COURSEWORK OR TRAINING IN HARASSMENT, BULLYING, CYBERBULLYING, AND DISCRIMINATION IN SCHOOLS: PREVENTION AND INTERVENTION

**INSTRUCTOR QUALIFICATIONS FORM**

**Each** proposed instructor must complete all sections of this form, demonstrating how they have the appropriate training, earned degree(s), and at least five years of experience with school-aged children relevant to the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools, as determined by the department [Section 57-4.3(b)(2)].

**Section 1: Instructor Information**

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| **Instructor's Name:** |  |
| **DOB: mm/dd** |  |
| **Current Job Title:** |  |
| **Job Duties:** |  |
| **Current Employer Name:** |  |
| **Current Employer Address:** |  |
| **Instructing for Approved Provider:** |  |

**Section 2: Professional Work Experiences In The Elements Of The Dignity Act**

**Instructions:** Faculty and educational specialists proposing to offer the coursework or training must demonstrate how their professional work experiences with **school-aged children** provided them with specialized knowledge in the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools. **Instructors must show a minimum of five years of experience with school-aged children relevant to the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools.**

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| **Date Range** | **Position/Title** | **Provide a description of your professional work experience with school-aged children relevant to the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools.** |
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**Section 3: Educational Preparation In The Elements Of The Dignity Act:**

**Examples would include but not be limited to:**

* **Child and Adolescence:** The study of contemporary theories and principles of development, learning, and motivation as they relate to the educational process. Special emphasis placed on applications to the early and middle childhood period as well as adolescence. Examines the psychology behind teaching and learning, as it exists in classrooms and beyond. Develops identity as a future teacher and understand the role of your students’ identities in the classroom;
* **Sociology of Education:** Explores the purpose of education, and why inequalities in educational attainment and academic achievement persist in the United States with emphasis on issues of race, class, gender, and neighborhood;
* **Social Problems:** Examines what constitutes a social problem, and who defines what a social problem is, drawing on case studies of contemporary social issues, on a wide range of topics such as income inequality, harassment, racism, mass incarceration, and immigration.

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| **Institution Name** | **Course Title** | **Course Description** | **Degree** |
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**Section 4: Professional Training Experiences In The Elements Of The Dignity Act Professional Training Experiences**

**Instructions:** List experiences, workshops, conferences, or training in the prevention and intervention of harassment, bullying, cyberbullying, and discrimination in schools.

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| **Name of experience/workshop/conference/training** | **Location** | **Attended** | **Led** |
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**Section 5: New York State License/Certificate (If Any):**

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| **License/Certificate Name or Professional Area** | **License/Certificate Number** |
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