



Professional Education Program



Guide to Teacher Education **Undergraduate and Graduate Programs** **(Fall 2015 Edition)**

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Letter from the Director

Dear Teacher Candidates, Partnering Teachers, and University Faculty:

We welcome you to the Professional Education Program (PEP) and to the teacher education programs at Stony Brook University. This *Guide to Teacher Education* is designed for teacher candidates, partnering cooperating teachers, and university supervisors.

As teacher candidates, you will select one or more of our teacher education programs and pursue a professional journey of academic rigor in the discipline, pedagogical theory, and reflective practice in your chosen field. You will develop your research skills and immerse yourself in field experiences and clinical practice opportunities in linguistically and culturally diverse schools and communities to deepen your understanding of teaching and learning processes. You will progress on the path of professional excellence and growth and prepare yourself to assume teaching and leadership positions in your discipline and in an increasingly diverse community of learners.

We thank you, our cooperating teachers, for joining us in the preparation of effective and highly qualified teachers whose knowledge, skills and dispositions, creativity, and commitment will inspire all students in elementary and secondary schools to achieve excellence and higher standards. We value your valuable input and significant contribution to the professional development of our candidates and our programs. We look forward to continuing our collaboration as we engage in research-based investigations, standards-driven curriculum development, assessment, and reflective practice in pursuit of a shared vision and diverse professional endeavors.

As a nationally accredited institution by the National Council for Accreditation of Teacher Education (NCATE), we continue to affirm our commitment to diversity and

excellence. You, teacher candidates, cooperating teachers, and supervising faculty are an integral part of this process and your participation is critical as we continue to implement our vision, mission, and goals. These are articulated in our *conceptual framework* - a document that is grounded in research in the disciplines and in pedagogy and is aligned with state, national, and professional standards.

The *conceptual framework* was crafted in collaboration with our partners in P-12 schools, alumni, teacher candidates, and colleagues.

As always, we welcome your input, teacher candidates, partnering teachers, and faculty. Please visit our website and contact us with your questions, input, or concerns. We look forward to continuing to work with you and wish you much success in your current and future endeavors across your professional pathways.

Dorit H. Kaufman, Ph.D.
Professor of Linguistics
Director, Professional Education Program

Abridged Conceptual Framework

Stony Brook University, the crown jewel in the SUNY system, is located in Suffolk County on the North Shore of Long Island, about sixty miles east of New York City. The university was established in 1957 as the State University College on Long Island for the preparation of secondary school teachers of mathematics and science. In the early 1960s, Governor Rockefeller and the chancellor and trustees of the State University designated Stony Brook as one of four University Centers and charged it with pursuing national prominence. Stony Brook is the only such research center in the Long Island/New York City metropolitan area, and is the largest single-site employer on Long Island.

Since its founding, the university has grown in quality, intellectual breadth and stature, and it is now a world-class research university comparable to the flagship campuses of major state universities across the country. In 1995, the National Research Council ranked Stony Brook as the leading public research university in the northeast, and the Carnegie Foundation has identified Stony Brook as one of the nation's seventy leading research institutions. The Rise of American Research Universities ranked Stony Brook right after the University of California at Berkeley as one of the best public institutions of higher learning in the United States¹.

Funding for Stony Brook's research programs has grown faster than at almost any other university, making it the major research campus in the SUNY system. In 2001, Stony Brook was invited to join the Association of American Universities (AAU), an organization representing North America's 62 major research universities. As a highly regarded comprehensive Research I university, Stony Brook is recognized as one of the leading public universities in the United States with several of its departments, including Mathematics and Physics (which are home to several of our programs) consistently ranked among the most distinguished programs in their disciplines. The Memorandum of Understanding between Stony Brook and SUNY describes Stony Brook's distinctiveness, its demographics, faculty development and scholarship, inter-campus collaboration, and the development of its infrastructure and technology.

Stony Brook University Mission Statement

- To provide comprehensive undergraduate, graduate, and professional education of the highest quality;
- To carry out research and intellectual endeavors of the highest international standards that advance knowledge and have immediate or long-range practical significance;
- To provide leadership for economic growth, technology, and culture for neighboring communities and the wider geographic region;

- To provide state-of-the-art innovative health care, while serving as a resource to a regional health care network and to the traditionally underserved;
- To fulfill these objectives while celebrating diversity and positioning the University in the global community.

As part of this strategic plan, Stony Brook has re-committed increased funding and resources to its original mission of teacher preparation. Stony Brook University's paradigm for teacher education and educational leadership diverges from that found in most other institutions. Its uniqueness and strength are inherent in its university-wide, distributed model that places its teacher education and educational leadership programs in their respective academic departments. This departmentally-based model ensures academic rigor in the discipline, the integration of pedagogical theory and practice, and close contact to faculty and research opportunities for graduate and undergraduate students, as proposed in the Boyer Commission Report on recommended enhancements in undergraduate programs located at Carnegie Category I Research Universities. Education faculty appointments within their respective academic departments in the College of Arts and Sciences and the College of Engineering and Applied Sciences provide fertile academic environments for research and scholarship. Faculty and teacher candidates engage in a range of department-based experiences that include research-based learning, scholarly investigations, broad use of technology and multimedia, and professional development activities with both colleagues and peers.

Education faculty are also members of the Professional Education Program (PEP), which was established to coordinate the Stony Brook teacher education and educational leadership programs and to promote academic, professional, scholarly and intellectual excellence in the preparation of P-12 professionals.

PEP's purpose is to bring together the diverse educational units on our campus, each one a part of an academic department, and form them into a coherent unit with

common principles, goals, outcomes and assessments. PEP promotes cross-disciplinary discourse and curriculum development, and it brings faculty and teacher candidates together for joint exploration of shared concerns, goals and visions. PEP provides a forum for faculty to broaden the diverse disciplinary and pedagogical perspectives of their programs, and it creates opportunities for the cross-fertilization of pedagogic ideas and practices for both faculty and their teacher candidates.

The PEP paradigm for teacher education and educational leadership provides a framework that promotes professional excellence and growth for faculty and teacher candidates, fosters diverse disciplinary perspectives and learning communities, and cultivates lifelong inquiry and learning, leadership, and professional service. Each teacher education program brings forth its own unique disciplinary perspectives and approaches into PEP for joint research and investigation of shared concerns for teacher candidates and alumni. Our paradigm strengthens the integration of disciplinary content and pedagogy within and across departments. It enhances appreciation of diverse academic perspectives, and it strengthens collaborative partnerships. This is the context that drives our conceptual framework and our goals in building a united, yet inherently diverse, professional community that includes faculty, teacher candidates, alumni, educational personnel and P-12 students in partnering schools. PEP provides a unifying vision and philosophy; it fosters a cohesive approach to research-based curriculum design and assessment; and it ensures unified programs for fieldwork and clinical practice.

Visit Stony Brook's [About](#) page for further information about the University's history; the [Facts and Figures](#) page for campus and student information; the [Research](#) page for information about the University's incredible research-based work.

1. Hugh D. Graham and Nancy Diamond, *The Rise of American Research Universities: Elites and Challengers in the Postwar Era* (Johns Hopkins University Press, 1997).

PEP Themes

Our goal is to become a global leader in the professional development of educators by creating diverse learning environments that underscore the symbiosis of research, teaching, life-long learning, community service, and leadership. PEP's vision is rooted in three major themes that are deeply embedded within our practices and provide the principles that outline our structure. They provide the bases for our pedagogical research; they guide our reflective practices; and they support our partnerships, both within the university and within the broader community. Our three themes are:

Professional Excellence and Growth: Candidates develop the knowledge, skills and dispositions essential for a successful career in the field of education. These skills include, but are not limited to, mastery of subject matter and pedagogical theory, instructional design and assessment, approaches for motivating learners, inquiry, reflective practice, leadership, classroom management strategies, and, for our leadership candidates, the ability to design and implement a strategic vision that involves all stakeholders in creating a positive learning environment in which all students can achieve their potential.

