birth through grade 2 that promotes their development of decoding skills, fluency, vocabulary and language knowledge and skills, and independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in print concepts, phonological awareness, and phonemic awareness (a particular type of phonological awareness); phonics, word recognition, and reading fluency; vocabulary and language knowledge and skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction. The teacher plans developmentally appropriate data-driven instruction in foundational reading skills that meets the learning needs of children from birth through grade 2.
InTASC 4, 5, 6 CLOs DKS1, DKS2,	COMPETENCY 0003— INSTRUCTION IN ENGLISH LANGUAGE ARTS	An effective Birth–Grade 2 Multi-Subject teacher is skilled in providing instruction for children from birth through grade 2 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction in analyzing,

DKS3, DLR1, DLR2 NYS 2, 3, 5 ILA 1, 3, 5 CAEP 1		evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors that affect the development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of children from birth through grade 2.
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 ILA 1, 2, 3, 4, 5 CAEP 1	COMPETENCY 0004— ANALYSIS, SYNTHESIS, AND APPLICATION	An effective Birth–Grade 2 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, and vocabulary and language knowledge to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation about a reading passage between a student and a teacher, a student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.
PART TWO: MATHEMATICS		
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0001— NUMBER AND OPERATIONS	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of the base-ten system and fractions, decimals, and percents and applies understanding of place value and properties of operations to justify algorithms. The teacher applies number properties and operations to interpret arithmetic as a coherent and logical subject that makes sense and recognizes how number and operations form the basis for further work in algebra. The teacher demonstrates knowledge of number systems, including how number systems are extended, and uses rational numbers to model and solve mathematical and real-world problems.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0002— OPERATIONS AND ALGEBRAIC THINKING	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of operations and algebraic thinking. The teacher makes connections between numbers, operations, and algebraic thinking. The teacher applies operations and algebraic thinking to model and solve problems, and works accurately with operations, algebraic expressions, equations, and functions. The teacher makes connections between multiplication and division and between ratios and rates. The teacher analyzes and solves problems involving ratios and proportional reasoning.

InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0003— MEASUREMENT, GEOMETRY, AND DATA	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of measurement and geometry. The teacher applies measurement concepts and standard units and interprets geometry as a system based on precise definitions and mathematical reasoning. The teacher models and solves mathematical and real-world problems, including problems involving angle measure, perimeter, area, surface area, and volume. The teacher works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher applies knowledge of probability and understands how statistics and chance events are used to make inferences.
InTASC 5 CLOs DKS1 NYS 3 Math Ed 2, 3 CAEP 1	COMPETENCY 0004— INSTRUCTION IN MATHEMATICS	The New York State Birth–Grade 2 Multi-Subject teacher integrates knowledge of the mathematics learning that occurs prior to schooling with understanding of how children learn number and operations, measurement and spatial reasoning, and data collection and interpretation to promote student learning. The teacher provides a rich variety of focused strategies (e.g., moving from concrete to abstract; using multiple representations; explaining, connecting, and critiquing ideas) for promoting children's understanding, confidence, perseverance, and fluency in these areas. The focused strategies include explicitly teaching mathematical language that students need for mathematical practice, performance, and success. The teacher uses assessment to differentiate instruction.
InTASC 5, 6, 8 CLOs DKS1, DKS2, DLR1 NYS 3, 5 Math Ed 2, 3, 5 CAEP 1	COMPETENCY 0005— ANALYSIS, SYNTHESIS, AND APPLICATION	The New York State Birth–Grade 2 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.
PART THREE: ARTS AND SCIENCES		
InTASC 4 CLOs DKS1 NYS 2 ISTE 6 CAEP 1	COMPETENCY 0001— SCIENCE AND TECHNOLOGY	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.

InTASC 4 CLOs DKS1 NYS 2 CAEP 1	COMPETENCY 0002— SOCIAL STUDIES	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
InTASC 4 CLOs DKS1 NYS 2 CAEP 1	COMPETENCY 0003—FINE ARTS, HEALTH AND FITNESS, FAMILY AND CONSUMER SCIENCE, AND CAREER DEVELOPMENT	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

Source: CST Multi-Subject (Birth-2) Framework

STANDARDS ALIGNMENT

Multi-Subject: Teachers of Childhood (Grade 1 - Grade 6)

Standards	Competency	Performance Expectations
PART ONE: LITERACY AND ENGLISH LANGUAGE ARTS		
InTASC 4, 5, 6 CLOs DKS1, DKS2, DLR1 NYS 2, 3, 5 ILA 1 CAEP 1	COMPETENCY 0001— KNOWLEDGE OF LITERACY & LANGUAGE ARTS	<p>An effective Grade 1–Grade 6 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for children, writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives), and language and communication skills related to speaking and listening for different purposes in an academic setting.</p>
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 ILA 1, 2 CAEP 1	COMPETENCY 0002— INSTRUCTION IN FOUNDATIONAL LITERACY SKILLS	<p>An effective Grade 1–Grade 6 Multi-Subject teacher is skilled in providing instruction for students from grade 1 through grade 6 that promotes their development of decoding skills, fluency, vocabulary and language knowledge and skills, and independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in print concepts, phonological awareness, and phonemic awareness (a particular type of phonological awareness); phonics, word recognition, and reading fluency; vocabulary and language knowledge and skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction.</p> <p>The teacher plans developmentally appropriate data-driven instruction in foundational reading skills that meets the learning needs of students from grade 1 through grade 6.</p>
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2	COMPETENCY 0003— INSTRUCTION IN	<p>An effective Grade 1–Grade 6 Multi-Subject teacher is skilled in providing instruction for students from grade 1 through grade 6 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction</p>