Community and Diversity: Candidates learn that students construct knowledge in a myriad of individual ways that are influenced by such factors as ability, ethnicity, social environment of home and school, primary language, and gender. It is important for candidates to learn to recognize such individual student differences and adapt their instruction and strategic vision to individual student needs and to do so in a variety of diverse communities and classroom settings.

Leadership and Service: Candidates develop qualities that prepare them for further professional development and leadership roles in the school, profession, and community, where they will serve and act as advocates for all students.

PEP Pathways

Research: Stony Brook University's well-established reputation of excellence in research within and across disciplines provides teacher candidates with environments rich in myriad opportunities for professional growth and life-long learning within and across academic departments and centers at the University. Teacher candidates engage in a broad range of experiences that include research-based discourse, scholarly investigations, and professional development activities with colleagues and with peers.

Reflection: PEP faculty are reflective practitioners and principled role models who are committed to teaching excellence, professional development, service, and scholarship. Reflective practice is integrated into all aspects of the teacher education program and is designed to enhance teacher candidates' professional growth and life-long learning. Reflection, in the form of discussion, observation and journals, allows teacher candidates to improve and develop performance-based skills as well as more general awareness of self, students, and classroom decision-making. Videotapes and portfolios provide additional channels for reflection and evaluation.

Partnership: Teachers construct knowledge by sharing experiences, ideas and concerns about teaching and learning with peers through collaborative conversations. Partnerships provide peer support and raise awareness of multiple perspectives. Cooperative learning enhances construction of knowledge within communities of learners who engage in activities that include posing questions, formulating hypotheses, and discussing issues. These contribute to both learning and teaching. The student body at Stony Brook is widely diverse, with close to one-third of its undergraduates, including many teacher candidates, coming from homes in which a language other than English is spoken. Comfort with linguistic, social, ethnic, racial, and individual differences, and flexibility to teach and learn within diverse contexts, is intrinsic to our educational context. Our teacher candidates do their fieldwork and clinical practice in the nearby diverse community, including schools with students from

27 language backgrounds in a single building. In such settings, our teacher candidates learn to build partnerships with students from diverse backgrounds, and learn to lead them on their own pathways to growth and learning.

Vision and Mission

PEP's vision has emerged from collaboration across disciplines through a meeting of minds, diverse academic perspectives, and cumulative professional expertise and experience. It encapsulates the diverse perspectives that forge our professional community and delineates our shared vision and goals that drive our practices at Stony Brook University. Our vision incorporates the knowledge and experience of our colleagues in P-12 schools, our alumni, and our candidates across disciplines.

To realize our vision, we have identified a number of concrete mission objectives:

- Provide discipline-based professional education of the highest quality for undergraduate and graduate teacher and leadership candidates.
- Integrate research and theories of the disciplines with diverse field experiences, and create educators who will continue to grow and synergistically combine evolving expert knowledge with pedagogy that exceeds state, national, and professional standards.
- Integrate diversity into the academic and clinical experiences to enhance the continuous cross fertilization of ideas.
- Build and strengthen partnerships within the University and with the regional community.
- Provide leadership and professional development for the educational community of the region and beyond.

Our conceptual framework reflects Stony Brook's diverse disciplinary and pedagogical perspectives. It represents a joint exploration of our shared concerns, goals, and visions. The document was crafted and evolved through cross-disciplinary discourse and communication among Stony Brook faculty and stakeholders, including

candidates, alumni, P-12 administrators and teachers. These meetings generated numerous discussions that also included our steering committees, task forces, PEP Advisory Board, faculty meetings, cooperating teachers and administrators, and candidates. Ideas, input, and the cumulative experiences of all involved have been integrated and are interwoven within this document. This conceptual framework was developed to guide our instruction and curricular reforms, and it will continue to evolve as we move towards the realization of our vision.

This conceptual framework is grounded in current research in pedagogy and in the disciplines. It is aligned with Stony Brook's institutional mission, and New York State learning standards and Code of Ethics, as well as with the national standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC), the benchmarks of the Association for Teacher Educators, and the disciplinary standards established by the relevant SPAs.

Philosophy, Purposes, and Goals

Here you will find a place where students and professors work together to answer questions and solve problems that are facing the world today...where collaborations across academic disciplines...create discoveries that change lives.

-Stony Brook President Samuel L. Stanley Jr. MD, (January 2, 2015)

Our philosophy stems from the realization that the vision that educators instill in their students emanates from their own educational experiences and that this occurs at all levels. We believe that education is a continuing process and that educators must continue their own growth and education throughout their lives.

PEP's purpose is to ensure that Stony Brook University does an excellent job in all of its programs of preparing teacher education and educational leadership candidates for their careers.

In very broad outline, we see our three themes as the foundation on which we have built our pedagogical structure. We have identified three important pathways through which to realize each of these themes: research, reflection and partnership. We believe that educational practice must be informed by research, which is an ongoing process, with ever-changing results and ideas. We believe that educators at every level must be aware of their own selves, their own actions, their own thoughts, and must have the capacity to reflect on their own attitudes. And we believe that educators must be aware of the diversity of people, backgrounds and styles of learning and take the lead in helping each of their students to find his or her own path of learning.

Knowledge Bases

In "The Child and the Curriculum," John Dewey argued that the apparent antinomy between students and the curriculum--that is, between the natural interests and motivations of the student and the conceptual structures of the academic disciplines--could be resolved by translating them back into the lived experience from which these bodies of systematic knowledge had been abstracted in the course of human civilization. The aim of education was to enable students to recapitulate, and thereby to make their own, the cultural and intellectual labors that constituted the true history of the human species. The role of the teacher in this process was to design learning situations in which these structured learning outcomes would appear as--and where they would, in fact, become--the natural, unforced development of the innate capacities of the student, rather than lifeless intellectual constructs forced upon students who could not translate them back into their own lived experience.

The challenge, though, is putting this idea into practice. Although students may well have what Eleanor Duckworth has dubbed "wonderful ideas" and be the "natural learners" described by Howard Gardner, to pull off the delicate pedagogical balancing act described by Dewey without stifling this natural interest and curiosity, teachers must have, Dewey argued, deep knowledge not only of child and adolescent development and learning theory, but also of the fundamental concepts of the

academic disciplines. Only such knowledge would, he insisted, put teachers in a position where they could anticipatorily intuit how the abstract ideas that give these bodies of thought their intellectual autonomy are latently contained, if only in a naive, unschooled manner, in children's expressions and thus put them in a position to create learning situations that would guide them through the infinitely complex chain of intermediate experiences and reflections through which they could then "construct" this knowledge as their own.

The history of educational theory in the 20th century has to a large degree been dominated by the search for a generic science of learning. However, for the past two decades Lee Shulman has convincingly argued that learning takes place in essentially discipline-specific ways and that successful teaching depends on what he calls "pedagogical content knowledge," that is, the knowledge--itself grounded in a deep understanding of the conceptual field of a discipline--of the ways in which disciplinary knowledge is constructed and the practical ability to apply this knowledge to create motivations and situations that will result in the construction of discipline-specific theories, principles and concepts. This pedagogical content knowledge "lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by students." It embodies, Shulman continues, the "aspects of content most germane to its teachability. Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others . . . [It] also includes an understanding of what makes the learning of specific concepts easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning."