NYS 2, 3, 5 ILA 1, 3, 5 CAEP 1	ENGLISH LANGUAGE ARTS	in analyzing, evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors that affect the development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of students from grade 1 through grade 6.
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 ILA 1, 2, 3, 4, 5 CAEP 1	COMPETENCY 0004— ANALYSIS, SYNTHESIS, AND APPLICATION	An effective Grade 1–Grade 6 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, language knowledge and conventions, and vocabulary acquisition to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation about a reading passage between a student and a teacher, a student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.
PART TWO: MATHEMATICS		
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0001— NUMBER AND OPERATIONS	The New York State Grade 1–Grade 6 Multi-Subject teacher demonstrates deep knowledge of number and operations and algebraic thinking. The teacher interprets arithmetic as a coherent and logical subject that makes sense and demonstrates understanding of how operations used for whole numbers and fractions form the basis for further work in algebra. The teacher applies operations and algebraic thinking to model and solve problems and works accurately with numbers and algebraic expressions and equations. The teacher interprets numbers and the base-ten system as a coherent and logical set of ideas; extends the properties of whole numbers and number operations to fractions; and analyzes properties of fractions, decimals, and percents. The teacher applies understanding of place value and properties of operations to justify algorithms; works accurately with whole numbers, fractions, decimals, and percents; and uses numbers and operations to model and solve mathematical and real-world problems.

InTASC 4 CLOs DKS1 Math Ed 1 NYS 2	COMPETENCY 0002— RATIOS AND PROPORTIONAL RELATIONSHIPS AND NUMBER SYSTEMS	The New York State Grade 1–Grade 6 Multi-Subject teacher demonstrates deep knowledge of ratios and proportional relationships. The teacher applies connections between multiplication and division and ratios and rates, as well as connections between ratios and proportional reasoning, linear equations, and concepts of measurement and geometry. The teacher analyzes properties of whole, rational, and real numbers and interprets the real number system as an extension of the rational numbers. The teacher works accurately with ratios and proportional relationships and rational numbers and uses them to model and solve mathematical and real-world problems.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2 CAEP 1	COMPETENCY 0003— ALGEBRA, MEASUREMENT, GEOMETRY, AND DATA	The New York State Grade 1–Grade 6 Multi-Subject teacher demonstrates knowledge of the structure of algebraic expressions, how algebraic manipulations are governed by properties of operations and exponents, the nature of solutions to equations, and reasoning processes for manipulating expressions and solving equations. The teacher analyzes functions, uses expressions to define functions, applies properties of functions, and analyzes graphs. The teacher uses algebra to model and solve problems and demonstrates skill and accuracy in working with algebraic expressions, equations, and functions. The teacher demonstrates deep knowledge of measurement and geometry and interprets geometry as a system based on precise definitions and mathematical reasoning. The teacher works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher applies knowledge of probability to analyze chance events and understands how statistics and chance processes are used to make inferences. The teacher applies measurement, geometry, and data concepts to model and solve mathematical and real-world problems.
InTASC 5 CLOs DKS1 NYS 3 Math Ed 2, 3 CAEP 1	COMPETENCY 0004— INSTRUCTION IN MATHEMATICS	The New York State Grade 1–Grade 6 Multi-Subject teacher applies knowledge of how students learn number concepts, operations, and algebraic thinking; fractions and ratios; and proportional relationships. The teacher applies knowledge of how students develop measurement and spatial reasoning concepts and skills related to data collection and interpretation. The teacher provides a rich variety of focused strategies (e.g., moving from concrete to abstract; using multiple representations; explaining, connecting, and critiquing ideas) for promoting students' understanding, confidence, perseverance, and fluency in these areas. The focused strategies include explicitly teaching mathematical language that students need for mathematical practice, performance, and success. The teacher uses assessment data to differentiate instruction.

InTASC 5, 6, 8 CLOs DKS1, DKS2, DLR1, NYS 3, 5 Math Ed 2, 3, 5 CAEP 1	COMPETENCY 0005— ANALYSIS, SYNTHESIS, AND APPLICATION	The New York State Grade 1–Grade 6 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, fractions, ratios and proportional reasoning, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.
Part Three: Arts and Sciences		
InTASC 4 CLOs DKS1 NYS 2 ISTE 6 CAEP 1	COMPETENCY 0001— SCIENCE AND TECHNOLOGY	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.
InTASC 4 CLOs DKS1 NYS 2 CAEP 1	COMPETENCY 0002— SOCIAL STUDIES	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
InTASC 4 CLOs DKS1 NYS 2 CAEP 1	COMPETENCY 0003— FINE ARTS, HEALTH AND FITNESS, FAMILY AND CONSUMER SCIENCE, AND CAREER DEVELOPMENT	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

Sources: CST Multi-Subject (1-6) Framework

STANDARDS ALIGNMENT

MULTI-SUBJECT: SECONDARY TEACHERS (GRADE 7–GRADE 12)

Standards	Competency	Performance Expectations
PART ONE: LITERACY AND LANGUAGE ARTS		
InTASC 4, 5, 6 CLOs DKS1, DKS2, DLR1 NYS 1, 2, 3, 5 ILA 1 CAEP 1	COMPETENCY 0001— KNOWLEDGE OF LITERACY & LANGUAGE ARTS	An effective Grade 7–Grade 12 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening, and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for adolescents and adults; writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives); and language and communication skills related to speaking and listening for different purposes in an academic setting. The teacher has a deep understanding of how to motivate students to engage in independent literacy practice.
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 1, 2, 3, 5 ILA 1, 2 CAEP 1	COMPETENCY 0002— INSTRUCTION IN FOUNDATIONAL LITERACY SKILLS	An effective Grade 7–Grade 12 Multi-Subject teacher is skilled in providing instruction for students from grade 7 through grade 12 that promotes their ongoing development of vocabulary and language knowledge and skills and their independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in vocabulary knowledge and skills; language knowledge and skills, including fluent decoding skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction. The teacher plans developmentally appropriate data-driven text comprehension and language instruction that meets the learning needs of students from grade 7 through grade 12.
InTASC 4, 5, 6	COMPETENCY 0003— INSTRUCTION IN ENGLISH LANGUAGE ARTS	An effective Grade 7–Grade 12 Multi-Subject teacher is skilled in providing instruction for students from grade 7 through grade 12 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction in

CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 1, 2, 3, 5 ILA 1, 3, 5 CAEP 1		analyzing, evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors, including student interest, that affect the development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of students from grade 7 through grade 12.
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 1, 2, 3, 5 ILA 1, 2, 3, 4, 5 CAEP 1	COMPETENCY 0004— ANALYSIS, SYNTHESIS, AND APPLICATION	An effective Grade 7–Grade 12 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, language knowledge and conventions, and vocabulary acquisition to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation between a student and teacher about a reading passage, a student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.
PART TWO: MATHEMATICS		
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2 CAEP 1	COMPETENCY 0001— NUMBER AND QUANTITY	The New York State Grade 7–Grade 12 Multi-Subject teacher demonstrates knowledge of the properties of the real number system. The teacher works accurately with real numbers, and uses them to solve mathematical and real-world problems. The teacher has a deep understanding of ratios and proportional relationships, and applies connections between multiplication and division and ratios and rates. The teacher analyzes relationships between ratios and fractions, solves problems involving ratios and rates, and demonstrates the ability to work accurately with ratios and proportional relationships.
InTASC 4 CLOs DKS1 Math Ed 1 NYS 2 CAEP 1	COMPETENCY 0002— ALGEBRA AND FUNCTIONS	The New York State Grade 7–Grade 12 Multi-Subject teacher demonstrates knowledge of the structure of algebraic expressions, how algebraic manipulations are governed by properties of operations and exponents, the nature of solutions to equations, and reasoning processes for manipulating expressions and solving equations. A teacher at this level demonstrates skill and accuracy working with expressions and equations, and uses algebra to model and solve mathematical and real-world problems. The teacher demonstrates foundational knowledge of the concept of a function and how functions are used to describe relationships between quantities. The teacher represents and interprets functions in various ways, uses functions to model situations, and builds new functions from existing functions. The teacher demonstrates understanding of the connections between functions, expressions, equations, modeling, coordinates, and graphs.

InTASC 4 CLOs DKS1 Math Ed 1 NYS 2 CAEP 1	COMPETENCY 0003— GEOMETRY AND STATISTICS	The New York State Grade 7–Grade 12 Multi-Subject teacher demonstrates knowledge of geometry as a formal mathematical system that is based on precise definitions, careful reasoning, and proof. The teacher applies concepts of geometric transformations, congruence, symmetry, and similarity. The teacher uses right triangle trigonometry and expresses geometric properties with equations. The teacher uses measurement and geometry to model situations. The teacher demonstrates knowledge of fundamental statistical concepts and their applications, works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher demonstrates knowledge of concepts associated with random sampling and random processes and methods for drawing valid conclusions. The teacher calculates probabilities and understands how probability and statistics can be used to make decisions.
InTASC 5, 6, 8 CLOs DKS1, DKS2, DLR1 NYS 1, 2, 3, 5 Math Ed 2, 3, 5 CAEP 1	COMPETENCY 0004— ANALYSIS, SYNTHESIS, AND APPLICATION	The New York State Grade 7–Grade 12 Multi-Subject teacher accurately and effectively applies relevant foundational content knowledge and pedagogical content knowledge (e.g., number and operations, operations and algebraic thinking, ratio and proportional reasoning, measurement and data) to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of a student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.
PART THREE: ARTS AND SCIENCES		
InTASC 4 CLOs DKS1 NYS 2 ISTE 6 CAEP 1	COMPETENCY 0001— SCIENCE AND TECHNOLOGY	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.

InTASC 4 CLOs DKS1 NYS 2 CAEP 1	COMPETENCY 0002— SOCIAL STUDIES	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
InTASC 4 CLOs DKS1 NYS 2 CAEP 1	COMPETENCY 0003—FINE ARTS, HEALTH AND FITNESS, FAMILY AND CONSUMER SCIENCE, AND CAREER DEVELOPMENT	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

Source: [CST Multi-Subject \(7-12\) Framework](#)

STANDARDS ALIGNMENT
CST Student with Disabilities

Standards	Competency	Performance Expectations
InTASC 4, 6, 9, 10 CLO DKS1, PCA1, PCA2, DLR2 NYS 2, 3, 6, 5 CAEP 1 CEC 1, 6, 7	COMPETENCY 0001— FOUNDATIONS OF SPECIAL EDUCATION	The New York State educator of students with disabilities is grounded in the historical and theoretical foundations of the field of special education and committed to ongoing learning through reflective practice and professional development. The teacher applies knowledge of federal and state laws, regulations, policies, and ethical guidelines related to special education. In addition, the teacher understands the varied roles of the special education teacher in New York public schools and applies knowledge of how to communicate and collaborate with administrators, other teachers, related services providers, students with disabilities, and parents/guardians to help students achieve desired learning outcomes.
InTASC 4, 6, 9, 10 CLO DKS1, PCA1, PCA2, DLR3 NYS 2, 3, 6, 5 CAEP 1 CEC 1, 5	COMPETENCY 0002— KNOWLEDGE OF STUDENTS WITH DISABILITIES	The New York State educator of students with disabilities understands how students develop and learn and how various factors can affect development and learning in students with disabilities. Teachers understand the characteristics of various types of disabilities and how these characteristics can affect development and learning across domains.
InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 CAEP 1 CEC 4, 7	COMPETENCY 0003— ASSESSMENT AND INDIVIDUAL PROGRAM PLANNING	The New York State educator of students with disabilities understands how assessments are used for a variety of purposes, including determining eligibility for special education services, developing annual goals, monitoring progress, and informing instruction. Teachers understand procedures for selecting and administering assessments and for interpreting the results of such assessments. Teachers also understand how to collaborate with others in the development, implementation, and monitoring of individualized education programs (IEPs).