Shulman's ideas concerning the problems involved in achieving such a synthesis of content and pedagogical knowledge, and the benefits to be derived therefrom, have inspired a great deal of research that informs the pedagogical instruction in all of our programs.

Building on these insights, our programs are committed in a broad, undogmatic sense to a constructivist approach to teaching and learning. This philosophy has been influenced by the work of a number of seminal thinkers, including Dewey, and Jerome Bruner. However, the theories of cognitive and moral development that underlie the work of the latter three authors need to be qualified or expanded in two important ways.

In addition to our ongoing efforts to make our students aware of the theoretical foundations of classroom practice, this broad commitment to a constructivist pedagogy also impacts our instruction in a variety of specific ways. Our students learn to be attentive to the naive reasoning of P-12 students and to be on the lookout for common misconceptions whose identification can serve as the springboard for exploring the basic principles of the discipline. Facilitating this construction of disciplinary knowledge (and the reflection that enables learners to make what Dewey called the move from the psychological to the logical perspective) requires that our students learn to "teach for understanding" and to organize their instruction using "essential questions" which address the same existential issues as the disciplines themselves and whose answers presuppose the ability to apply the fundamental concepts of the discipline.

The challenge, though, is connecting these intellectually sophisticated learning goals to the interests and abilities of the student. In "The School and Society" Dewey argued that this problem emerged with the separation of schooling from the practical life of the home, occupation and community that followed in the wake of the industrial revolution.

In an earlier age children had an intrinsic interest in learning because learning involved doing things and solving real problems that were immediately relevant to their lives.

However, the development of formal schooling and the attendant abstraction of schooling from life had, Dewey argued, cut children off from this vital source of interest and motivation and forced the schools towards ever more artificial pedagogical and curricular tactics that were intrinsically incapable of connecting schooling with life. "No number of object-lessons, got up as object-lessons for the sake of giving information," he argued, "can afford even the shadow of a substitute for acquaintance with the plants and animals of the farm and garden acquired through actual living among them and caring for them.[Such exercises are] somewhat remote and shadowy compared with the training of attention and judgment that is acquired in having to do things with a real motive behind and a real outcome ahead."

Dewey's argument here that intellectually sophisticated, intrinsically relevant learning presupposes forms of instruction and assessment that are quite different from those traditionally encountered in the schools has recently been rediscovered and popularized under the rubric of "authentic" instruction and assessment, and these ideas have become another of the theoretical pillars of our program.

But the fact that the construction of knowledge is an essentially creative, dialogical act has a number of implications for our curriculum and teaching. We model, and thereby communicate the importance of, cooperative learning as an instructional strategy that creates the environment for learning in which students are required to engage in spirited, value-laden, socially-relevant discussion that requires them to define and defend the terms of their arguments, rather than to simply recall or apply ready-made information, while developing the social skills and dispositions on which such discussions--and citizenship and sociability more generally--depend. While this kind of dialogical activity also reinforces the importance of reflection (and of the importance of reflection for the continuing professional growth of our students), the need to develop

the degree of mutual respect and tolerance on which such activity depends also has important implications for the philosophy of class management and discipline that we seek to model for our students.

In addition, teachers must also have a comprehensive knowledge base regarding students with exceptionalities and special needs. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 both require that schools provide a free and appropriate public education for students with disabilities. People with disabilities comprise approximately 18% of the U.S. general population, and it is critical that young people with physical or other disabilities have access to a quality education in the least restrictive environment. Despite this legislation, however, some schools, while abiding perhaps by the letter of the law but not its spirit, continue to stigmatize students with disabilities. Some teachers still hold low expectations for these students, and/or do not treat them as "normal," thus truncating their learning. As some disability studies scholars argue "disability" is to some extent a social phenomenon, with barriers to buildings (and to learning) a constructed feature of society rather than the "fault" of an individual. We work to make our students understand that classrooms and lessons must be designed in ways that do not exclude. While we emphasize the importance of differentiated instruction in facilitating access to higher-order learning for all students, we also make our own students aware that they must continue to expand their knowledge base regarding disability law and be sensitive to the role teacher assumptions in student learning.

A closely related issue is the problem of language acquisition and teaching English language learners. Designing powerful instruction also requires an understanding of the myriad factors that influence the acquisition of literacy. While traditionally literacy has been viewed as an autonomous, decontextualized process in which individual learners acquire skills that enable them to read and write proficiently, current scholarship places greater emphasis on the ways that the context and use impact language acquisition. Literacy cannot be separated from the ways of thinking, believing, feeling, and acting

expected by particular communities, and an important aspect of our students' knowledge base is understanding that school-based literacy is only one form among many. In particular, teachers must have a clear comprehension of academic language and literacy expectations, how these expectations differ from discipline to discipline, and how academic literacy can be taught in an additive manner so that secondary students do not experience education in a context in which their home literacies are devalued.

Issues of literacy acquisition are particularly critical when English Language Learners (ELLs) are considered. ELLs constitute a rapidly-growing population in U.S. public schools, and understanding the nature of second language acquisition is a critical knowledge base for our students. Research suggests that the acquisition of academic literacy for ELLs can take from four to seven years. During this extended period, ELLs face challenges in the form of poverty, racism, limited access to English even in public school settings, under prepared teachers, and tracking, which current research suggests is a stronger predictor of academic attainment than language proficiency. An important aspect of the knowledge base our students develop, then, is awareness of how ELLs fare in U.S. public schools and how instruction can be adapted to better serve them.

Over the past decade, technology has become increasingly ubiquitous in our society, with a majority of people comfortably using cell phones, email, the World Wide Web, digital media players, and gaming platforms. Today's P-12 students, who are growing up surrounded by technology, no longer see such devices as novelties. In fact, they are surprised when they are not used in the classroom, and one of our main goals in this domain is to provide students with the opportunity to learn how to use the relevant technologies to enhance student learning. Educational technologies today have become increasingly diverse, going way beyond PowerPoint presentations and SmartBoards to support a wide variety of teaching strategies corresponding to differing learning styles and abilities. For example, computer games can help students to

understand the language, culture, and underlying concepts of a particular subject by immersing them in their roles. More important, though, handheld technologies provide students with the opportunity to work on real world problems in the real world

However, while knowledge of learning theory, learning styles, literacy and technology is important, understanding student individuality has another, equally important dimension. Schools are social institutions that are much more than the sum of their individual students, and success at the individual level in the classroom depends on teaching our students to understand how broader social forces shape individual student learning. These are the issues that normally fall under the heading of the history and sociology of education.

The basic issue here is to teach our students to understand both the changing conceptions of equality of educational opportunity as it has evolved in relation to race/ethnicity, language, gender, and handicap and the sometimes unintended, though always highly politicized, consequences of measures designed to ensure greater equality of educational opportunity--and, in recent years, of educational outcomes. To be able to reason intelligently about these matters, students have to have a firm knowledge of how contemporary schools--with all of their promise and problems--have evolved historically through the interaction of social thought and social change. But they also have to understand how contemporary debates over school reform are framed by both particular readings of this history and by philosophical differences over the aims of education and the nature of authority in the pedagogical domain.

Over the past decade increased attention has been focused upon the "achievement gap" between white and minority students and the potential role of the No Child Left Behind Act in reducing these differences. We expect our students to be aware of the debate over the role of education in promoting social equality and ensuring the reproduction of existing social inequalities (Bourdieu, 2000). The impact of class on schooling and social reproduction, i.e. the question of "how working-class kids get working-class jobs," has long been the subject of scholarly analysis. However, the

problem of educational inequality cannot be reduced to a question of class, and there is also a growing body of literature that focuses on patterns of over- and underachievement among minority youth. This work focuses primarily on the diverse factors--including home environment, generational experience, English language competence, attitudes towards heritage language and culture, assimilation and the historical memory of the group--that are believed to be the cause of the alienation of these students from the schools, their academic underachievement, and their resulting "at-risk" behaviors, though it also includes works that ask why certain "model" minorities identify so strongly with schooling and assimilation and why they experience what is regarded as disproportionate academic success.