<p>CLOs LC2, DKS2, DKS3, PCA2, DLR1, DLR2, LC3</p> <p>NYS 2, 3, 5 CAEP A1 CEC 2, 5</p>	<p>COMPETENCY 0004— STRATEGIES FOR PLANNING AND MANAGING THE LEARNING ENVIRONMENT AND FOR PROVIDING BEHAVIORAL INTERVENTIONS</p>	<p>The New York State educator of students with disabilities understands how to plan and manage a safe and productive learning environment in which all students can succeed. Teachers collaborate with others, including general education teachers, to create inclusive learning environments that are responsive to students' individual needs across domains. Teachers apply knowledge of effective classroom management strategies, including strategies for providing classroom, small-group, and individualized systems of positive behavioral interventions and supports for students with disabilities.</p>
<p>InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 CAEP 1 CEC 3, 5</p>	<p>COMPETENCY 0005— INSTRUCTIONAL PLANNING AND DELIVERY TO ROMOTE STUDENTS' SUCCESS IN THE GENERAL CURRICULUM</p>	<p>The New York State educator of students with disabilities understands how to provide research- or evidence-based, specially designed instruction to address individual needs and to enable students with disabilities to access, participate in, and progress in the general curriculum. Teachers understand the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. At the same time, teachers understand how to differentiate instruction for all students and provide scaffolded supports to students with disabilities. Teachers understand the essential components of explicit instruction and apply their expert knowledge of research- or evidence-based instructional strategies across the curriculum to collaborate with general education teachers and deliver instruction that addresses students' identified strengths and needs.</p>
<p>InTASC 4, 5, 6 CLOs DKS1, DKS2, DLR1 C1, C2, E1 NYS 2, 3, 5 CAEP 1 CEC 3, 5, 6</p>	<p>COMPETENCY 0006— STRATEGIES FOR TEACHING COMMUNICATION SKILLS, SOCIAL SKILLS, AND FUNCTIONAL LIVING SKILLS</p>	<p>The New York State educator of students with disabilities understands how to apply research-based instructional strategies to address students' individual needs in the areas of communication skills, social skills, and functional living skills. Teachers use instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. Teachers are familiar with alternative and augmentative communication (AAC) options for students with disabilities. Teachers understand how to foster students' social skills, and they design instructional programs and opportunities for students to practice using such skills in authentic contexts. In addition, teachers plan and implement instructional programs related to career education and functional living skills to foster students' independence and to prepare them for adult living, learning, and working. Teachers also collaborate with others to promote successful transitions for students with disabilities from early childhood to adulthood.</p>

InTASC 4, 5, 6 CLOs DKS1, DKS2, DKS3, DLR1, DLR2 NYS 2, 3, 5 CAEP 1 CEC 6	COMPETENCY 0007— ANALYSIS, SYNTHESIS, AND APPLICATION	The New York State educator of students with disabilities draws upon comprehensive knowledge of students with disabilities, assessments used in special education, and research- or evidence-based instruction and interventions to analyze and synthesize information from student profiles and data from formal and informal assessments of academic and/or functional performance to determine students' strengths and needs and provide specially designed instruction and/or interventions to address those identified needs.
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Source: Students with Disabilities Framework

Educational Technology Specialist Standards

Alignment

Standards	COMPETENCY	Performance Expectations
EDUCATIONAL TECHNOLOGY		
CLOs DKS1, PCA1 ISTE 1, 2, 6 CAEP A1	COMPETENCY 0001— TECHNOLOGY CONCEPTS AND OPERATIONS	The New York State Educational Technology Specialist understands the characteristics and functions of a broad range of technology resources, including hardware, software, electronic devices, and computer networks. The Educational Technology Specialist applies knowledge of these technology resources to identify and troubleshoot common technology-related problems encountered in educational settings.
CLOs DKS1, PCA1 ISTE 6, 7 CAEP A1	COMPETENCY 0002— DIGITAL-AGE WORK AND LEARNING	The New York State Educational Technology Specialist demonstrates knowledge of existing and emerging technology resources that are used to support student learning, personal learning, and professional development. The Educational Technology Specialist understands the uses of digital tools and resources and applies features of these tools to facilitate communication, collaboration, research, and problem solving in a digital society.
CLOs DKS1, DKS3 ISTE 6 CAEP A1	COMPETENCY 0003— DIGITAL CITIZENRY AND RESPONSIBILITY	The New York State Educational Technology Specialist understands digital citizenry; the legal, ethical, responsible, and appropriate use of technology resources and digital information; social and human issues related to technology; and the use of technology to facilitate learning for all students.

CLOs DKS1, DKS2 ISTE 6 CAEP A1	COMPETENCY 0004— DIGITAL-AGE LEARNING ENVIRONMENTS AND EXPERIENCES	The New York State Educational Technology Specialist designs, creates, and maintains effective technology-enhanced learning environments and experiences that maximize content learning in context. The Educational Technology Specialist meets the needs of all learners by aligning learning environments and experiences with standards outlined in the NYSLs, the New York State Core Curriculum, and the National Educational Technology Standards for Students (NETS-S).
CLOs DKS1, DLR3 ISTE 6, 7 CAEP A1	COMPETENCY 0005— FACILITATING AND ASSESSING STUDENT LEARNING	The New York State Educational Technology Specialist uses effective methods and strategies for teaching digital-age concepts and skills that address content and technology standards and that foster student learning, creativity, communication, collaboration, and critical thinking. The Educational Technology Specialist uses student performance data to inform instruction and promote learning.
CLOs DKS1, DLR3 ISTE 6, 7 CAEP A1	COMPETENCY 0006— TECHNOLOGY LEADERSHIP AND RESOURCE MANAGEMENT	The New York State Educational Technology Specialist promotes the development and implementation of technology infrastructure, procedures, plans, budgets, and professional development programs that promote excellence. The Educational Technology Specialist supports the change process throughout the instructional environment.
CLOs DKS1, DKS2, DKS3, PCA1 ISTE 2, 6 CAEP A1	COMPETENCY 0007— PEDAGOGICAL CONTENT KNOWLEDGE	The New York State Educational Technology Specialist applies knowledge of how to support teachers in integrating technology into the curriculum to enhance the effectiveness of instructional units. The Educational Technology Specialist applies skills for differentiating learning in a technology-enhanced environment that maximizes learning for all students.

Sources: [Educational Technology Specialist Framework](#)

Literacy
Standards Alignment

Standards	COMPETENCY	Performance Expectations
LITERACY		
CLOs LC2, DKS1, PCA1 NCTE I, II, VI, III, IV CAEP A1	COMPETENCY 0001— FOUNDATIONS OF LANGUAGE AND LITERACY DEVELOPMENT	The New York State literacy specialist has a deep understanding of the theoretical and research foundations of instruction in reading and writing, including knowledge of processes involved in reading and writing; key factors that affect language and literacy development; and strategies for using research on reading and writing development to inform literacy teaching practice.
CLOs DKS1, DKS2, PCA1, DLR1 NCTE I, II CAEP A1	COMPETENCY 0002— FOUNDATIONS OF LITERACY INSTRUCTION AND ASSESSMENT	The New York State literacy specialist understands foundations of effective assessment and instruction in reading, including effective strategies and research-based best practices in the diagnosis and treatment of reading and writing difficulties. The literacy specialist is highly skilled in planning and administering assessments in all aspects of literacy and in interpreting and applying the results from formal and informal literacy assessments for a variety of purposes. The literacy specialist is highly skilled in planning and implementing literacy instruction that is based on convergent research, informed by assessment evidence, and aligned with the NYSLS.
CLOs LC1, DKS2, PCA1, EA LC1., EA DKS1 NCTE IV, V, VI CAEP A1	COMPETENCY 0003— ROLE OF THE LITERACY PROFESSIONAL	The New York State literacy specialist understands the professional responsibilities and best practices of an effective interventionist, literacy coach, and leader in literacy. The literacy specialist understands components and features of an effective literacy program and skillfully applies knowledge of strategies for creating a literacy-rich environment, for continuing to develop professional knowledge and skills in the field of literacy, and for promoting the professional development of colleagues.

CLOs LC1, DKS1, NCTE I, II, III, IV CAEP A1	COMPETENCY 0004— READING & WRITING: FOUNDATIONAL SKILLS	The New York State literacy specialist understands the continuum of P–5 foundational reading skills outlined in the NYSLs, including related writing skills, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of these standards, including the achievement of students who struggle with one or more foundational reading skills and/or related writing skills. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data- driven instruction and intervention to meet the literacy learning needs of P–12 students who have evidence-based needs in print concepts; phonological awareness, including phonemic awareness; phonics and word recognition; fluency; and/or spelling and writing conventions.
CLOs LC1, DKS1, DKS2, DKS3 NCTE I, II, IV CAEP A1	COMPETENCY 0005—TEXT COMPLEXITY AND TEXT COMPREHENSION	The New York State literacy specialist understands text comprehension development, is highly skilled in evaluating texts and text complexity in a range of text types and genres, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the reading standards outlined in the NYSLs. The literacy specialist skillfully applies knowledge of strategies for selecting appropriate materials to support literacy instruction and intervention that meet the research- or evidence-based literacy learning needs of all P–12 students.
CLOs LC1, DKS1, DKS2, DKS3 NCTE I, II, III IV CAEP A1	COMPETENCY 0006—READING & WRITING: DIFFERENT TYPES OF TEXT	The New York State literacy specialist understands the continuum of reading and writing skills for literature and informational text outlined in the NYSLs and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-driven instruction and intervention to meet the literacy learning needs of all P–12 students in reading and writing, writing in response to literature and informational text, and related speaking and listening skills.

CLOs DKS1, DKS2 NCTE I, II CAEP A1	COMPETENCY 0007— LANGUAGE AND VOCABULARY DEVELOPMENT	The New York State literacy specialist understands the continuum of language skills outlined in the NYSLS, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-driven instruction and intervention to meet the literacy learning needs of all P–12 students in conventions of standard English, knowledge of language, and vocabulary acquisition and use.
CLOs LC1, DKS1, DKS2, DKS3 NCTE I, II, IV CAEP A1	COMPETENCY 0008—ANALYSIS, SYNTHESIS, AND APPLICATION	The New York State literacy specialist applies knowledge of reading, writing, and language development; literacy assessment, instruction, and intervention; and the roles and responsibilities of the profession to analyze information presented in a professional forum (e.g., a report of findings from a research periodical, an excerpt of an article from a professional journal) and synthesize knowledge about a literacy- related topic. The literacy specialist is able to describe instructional situations in which the published findings could be applied effectively and appropriately.