Our faculty draw on this literature to help our students develop a more "culturally responsive" approach to teaching that will improve student learning by transforming "subtractive schooling" into something more "additive" or synergistic. But our teaching has also been inspired by the work of Paulo Freire. The most important insight of the critical pedagogy that has developed out of Freire's work is its claim that student alienation and academic underachievement are the more or less predictable results of the class, race, ethnic, and gender discrimination that they see as endemic in American society, and they draw on Freire's theory of praxis to argue that, by transforming schools from mechanisms of social reproduction into engines for social reconstruction, critical pedagogy can overcome this alienation and thus enhance both the educational opportunity, the educational achievement, and the social advancement and equality of these disadvantaged groups. But we also teach our students to consider the more specifically school-based sources of unequal educational outcomes, especially tracking.

Lastly, if we expect our students to become informed advocates who can work effectively with all of the relevant stakeholders to improve the schools, then they have to understand both the assumptions underlying contemporary educational reform proposals and their potential impact on both students and their own professional

practice. These include not only the debates over school choice, charter schools and privatization, and the impact of the NCLB, but also the work of reform efforts, such as the Coalition for Essential Schools and the Central Park East Secondary School, whose approach to teaching, learning and educational reform is based on very different principles than the current rhetoric of standards and accountability.

There is a strong correlation between student achievement and effective school leadership, and the central goal of our educational leadership programs is to help their students acquire the knowledge, skills and dispositions needed to translate into practice the vision of effective teaching described above. In order for educational leaders to function as "chief learning officers," not only do they need to master the four key roles of effective administrators: resource provider, instructional resource, communicator, and visible presence (Smith & Andrews, 1989). Effective leadership also involves learning how to align curriculum and instruction to facilitate student learning, structure professional development and facilitate collaboration among teachers, and use research to make decisions.

As research has shown, the greatest challenge in achieving these goals is learning to inspire and manage change, and one of the main goals of our educational leadership programs is to train educational leaders who are able to engage all stakeholders while transforming their organizations in ways that will better meet the changing needs of students. We emphasize, on the one hand, the centrality of human resources and the need to develop moral purpose, strong relationships, a commitment to knowledge sharing, and the ability to connect new knowledge with existing knowledge while at the same time providing a supportive environment for risk taking. On the other hand, we also try to make our students aware that these goals can not be achieved unless they take a broad, systemic view of the school and its environment. But successful educational leadership also depends on other factors, such as establishing culture for learning, effective communication, developing internal and external partnerships, mobilizing resources, and demonstrating ethical behavior, as well as developing a

participatory or distributed leadership strategy to mobilize the energies and capacities of all members of the organization. The question, though, is how best to achieve these educational goals, and, like our teacher education programs, our educational leadership programs are committed to a problem-based approach that uses real data in real-life settings to help students develop the knowledge and skills needed to become effective school leaders.

Candidate Proficiencies

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

-Preamble to the Code of Ethics of the Education Profession,
National Education Association (1975)

An essential precondition for achieving our mission is to translate our vision into concrete measures or standards that can be used to inform our instruction and assess the achievements of our candidates and the effectiveness of our programs. However, to successfully operationalize these abstract principles, it is necessary to individualize them and adapt them to the specific needs of our candidates. PEP is divided into two broad sub-units --the one relating to teacher education, the other relating to the education of educational leaders and administrators -- and we have developed two roughly parallel sets of candidate proficiencies that express a shared vision, but that do so in a way appropriate to the needs of each group. The teacher education candidate proficiencies are closely aligned with the Model Core Teaching Standards (2011) of the Interstate Teacher Assessment Support Consortium (InTASC).

The aim of our teacher education programs is to prepare candidates who:

1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Understand the individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Understand the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy as well as knowledge of learners and the community context.
8. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
9. Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others

(learners, families, other professionals, and the learning community), and adapt practice to meet the needs of each learner.

10. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

The aim of our educational leadership programs is to produce candidates who:

1. Develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
2. Demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
3. Demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.
4. Develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
5. Demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
6. Collaborate with families and other community members.
7. Respond to community interests and needs.
8. Demonstrate a respect for rights of others with regard to confidentiality and dignity and engage in honest interactions
9. Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations with their interactions with others.
10. Make and explain decisions based upon ethical and legal principles.

11. Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how policies and laws might improve educational and social opportunities for specific communities.

Both sets of proficiencies are aligned with the PEP and Stony Brook University missions, the PEP themes, New York State standards, and INTASC/ELCC standards (respectively).

Deciding on a Field of Study

Whatever your particular motive for choosing the teaching profession, you need to bear in mind the state of the job market in deciding on a field of study. Nationally, it is expected that there will be jobs for 2.4 million teachers over the next decade due to a combination of demographic factors, including the retirement of many teachers and the growing number of children moving through the nation's schools. However, many of these will be in rural and urban schools, and there is more demand for teachers in specific fields and age levels.

The Long Island job market is competitive. Across the region there are more openings in mathematics, the natural sciences, foreign languages (especially Spanish), and TESOL than there are in social studies and English, where the number of applicants exceeds the number of available positions. In contrast, in the New York City schools there is a shortage of teachers in most areas.

There is a reasonable expectation that students who complete the teacher education program at Stony Brook University, which is one of the best universities in the region, will be able to find a job in their field.

Timeline for the Teacher Education Program

Teacher candidates should consult as early as possible with both their major advisor and the director of the teacher education program to which they wish to apply.

Transfer students who have completed their sophomore year should apply for admission to the teacher education program as soon as they are admitted to the University. Only students who have been admitted to the teacher education program will be allowed to register for the pedagogy courses.

Oral Language Proficiency in English for Applicants whose Native Language is other than English:

All applicants to teacher education programs whose native language is other than English must demonstrate oral language proficiency in English by taking the Internet-based Test of English as a Foreign Language (TOEFL- iBT) Speaking Component with a minimum score of 28. At the discretion of the program director:

- a. The iBT test will be required of applicants to foreign language (French, German, Italian, Spanish) education programs.
- b. Students may be recommended for remediation courses in English as a Second Language if oral language proficiency is not appropriate to program goals. Satisfactory completion of these courses will be required for continuation in the teacher education program.

For information regarding TOEFL- iBT log on to: www.toefl.org

Pedagogy/Methods I Semester:

1. Enroll for first pedagogy course and the associated field experience.
2. Begin taking the core education courses: PSY 327, SSE 350, CEF 347 and LIN 344 (CEE 505, CEE 565, CEF 547 and CEE 594 for graduate students).¹
3. In consultation with program faculty, candidates should consider taking the required NYSED certification tests: Academic Literacy Skills Test (ALST) and/or the Educating All Students Test (EAS) during this semester, or later.

¹ Students in the graduate TESOL program are not required to take CEE 594. Graduate students in foreign languages should take FLA 540 instead of CEE 594.

While fingerprinting is required for state certification, many schools now require that candidates doing field experience or student teaching also be fingerprinted. Since it takes 2-3 months to get results back, teacher candidates are urged to have fingerprints taken during the first pedagogy course. Fingerprinting is offered several times each semester through the School of Professional Development. For more information, send an email to spd_graduationandcertification@stonybrook.edu, or visit the following web page: <http://www.sunysb.edu/spd/career/tworkshops.html>.