Sources: [Literacy Exam Framework](#)

School Building Leader Standards
Alignment

Standards	COMPETENCY	Performance Expectations
SCHOOL BUILDING LEADER		
SCHOOL BUILDING LEADER, PART ONE		
CLOs DKS1, DKS2, DKS 3, LC1, PCA2, DLR2, DLR3 PSELs 1, 4, 7, 9, CAEP A1	COMPETENCY 0001— INSTRUCTIONAL LEADERSHIP FOR STUDENT SUCCESS	The New York State School Building Leader leads the learning community in developing, articulating, and implementing a shared vision of high levels of learning for every student and effective, research- supported curriculum and instructional practice in every classroom. The building leader uses the vision and relevant data to analyze patterns and trends; identify ambitious goals for improved performance; and develop, implement, evaluate, and monitor plans to achieve those goals. The building leader maintains an intense focus on building a learning organization that is responsive to the needs of all students in preparing them to be college and career ready. The building leader uses assessment data to monitor instructional outcomes and identify needs for improved teaching and learning, establishes systems and practices that support individual accountability for results, and advocates on behalf of student learning.
CLOs LC1, DKS2, DKS3 PCA1, PCA2, EA LC3, PSELs 2, 3, 5, 7 CAEP A1	COMPETENCY 0002— SCHOOL CULTURE AND LEARNING ENVIRONMENT TO PROMOTE EXCELLENCE AND EQUITY	The New York State School Building Leader develops, nurtures, and sustains a school culture of achievement focused on rigorous academic and behavior standards and a relentless commitment to high levels of student learning. The building leader works with others in the school community to create a safe, supportive, equitable, and fair environment for all individuals and groups; to use resources efficiently and effectively; and to ensure that consideration of students' academic and social-emotional needs is at the center of all school decision making.

		The building leader ensures consistent implementation of the building code of conduct and serves as a model of professional, ethical, and respectful behavior at all times.
SCHOOL BUILDING LEADER, PART TWO		
CLOs RP2, DKS3, PCA1, PCA2, DLR1, DLR2. EA PCA2 PSELs 4, 6, 7, 10 CAEP A1	COMPETENCY 0001— DEVELOPING HUMAN CAPITAL TO IMPROVE TEACHER AND STAFF EFFECTIVENESS AND STUDENT ACHIEVEMENT	The New York State School Building Leader recruits and retains high-quality staff while fostering continuous improvement in instructional and leadership quality and student achievement. The building leader oversees the development of a professional learning community whose members are committed to achieving the school vision and goals through collaboration, planning, and problem solving grounded in reflection on and analysis of current student and school performance. The building leader uses effective observation and evaluation procedures to evaluate the performance of teachers and other staff, provides differentiated professional growth opportunities to improve performance for all staff and learning for all students, and adheres to requirements related to human resource administration.
CLOs DKS2, EA PCA2 PSEL 8 CAEP A1	COMPETENCY 0002— FAMILY AND COMMUNITY ENGAGEMENT	The New York State School Building Leader effectively promotes and sustains family and community engagement to support student learning and school improvement efforts. The building leader uses leadership skills to reach out to diverse constituencies, develop positive relationships, and create partnerships beneficial to the school and its students
CLOs PCA1, DLR1, DLR 2, DLR3 PSELs 4, 6, 9, CAEP A1	COMPETENCY 0003— OPERATIONAL SYSTEMS, DATA SYSTEMS, AND LEGAL GUIDELINES TO SUPPORT ACHIEVEMENT OF SCHOOL GOALS	The New York State School Building Leader uses, maintains, and monitors effective technological, fiscal, and operational systems and practices and ensures adherence to legal requirements in support of a school organization focused on effective teaching and learning.

Sources: [School Building Leader Framework](#)

School District Leader Standards
Alignment

Standards	COMPETENCY	Examples (Not Exhaustive)
SCHOOL DISTRICT LEADER		
SCHOOL DISTRICT LEADER, PART ONE		
SUBAREA I—SUPPORTING THE DISTRICT EDUCATIONAL VISION		
CLOs DKS1, DKS2, PCA1 PSELs 4, 6, 9 CAEP A1	0001 Understand leadership concepts and their application to the role of the district business leader.	For example: <ul style="list-style-type: none"> recognizing key theories of leadership, the research that supports them, and their implications for identifying and using financial and other resources to support the district's educational vision understanding the role of interpersonal skills, team building, and communication skills in successful school district business leadership understanding the role of the business leader in enabling students to learn, teachers to teach, and schools to fulfill their purposes
CLOs DKS1, PCA1, PCA2, DLR1, DLR2 PSELs 2, 3, 5, 7 CAEP A1	0002 Understand processes used by the district business leader to support and sustain the district educational vision.	For example: <ul style="list-style-type: none"> understanding the role of fiscally sound policies and practices in supporting and sustaining the district's educational vision demonstrating knowledge of how to align school and district financial policies and practices with the district's educational vision demonstrating knowledge of methods for creating and sustaining financial and operational conditions within the district that enable all students to meet state learning standards and all staff to serve effectively in achieving that objective

<p>CLOs DKS1, DKS2, PCA1, DLR2</p> <p>PSELs 1, 4, 6, 9 CAEP A1</p>	<p>0003 Understand principles and practices of clear and effective communication.</p>	<p>For example:</p> <ul style="list-style-type: none"> • demonstrating knowledge of processes for effectively presenting financial and other pertinent information in multiple formats to varied audiences (e.g., using technology) • analyzing methods for supporting the district's educational vision through financial reports, analyses, and presentations • demonstrating knowledge of procedures for directing the development, implementation, and maintenance of a districtwide information management system
<p>CLOs DKS2, PCA2 EA DKS2</p> <p>PSELs 7, 8 CAEP A1,</p>	<p>0004 Understand processes of collaboration and cooperation</p>	<p>For example:</p> <ul style="list-style-type: none"> • demonstrating an understanding of strategies for working effectively with the district leader, building leaders, the board of education or other governing entity, staff, parents/guardians, and community members to identify and allocate resources for supporting the educational vision • demonstrating an understanding of strategies for building and maintaining ongoing partnerships with district staff and other stakeholders at both the local and state level • demonstrating an understanding of how to work effectively with diverse groups in the district and community and create an atmosphere that encourages respect and appreciation for all people