Pedagogy/Methods II Semester:

1. Enroll for second pedagogy course, along with the corresponding field experience course, and complete all education and content requirements.
2. New York State requires that all prospective teachers complete seminars in Child Abuse, Substance Abuse, School Violence Prevention, and Harassment, Bullying, and Discrimination Prevention and Intervention (DASA - Dignity for All Students Act). These seminars are offered several times each semester, and students should enroll for them while taking the second pedagogy course. However, class size is limited, so sign up early. To obtain registration materials, contact the School of Professional Development at the address noted above.
3. During this semester, or earlier, and in consultation with program faculty, it is recommended that candidates take the required NYSED certification tests: Academic Literacy Skills Test (ALST) and Educating All Students Test (EAS). It is also recommended that the relevant Content Specialty Test (CST) be taken during this semester or before student teaching.
4. Foreign Language Teacher Education students in French, German, Italian, and Spanish are required to participate in and receive a minimum proficiency rating of Advanced-Low. Foreign Language Teacher Education students in Chinese and Japanese are required to participate in an official ACTFL OPI and receive a

minimum proficiency rating of Intermediate-High. Please refer to the Overview of Programs/Foreign Languages section of this Guide for further information.

Student Teaching Semester:

5. Enroll for student teaching seminar and two supervised student teaching courses.
6. During this semester, teacher candidates must take the Teacher Performance Assessment (edTPA).
7. Contact Career Center to create a resume and establish a credentials file. Start applying for jobs.
8. Apply for graduation.
9. Certification: Midway through student teaching, you will either receive instructions relative to an application on NYSED's TEACH website for certification from the University's Certification Officer or a notification regarding any deficiencies. In order to receive an institutional recommendation, all students must submit a FERPA release form and information sheet which is appended to your instructions to the Teacher Certification Office. This is mandated by Federal law as Stony Brook may not release any information on a prospective candidate for license without this written release. Candidates for license must also access the **TEACH** online system to apply for license. This online application is in addition to and distinct from any information imparted by the University on a student's behalf to NYSED.
10. Teacher Education Program candidates who are not native born or naturalized U.S. citizens, or who do not hold a permanent resident green card, may now achieve an initial certification and teaching license in New York State. However, they must either obtain a green card or become a naturalized citizen prior to obtaining a professional teaching license. There are no waivers from this requirement as set forth by the New York State Education Department (NYSED).

Overview of Programs

Stony Brook offers teacher education programs at both the undergraduate and/or graduate levels in English, Foreign Languages, (Chinese, French, German, Italian, Japanese, Korean, Russian, and Spanish), Mathematics, Science (Biology, Chemistry, Earth and Space Science, and Physics), Social Studies, and Teaching English as a Second Language (TESOL). Notably, the Science Teacher Education Program offers a General Science 7-12 Extension Certification Option. All of these programs are designed to lead to secondary school (7-12) certification (except for TESOL students who are certified P-12). Accelerated BA-MA, BS-MAT, or BA-MAT degrees with an option for teacher certification are also available to qualified students in all of the disciplines.

All Graduate and Five-Year Accelerated Bachelor's/Master's Level Programs include Grade 5-6 Extension Options (except for TESOL, which is a PreK-12 Program) with the addition of CEE 601 and CEE 602.

Applying to the Program

Undergraduates: In all programs, undergraduates must major in the subject in which certification is being sought. Undergraduates must apply for admission to the teacher education program even if they have already been admitted to the University.

Undergraduates should apply no later than spring of their sophomore year (or the fifth semester before their anticipated date of graduation) to ensure that they progress smoothly through the program. Students interested in gaining admission to one of the teacher education programs must complete an application, including a well-written 500-750 word essay based on concepts identified in the *Themes & Pathways* articulated in the PEP *conceptual framework*. Additional instructions regarding admissions essay content can be found in the PEP Application Form. Applications should be submitted to the director of the program to which admission is being sought, and applicants must meet with the program director to discuss their

application and to review program requirements.

Upon acceptance to the Teacher Preparation Program, the undergraduate student candidate is required to do the following:

1. Process a "**Change of Major**" Form adding Teacher Preparation to his/her academic program plan.
2. This form must be signed by the following three individuals prior to being submitted to the Office of the Registrar for official processing: (1) Major Program Advisor, (2) Teacher Preparation Program Director, and (3) Director of University Teacher Certification.
3. Upon obtaining these (3) signatures, it is the "student's responsibility" to deliver the department approved form to the Registrar's Office for official processing to the academic record.
4. It is the student's responsibility to double check his/her Degree Audit & Unofficial Academic Transcript via their SOLAR Account or in-person at the Registrar's Office. This is to ensure that his/her program has been updated to **include the declared TP option**. If the update to the record is not reflected, the student must communicate with the Registrar's Office to ensure that the record is updated and noted on the student's official record **before** the degree is completed and awarded.
5. If the student fails to deliver and ensure the processing of their TP Declaration as part of their degree program with the Registrar's Office, the process is not complete nor official. **The declaration is not considered official until it is processed to the student's academic record in the Registrar's Office.**
6. **VERY IMPORTANT POINT:** If the student is awarded his/her degree without the TP declaration officially noted on his/her academic transcript, the awarded degree **CANNOT** and **WILL NOT** be amended to include the TP option.

Graduates: Individuals holding an undergraduate degree must apply to the School of Professional Development for admission to the appropriate Master of Arts in Teaching

(MAT) program. Applications should be submitted early in the semester before anticipated commencement of study. Students interested in the graduate program in TESOL should apply to the Department of Linguistics through the Graduate School. Applicants to the MAT programs must have an undergraduate major in the field or a course of study equivalent to such a major, and must have taken the Graduate Record Exam (GRE; general test, not subject test), within the last 5 years.

At both the undergraduate and graduate levels, students must be admitted to the program before they will be permitted to register for the core pedagogy courses. Many programs have additional application requirements that are detailed below.

English Teacher Education Program

The English Education Program is offered to undergraduate and graduate students who wish to be certified to teach English in the middle school, junior high and senior high school. Undergraduates must major in English, and applicants to the MAT program must have an undergraduate major in English or an equivalent course of study. Communications, journalism and theater majors are not acceptable for admission to the graduate program. A five-year accelerated BA-MA degree in English with an option for English teacher certification is also available to qualified students. Teacher Preparation is designed to prepare secondary English teachers to be skilled, innovative and challenging. The in-depth preparation in teaching writing and literature includes an emphasis on process-centered writing approaches; theory-centered literature methods; collaborative classroom activities; and knowledgeable multi-cultural teaching approaches. Methods classes are designed to acquaint teacher candidates with best practices in the teaching of English, with a special focus on rhetorical, performance, and technological approaches. Candidates complete field experience in middle and high schools, reflecting on the experiences in journals and directed writings. Candidates are required to create an exemplary portfolio that documents their experiences in the university English Education classes and secondary public school observations.

Students seeking admission to the English Education Program should contact the undergraduate or graduate advisor and the Director of English Education for information concerning prerequisites, application procedures, and course selection. Those interested in the accelerated BA-MA program should contact the Director of English Teacher Education or the Director of Graduate Studies in English.

The English Education Program at Stony Brook University is designed to prepare excellent English teachers for grades 7-12. Through two methods courses, field experience in schools, and a full-semester student teaching internship with a concurrent seminar, our teacher candidates become well-versed in best practices for instructing secondary students in writing, reading, speaking, and listening for a variety of purposes and audiences and in a variety of contexts. Our program's pedagogical goals are aligned with the standards of the [National Council of Teachers of English](#) and the [New York State English Language Arts Learning Standards and Assessments](#).