SCHOOL DISTRICT LEADER, PART TWO

SUBAREA II—SUPPORTING CHANGE AND SUSTAINABILITY IN THE DISTRICT

<p>CLOs DKS1</p> <p>PSEL 9</p> <p>CAEP A1</p>	<p>0005 Understand the process of change and its relationship to district financial management.</p>	<p>For example:</p> <ul style="list-style-type: none"> identifying key concepts and principles of the change process and their relationship to resource issues (e.g., the role of effective and efficient resource allocation, methods for building support for change) demonstrating an understanding of methods for supporting the change initiatives of the district and its schools (e.g., through communication with stakeholders, financial analysis, data gathering, contingency financial planning) identifying and analyzing strategies for financing change in the short and long term while sustaining the district's educational vision
<p>CLOs DKS1, DLR3</p> <p>PSELs 4, 9</p> <p>CAEP A1</p>	<p>0006 Understand comprehensive, multiyear, and strategic planning.</p>	<p>For example:</p> <ul style="list-style-type: none"> demonstrating knowledge of principles and practices of comprehensive, data-driven, multiyear planning, including the importance of involving all key stakeholders demonstrating knowledge of procedures for developing, implementing, monitoring, evaluating, and updating the district strategic plan demonstrating an understanding of procedures for planning and implementing district instructional programs

SUBAREA I—OVERSEEING DISTRICT FINANCIAL AND PHYSICAL RESOURCES

<p>CLOS DKS1, PCA1, DLR2</p> <p>PSELs 4, 6, 9, CAEP A1</p>	<p>0001 Understand principles of district financial management.</p>	<p>For example:</p> <ul style="list-style-type: none"> • demonstrating knowledge of the school district budget process, including planning, developing, monitoring, and administering, as well as contingent budget restrictions • demonstrating knowledge of legal and ethical guidelines for managing district resources and ensuring financial stability • analyzing the implications of economic, demographic, and political trends at the federal, state, and local levels for district finances
<p>CLOS DKS1, PCA1, DLR2</p> <p>PSELs 4, 6, 9, CAEP A1</p>	<p>0002 Understand financial management practices for school districts.</p>	<p>For example:</p> <ul style="list-style-type: none"> • applying knowledge of site-based budget planning and management in conjunction with financial administration • applying knowledge of cash management procedures, including internal controls • applying knowledge of procedures for processing and managing payroll, including legal requirements
<p>CLOS DKS1, PCA3</p> <p>PSELs 6, 9</p> <p>CAEP A1</p>	<p>0003 Understand district business practices.</p>	<p>For example:</p> <ul style="list-style-type: none"> • applying knowledge of procedures for managing and tracking inventories, equipment, and capital assets, including amortization techniques and disposal of surplus property • demonstrating knowledge of how to develop and implement a district risk management program, including insurance protection, preventive measures, claim administration, and student/employee awareness • identifying strategies and techniques for establishing and utilizing a positive school district–community communications program appropriate to varying audiences and purposes

CLOs DKS1, PCA1 PSELs 6, 9 CAEP A1	0004 Understand physical plant and facilities management.	For example: demonstrating an understanding of how to work with other district staff to develop data-driven, multiyear facilities plans based on enrollment projections, programmatic needs, period of probable usefulness, and the condition of district physical plants <ul style="list-style-type: none"> • demonstrating knowledge of how to help plan and implement a preventive maintenance program for district equipment and building operational systems • demonstrating an understanding of procedures and practices for maintaining a clean, safe learning environment (e.g., custodial and maintenance services, the Occupational Safety and Health Administration [OSHA], federal and state regulations)
SUBAREA II—ADMINISTERING HUMAN AND SUPPORT RESOURCES TO SUPPORT LEARNING GOALS		
CLOs DKS1, PCA1, DLR2 PSELs 4, 6, 9, CAEP A1	0005 Understand district personnel and human resource administration.	For example: <ul style="list-style-type: none"> • demonstrating knowledge of procedures for maintaining accurate employee records • demonstrating knowledge of issues and procedures in administering employee benefits programs (e.g., retirement systems, worker's compensation, health insurance) • applying knowledge of procedures for recruiting, screening, hiring, assigning, retaining, evaluating, disciplining, and terminating personnel, including the requirements of school board policy and state and federal law

<p>CLOs, DKS1, PCA1, DLR1</p> <p>PSELs 4, 6, 9 CAEP A1</p>	<p>0006 Understand the administration of support services.</p>	<p>For example:</p> <ul style="list-style-type: none"> • demonstrating knowledge of safe and efficient student transportation, including statutory and regulatory requirements, efficient routing, schedule development, training, and oversight practices • demonstrating knowledge of district school lunch programs, including local, state, and federal requirements and business management practices for operating an efficient, high-quality program • demonstrating an understanding of issues and procedures related to the provision of health services to students, including legal and regulatory requirements
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Sources: [School District Leader Framework](#)

English to Speakers of Other Languages
Standards Alignment

Standards	COMPETENCY	Performance Expectations
English to Speakers of Other Languages		
CLOs DKS1 TESOL 1 CAEP A1	COMPETENCY 0001—LANGUAGE AND LANGUAGE LEARNING	The New York State English to Speakers of Other Languages educator has a strong knowledge of how English language and literacy is acquired as a home language and as a new language. Teachers understand language systems and how features of English relate to those of other languages in order to identify challenging aspects of English and to recognize how English Language Learners' home-language knowledge and skills influence their language and literacy development in a new language. Teachers understand research- based theories of language and literacy development and stages, sequences, and processes involved in learning a home language and a new language.
CLOs LC1,LC2, DKS1 EA DKS1 TESOL 1, 2 CAEP A1	COMPETENCY 0002— KNOWLEDGE OF ENGLISH LANGUAGE LEARNERS	The New York State English to Speakers of Other Languages educator understands and appreciates the diversity among English Language Learners and applies knowledge of students' backgrounds (e.g., home-language knowledge and skills, educational background), prior experiences, cultures, assets and needs, personal circumstances, and other funds of knowledge to facilitate their language development and academic achievement. Teachers are aware of how a variety of factors can influence the learning of English Language Learners and use this knowledge to create effective differentiated learning experiences that meet students' individual needs. Teachers understand how cross-cultural differences affect ESOL teaching and learning and use this knowledge to create culturally inclusive learning environments.

<p>CLOs LC2, DKS1, DKS2, DKS3, PCA2, DLR1, DLR2, EA LC1, EA PCA2</p> <p>TESOL 1, 2, 3, 4,5</p> <p>CAEP A1</p>	<p>COMPETENCY 0003—ESOL INSTRUCTIONAL PLANNING, PRACTICES, AND ASSESSMENT</p>	<p>The New York State English to Speakers of Other Languages educator is knowledgeable about and can apply the theoretical and evidential data-driven bases for instruction in the receptive and productive modalities of oracy (listening and speaking), literacy (reading and writing), and visual communication (viewing and visually representing). Teachers understand research- and evidence-based practices in ESOL instruction and how to implement developmentally appropriate standards-driven differentiated instruction, with appropriate scaffolding, that engages English Language Learners at various English language proficiency levels in language and content learning. Teachers understand and use a variety of assessments, scaffolds, and instructional resources for purposes of teaching and learning with English Language Learners. Teachers understand the characteristics of an effective learning environment that supports English Language Learners' achievement and growth.</p>
<p>CLOs LC1, DKS1, DKS2, DKS3, EA LC1</p> <p>TESOL 1, 2, 3</p> <p>CAEP A1</p>	<p>COMPETENCY 0004—INSTRUCTING ENGLISH LANGUAGE LEARNERS IN ENGLISH LANGUAGE ARTS</p>	<p>The New York State English to Speakers of Other Languages educator understands the complex construct of language competence and that English Language Learners' ability to acquire English and achieve academically requires well-developed oracy and literacy skills. Teachers understand social and academic language expectations for English Language Learners as well as the wide range of analytical tasks and receptive and productive language functions required of English Language Learners in English language arts. Teachers understand how to support and assess students' ability to function effectively in a variety of informal and formal communicative situations. Teachers understand the role and importance of utilizing students' home language(s) to promote their development in English language arts. Teachers understand the wide range of informational and literary texts and media used in English language arts and how to support and assess English Language Learners' ability to use oracy, literacy, and visual communication to comprehend, analyze, and produce texts and media for different purposes and audiences.</p>

<p>CLOs, DKS1, DKS2, DKS3, DLR1,EA LC1</p> <p>TESOL 1, 3, 4 CAEP A1</p>	<p>COMPETENCY 0005— INSTRUCTING ENGLISH LANGUAGE LEARNERS IN THE CONTENT AREAS</p>	<p>The New York State English to Speakers of Other Languages educator understands the complex construct of academic language and that English Language Learners' ability to acquire English and achieve academically requires a high degree of proficiency in language functions, practices, or performances particular to specific disciplines. Teachers understand subject-matter expectations for English Language Learners and how to support students' development of general-academic and discipline-specific language and their access to content. Teachers understand the cognitive complexity of content-area tasks and how to support and assess students' ability to apply learning strategies and higher-order thinking skills independently.</p>
<p>CLOs RP1, DKS2, PCA1, PCA2, EA PCA2</p> <p>TESOL 1, 3, 5 CAEP A1</p>	<p>COMPETENCY 0006—ESOL PROFESSIONAL ENVIRONMENTS</p>	<p>The New York State English to Speakers of Other Languages educator is aware that an ESOL teacher's work occurs on multiple levels in both local and personal contexts as well as in public contexts. Teachers are grounded in the historical and research foundations of the field of ESOL and committed to continued learning through reflective practice and professional development. Teachers understand key national- and state-level legislation, judicial rulings, regulations, and policies related to the instruction of English Language Learners. Teachers are aware of the role of family and community involvement in English Language Learners' education and are able and willing to serve as a resource and advocate for English Language Learners and their families as well as to contribute to the professional development of colleagues.</p>
<p>CLOs DKS1, DKS2, DLR1</p> <p>TESOL 1, 2, 4 CAEP A1</p>	<p>COMPETENCY 0007—ANALYSIS, SYNTHESIS, AND APPLICATION</p>	<p>The New York State English to Speakers of Other Languages educator applies pedagogical content knowledge to design instruction for English Language Learners by identifying, synthesizing, and applying relevant information from formal and informal assessments and anecdotal evidence of English language proficiency and academic performance for a group of English Language Learners. Teachers demonstrate the ability to identify students' needs based on analysis of assessment data and other relevant evidence. Teachers draw on knowledge of English Language Learners, language and literacy development, and research- and evidence-based practices in ESOL instruction to design a lesson that effectively addresses individual students' needs.</p>

Sources: [English to Speakers of Other Languages Framework](#)