Faculty in the English Education Program are nationally-recognized writers and presenters in the teaching of writing and literature, and have been full-time secondary teachers for a number of years. Many of our instructors are retired secondary English teachers from local Long Island school districts and have more than 25 years' experience each to draw from as they help new teachers enter what is one of the most rewarding and challenging occupations. Through the SUNY Urban Teacher Education Center, students in English Education also have the opportunity, if they wish, to student teach in a safe and supportive environment in New York City. Students in English Education are further supported by a nationally-renown [English Department](#)

For more information contact:

Dr. Nicole Galante, Acting Director

English Education Program

Stony Brook University

Stony Brook, NY 11794-4310

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Foreign Languages Teacher Education Program

New York State Certification can be obtained at both the undergraduate and graduate levels in French, German, Italian, Russian, and Spanish. Eligibility requirements for the teacher preparation program include acceptance into both a major and the teacher education program. Prospective candidates must first review their transcripts and plan of study with their major advisor to ensure minimum qualifications for acceptance into the major. Once they have obtained the major advisor's approval signature on the teacher education declaration form (available from departmental offices and the Registrar), they must contact the Foreign Language Teacher Education Program advisor to obtain information on applying to the program and to discuss the course of study. Prior to student teaching, students must participate in an official ACTFL Oral Proficiency Interview (OPI) and receive a minimum spoken proficiency rating of Advanced-Low as defined in the ACTFL Proficiency Guidelines-Speaking (1999). Students must contact Language Testing International (LTI) and arrange for either a face-to-face OPI or a phone interview. The mailing address for LTI is as follows: LTI: Language Testing International, 3 Barker Avenue, Suite 300, White Plains, NY 10601. Office and testing hours are Monday through Friday from 8:00 a.m. - 7:00 p.m. EST. Additional contact information is as follows: email: info@languagetesting.com; fax: 914-963-7113. To arrange for testing, please email: admin@languagetesting.com. Special testing is available by special arrangement.

The mission of the program is to provide high-quality pre-service education and radically improve foreign language teaching for New York's racially, culturally, and linguistically diverse learners. It offers a rigorous, student-centered teacher certification program that is designed to prepare creative, reflective educators who are dedicated to the success of all learners. The content, format and process of the program are based on a vision of teachers of foreign languages as thoughtful and informed

practitioners; an educational philosophy based upon experiential learning that recognizes and values the different ways people participate in and contribute to classroom learning communities; and the development of competency areas that lie at the heart of competent and effective language teaching: language and culture, learners and learning, teachers and teaching, self and other, educational institutions, communities and professional life.

A program is also available to students who wish to complete their Bachelor's degree and Master of Arts in Teaching degree within five years. Details about the five-year accelerated BA/MAT in French, Italian, or Spanish can be obtained by consulting the foreign language teacher education advisor. These programs require students to have a minimum GPA of 3.0 overall.

The program is an integral part of the Department of European Languages, Literatures, and Cultures and serves students in that department, in the Department of Asian and Asian American Studies, and in the Department of Hispanic Languages and Literature. The Foreign Language Teacher Preparation Program coordinates the preparation of undergraduate and graduate students to become teachers of French, German, Italian, Russian and Spanish at the middle and secondary school levels. It also coordinates the preparation of undergraduate students to become teachers of Chinese, Japanese and Korean at the same levels. Students in this program take content courses in the language, literatures, and cultures of their field as well as pedagogy courses tailored to the preparation of future Foreign language teachers. Practical experience is gained through observations in schools around the region and through a semester of mentored student teaching at the middle and high school levels.

Our program prides itself on providing students with the opportunity to gain a thorough knowledge of the language(s), literatures, and cultures which they are preparing to teach. Possibilities for study abroad are plentiful at Stony Brook, as are opportunities to take language courses taught by experts in their fields. Because of the diverse

student body at Stony Brook, students are also afforded the chance to interact with native speakers of the languages they are studying, both in their classes and elsewhere on campus, thus enhancing their own linguistic skills and cultural knowledge. In addition, the Foreign Language Teacher Preparation Program maintains close ties with the Language Learning and Research Center, a state-of-the-art multimedia learning center, which helps students meet the challenge of integrating technology with the teaching of Foreign languages. Students may choose to take a course in media for Foreign language teaching offered in the LLRC as well.

A further mission of the Foreign Language Teacher Preparation Program is to provide on-going training for practitioners in the field. By offering workshops, seminars and courses for Foreign language teachers, this program aims to strengthen our ties to the professional community and to meet the needs of all of our students, past, present, and future.

Review application instructions on the [Undergraduate Foreign Language Teacher Education Program](#).

Review the [Foreign Language Teacher Education Program's Student Advising Memorandum](#).

For more information please contact:

Sarah Jourdain, Ph.D.

Director, Foreign Languages Teacher Education Program

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For undergraduate and graduate teacher education in French:

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For undergraduate and graduate teacher education in Italian:

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For undergraduate teacher education in Korean:

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For undergraduate teacher education in Spanish:

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For graduate teacher education in Spanish:

Professor Adrian Perez Melgosa: adrian.perezmelgosa@stonybrook.edu

Mathematics Teacher Education Program

Students in the Mathematics Education Undergraduate Program are required to major in Mathematics or Applied Mathematics. In order to enter the program, a student must pass, with a grade of at least C, and with an overall B average, first year calculus (MAT 125-6-7, or MAT 131-2, or MAT 141-2, or AMS 151,161, or equivalent), Linear Algebra (MAT 211 or AMS 210) and Language Logic Proof (MAT 200). Students then take a

rigorous mathematics program, including Mathematical Analysis, Applied and Abstract Algebra, Geometry, Probability and Statistics, the History of Mathematics and at least one course in Computer and/or Calculator based Problem Solving. We strongly believe that a firm basis in Mathematics or Applied Mathematics is crucial to the successful teaching and understanding of mathematics.

Students with the equivalent of an undergraduate degree in mathematics or applied mathematics may apply to the MAT in Mathematics Program. This program includes 12 credits in Masters level mathematics, including a course in Foundations and History of Mathematics. The other mathematics courses are chosen by the student, in concert with the advisor, in accordance with the individual student's needs.

In addition, students study the foundations of high school mathematics in MAE 301 (501 for graduate students), spend an intensive year studying Methods of Mathematics Education in MAE 311 and 302 (510 and 520 for graduate students), and devote 102 clinical hours to observations, micro-teaching, and working with inclusion students, in both middle and high schools. Some of the observations occur in MAE 311 and 510; the other clinical work occurs in MAE 312 (540), Micro-Teaching. Students are also required to write a research paper in mathematics education in MAE 447 (530 for graduate students). These courses, along with PSY 327, SSE 350 and LIN 344, prepare our students for a term of student teaching and place them in an excellent position for getting a job and for passing the required tests.

Students should also contact the Mathematics Teacher Education Program Director for information about the five-year accelerated Bachelor of Science/Master of Arts in Teaching Mathematics Program.

The Certification Programs for Secondary Education in Mathematics are integral components of the Department of Mathematics, in the College of Arts and Sciences. Our programs prepare students to become teachers of Secondary School

Mathematics in grades 7-12. Undergraduate, graduate and five-year accelerated Bachelor of Science/Master of Arts in Teaching Mathematics Programs are available. The undergraduate program, which requires a major in the Department of Mathematics or in the Department of Applied Mathematics and Statistics, is described further on the [Department's page](#).

The Master of Arts in Teaching (MAT) Mathematics Program allows certification at the graduate level for students who already have a baccalaureate degree. More information is available on the University's School of Professional Development [MAT in Math page](#). A [required course checklist](#) is also available.

Both undergraduate and graduate programs feature courses in essential methods in pedagogy as well as extensive practical experience in a variety of educational settings in neighborhood schools. The real and varied classroom experiences that our students experience allow them to begin teaching confident that they can handle the immediate challenges. Our emphasis on mathematics, the use of technology, formal and informal assessments, and the use of manipulatives provides them with the necessary background for professional growth and development.

In both the undergraduate and graduate programs, students are exposed to constructivist and other learning theories and various pedagogical strategies, including cooperative learning techniques. They focus on developing approaches to problem solving that will help motivate their own students. They learn to work with graphing calculators and computers as mathematical tools and also as teaching tools, as aids to conjecture and discovery. They also gain experience working with inclusion students; this is an important part of their preparation for the future fieldwork. Above all, our program has a strong emphasis on learning mathematics, for present content as well as for future growth, and on developing an appreciation of the beauty of the subject and of its connections to art and science.

The Mathematics Secondary Education Certification Programs at Stony Brook are aligned with the national standards set by the National Council of Teachers of Mathematics. Students spend over 100 hours observing classes at the junior and senior high school levels. They then engage in an intensive program of micro-teaching where they aid two different teachers and teach several lessons. This is followed by the full-time student teaching practicum, which prepares them for all the aspects of teaching. The Stony Brook Mathematics Department strives to educate future teachers with strong backgrounds in mathematics. In Suffolk County our program has been widely recognized for its excellence, and for the thoroughness with which our students have been prepared for the classroom. Many of our students are hired in the local schools, often in the same districts where they have done their student teaching. A further link to the local school districts comes from our involvement in their Math Meets and Math Fairs. A multicultural approach to mathematics is part of the programs. It provides students with rich experiences and prepares them for a wide range of teaching opportunities.

For more information, contact:

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(Note: Dr. Lisa Berger, MAT in Mathematics Program Director, is on sabbatical for the Spring 2017 term.)

[Department of Mathematics](#)

Stony Brook University

Stony Brook, NY 11794-3651

Science Teacher Education Program

The Science Education Program is committed to excellence in science teaching and learning. Successful completion of the Science Teacher Preparation Program requires candidates to demonstrate understanding of their content specialty, general science principles, human development and pedagogical principles, research techniques appropriate to questions posed, and instructional strategies rooted in contemporary educational theory.

All undergraduate science education candidates must major in the scientific discipline that they intend to teach. Students majoring in Biology, Biochemistry, Chemistry, Earth Science, or Physics and who seek to embed secondary science teacher certification into their undergraduate degree should contact the Science Education Program to obtain information on program requirements. Students should then contact the appropriate departmental advisor for a transcript review and plan of study for the major. The next step is to apply for the Teacher Preparation (TP) program in addition to the major. In conjunction with the TP application, students will have the opportunity to meet with a representative of the Science Education Program to discuss program requirements and course selection. An application to the Science Education Program, with associated documentation and essay, is to be submitted prior to starting the methods classes (SCI 410/449).

Students with an undergraduate major in Biology, Biochemistry, Chemistry, one of the Geosciences, or Physics who wish to apply to the MAT program should contact the Science Education Program for more information on program requirements and can review the application on the University's [School of Professional Development site](#). Prospective MAT candidates should contact the appropriate departmental advisor for a transcript review and plan of study and then contact the Science Education Program for advising before enrolling in the methods courses.

A program is also available to students who wish to complete their Bachelor's degree and Master of Arts in Teaching degree within five years. Details about the five-year accelerated BS/MAT in Chemistry, Physics and Biology, and the five-year accelerated BA/MAT in Earth Science can be obtained by consulting the program advisor in the major or the Science Education Program office. These programs require students to have a minimum GPA of 3.0 overall, and a minimum GPA of 3.0 in science classes.

The Science Education Programs at Stony Brook offer a palette of coursework, clinical practice, seminars and special projects that prepares students to assume teaching positions in grades 7-12. The programs are committed to both science teaching and science learning as investigatory endeavors that demand conceptualization and theory building within research traditions. Therefore, successful completion of one of these programs requires the student to demonstrate understandings of his/her content specialty, general science principles, human development and pedagogical principles; research techniques appropriate to questions posed; and instructional strategies rooted in theory.

The programs offer: a wide array of supervised, clinical practice opportunities; a lending library of current theoretical, instructional design and policy literature; a secure, web-based communication system for student and faculty discussion and reflection; personalized assessment system consisting of private and small group meetings with participating faculty; an individual student teaching placement program; and an

informal career placement network. The programs require a minimum of three semesters, with evening coursework and daytime clinical practice beginning in the first semester.

The Science Education Programs include three options that lead to New York State teacher certification: Undergraduate, Graduate, and combined Undergraduate and Graduate degrees. Areas of science certification include biology, chemistry, earth sciences, and physics. Details are described in the departmental information packets available through the links below.

For information about the Undergraduate programs in Science Education, please visit the [Bulletin](#) and the School of Professional Development [MAT in Science](#) page.

For information about each of the science departments, review the following materials:

- Biology: [Undergraduate](#) and [Graduate](#)
[Biology Teacher Education Program Advising Packet](#)
- Chemistry: [Undergraduate and Graduate](#)
[Chemistry Teacher Education Program Advising Packet](#)
- Earth Sciences: [Department of Geosciences](#) |
[Earth Science Teacher Education Program Advising Packet](#)
- Physics: [Undergraduate and Graduate](#)
[Physics Teacher Education Program Advising Packet](#)

For more information, contact:

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Gilbert Hanson, Ph.D. - Geosciences - gilbert.hanson@stonybrook.edu

Robert McCarthy, Ph.D. - Physics - robert.mccarthy@stonybrook.edu

Peter Gergen, Ph.D. - Undergraduate Biology - john.peter.gergen@stonybrook.edu

Social Studies Teacher Education Program

Students wishing to enroll in the Social Studies Teacher Education Program must major in one of the following subjects: History, Africana Studies, Anthropology, Economics, Political Science, or Sociology. The program has a large number of diverse requirements in fields ranging from history to economics to political science.

Undergraduates should consult with a program advisor as early as possible to ensure the timely completion of the major, teacher education, and DEC requirements and to help design a strong, coherent course of study.

Applicants to the MAT program must have an undergraduate major in one of the above majors or a small number of other, closely related fields. Individuals who have been accepted to the MAT program should meet with the History MAT coordinator and a Social Studies Education Program advisor as soon as possible after receiving an offer of admission. Most program requirements can be satisfied through courses taken at either the undergraduate or the graduate level, and it is often advantageous for new admittees to satisfy some program requirements before officially matriculating into the program.

Students should also contact the Social Studies Teacher Education Program Director about our five year accelerated Bachelor's/Master's Programs.

The program prepares undergraduate and graduate students to become secondary school social studies teachers (grades 7-12) in New York State. The program requires completion of an approved major in one of the social science departments or interdisciplinary programs, and completion of a specified distribution of courses of particular relevance to the secondary school social studies curriculum. In addition,

students must complete a required sequence of professional study in education courses and supervised student teaching at the secondary school level.

This program provides graduates with the intellectual rigor of an academic major as well as a valuable professional credential that qualifies them to teach in New York State and many other states of the country. Stony Brook students preparing for teacher certification take their courses with the same faculty who teach undergraduate and graduate students in the academic departments and interdisciplinary programs, and have the same opportunity for contact with renowned professors in the field. Clinical placements for Stony Brook students are available in an interesting cross section of cooperating school districts that draw upon school populations with a wide range of socio-economic backgrounds, including culturally diverse students, students with disabilities, and gifted and talented students. Many schools are engaged in innovative and experimental programs in education.

Alumni of the program have secured positions as educators in New York State, across the nation, and abroad. They constitute a large cohort of educators who play formative roles as teachers and administrators on Long Island and the metropolitan New York region.

For further information, review the [Social Studies Teacher Education site](#).

TESOL (Teaching English to Speakers of Other Languages)

Teacher Education Program

The TESOL Program prepares undergraduate and graduate students to become Teachers of English to Speakers of Other Languages (ESOL/TESOL) and to teach English Language Learners in the elementary and secondary schools. At Stony Brook University, students who are seeking initial teacher certification in TESOL must major in Linguistics and complete all requirements of the Linguistics major as described in the Undergraduate and Graduate Bulletins.

To be admitted to the TESOL Teacher Education Program, undergraduate students need to declare their Linguistics major by the end of the sophomore year. Students should meet minimum qualifications to be accepted into both the major and the teacher education program. Prospective teachers must meet with both the Director of Undergraduate Studies in Linguistics and the Director of TESOL Education to obtain the required signatures and discuss course selection. Students applying to the MA/TESOL program should consult with the Director of Graduate Studies and the Director of the TESOL Education Program.

An accelerated course of study is also available to students who wish to complete the BA/MA in Linguistics/TESOL within five years. This program leads to New York State certification in ESOL N-12. Students must apply in the spring of the sophomore year, and are required to have and maintain a minimum GPA of 3.0 overall and in the major. Details are available from the undergraduate advisor in Linguistics and from the Director of the TESOL Education Program.

The thorough foundation in Linguistics that characterizes our program serves our teacher candidates well in their development as professionals. Students who graduated from our program have gone on to use their skills in a wide variety of fields. Many are teaching ESL in public schools, colleges, universities and in numerous educational settings abroad.

The program is located in the [Department of Linguistics](#) and prepares undergraduate and graduate students to become teachers of English as a Second Language (ESL) in grades Pre-K-12. Students may become certified at the BA level or at the MA level. In addition, there is a new program that offers the accelerated BA/MA with certification as a five-year program. Students take courses in linguistics and Pedagogy, design and implement workshops to raise cross-cultural awareness and gain extensive practical experience in a variety of educational settings at the university and in the community. These include pre-schools, elementary, and secondary schools, museums, adult

education, and college programs. This approach provides teacher candidates with the intellectual rigor of the academic discipline and the professional growth enhanced by immersion in authentic classroom contexts.

In recent years, the program has been the locus of change and innovation. Along with interweaving of diverse educational approaches, extensive collaborative endeavors with teacher preparation programs across disciplines, partnerships with schools and other educational settings, the pedagogical courses focus on the analysis of ELL student test data to inform curriculum and rigorous integration of technology. New courses, and external funding, have all strengthened the program, have enhanced its uniqueness, and have greatly enriched the professional growth of its graduates. These endeavors have been disseminated nationally and internationally and the program has become widely known for its innovative orientation in preparing teachers of students with linguistically and culturally diverse backgrounds. Alumni of the program are employed as teachers and coordinators of language programs in over 55 school districts and educational agencies on Long Island, in schools across New York State and in English language programs in countries around the globe.

This comprehensive program offers four (4) levels of course work:

1. An Undergraduate program leading to a NYS TESOL teaching certificate and a major in Linguistics
2. For those desirous of a NYS TESOL Teaching Certificate and a Linguistics M.A.
3. For those interested in a MA in Linguistics who may have an existing NYS Teaching Certificate and are desirous of applying to NYSED for an “Individual Evaluation for an Additional Classroom Certificate” or those planning to teach abroad.
4. For students seeking to earn a combined BA/MA degree which is specifically designed for students preparing for professional PreK-12 TESOL Teaching Certification and a M.A. in Linguistics.

Undergraduate students wishing to apply to the program must *major in Linguistics and have a minimum GPA of 3.0*. Prospective applicants must consult with the Undergraduate Director in Linguistics and the Director of the TESOL Program as early as possible in their academic careers to ensure completion of the program requirements in a timely manner. The PEP Undergraduate Application form must be submitted to the Director of the TESOL Education Program by April 15 for Fall admission and by November 15 for Spring admission. Teacher candidates must also earn a **C** or better in all required education courses and an overall minimum GPA of 3.0 to qualify for student teaching. Exceptions are at the discretion of the program director. For application resources, review the Undergraduate Program in Linguistics – General Information; PEP Undergraduate Application Form; TESOL Certification Planner for Undergraduate Majors in Linguistics.

Graduate Students wishing to apply to the program must **first** be admitted to the MA TESOL Program in the Linguistics Department and the Graduate School, **before** being admitted into the Professional Education Program (PEP).

Please note: Native speakers of English must provide evidence of at least one year (6 credits) of study of one language other than English at the college level with a grade of **C** or better to enter the program. A total of 12 credits of foreign language study is required to graduate the program.

Non-native speakers must provide TOEFL overall and speaking scores.

M.A. TESOL applications should be received by April 1 for international students and July 1 for domestic students.

For a Graduate School Application to the Linguistics program, please click on the following: TESOL Teacher Education Program - Graduate Application Form
There are two (2) pathways at the graduate level:

For those students who seek to earn both the M.A. in TESOL and an initial NYS TESOL Teaching Certification: This is a 48-credit program

1. PEP Graduate Application Form
2. Planner for students enrolled in the MA TESOL Program seeking NYS Teacher Certification

Non US-resident students can earn an initial certification (license). However, they must have an appropriate visa in order to remain in this country and work upon completion of their studies. Prior to earning their professional certification (license), the non-resident alien must have gotten a non-resident "green card" or become a naturalized citizen

For those students who currently have another NYS Teaching Certificate and want a TESOL extension, or, are not interested in obtaining a NYS Teaching Certificate: The 30-credit MA program is available. Additional information is available at the Linguistics Department website.

If you already have a NYS certification and your goal is to acquire an additional certification upon completion of the MA TESOL program, you must apply directly to NYS for "Individual Evaluation for an Additional Classroom Certificate" (Initial Certificate). The determination of your eligibility for the alternate route certification can only be made by the NYS evaluators, who will look at your transcripts and determine, on a case-by-case basis, which requirements you have met and what remains for you to do. The requirements and additional information may be found at:<http://www.highered.nysed.gov/tcert/certificate/transeval.html>. which is the official NYS Education Department website.

For students seeking to earn an accelerated BA/MA degree which is specifically designed for students preparing for professional PreK-12 TESOL Teaching Certification, this program allows students to earn the two degrees in one semester less than would be the case if students were to complete the programs sequentially.

- Foundational information for Accelerated BA/MA Program with Teaching Certification
- Application form for the BA/MA Program

ALL students, at either the BA or MA level, seeking NYS TESOL Certification must successfully complete all requirements set forth by Stony Brook University as well as New York State Education Department. This includes submitting and having an accepted edTPA Teacher Performance Assessment to New York State Education Department.

Please inform yourself of the requirements of this process through the [edTPA portal](#).

For further information, contact:

Annette Shideler, Ed.D.

Interim Director of TESOL Teacher Education Program

Department of Linguistics

Stony Brook University

Stony Brook, NY 11794-4376

Phone: (631) 632-8003

Email: annette.shideler@stonybrook.edu

PEP Program Requirements

Teacher candidates must satisfy requirements of both their major and the teacher education program (as well as DEC requirements for undergraduates). All teacher candidates must follow a structured course of study with regard to their education courses, including the sequence of Methods I, Methods II (Pedagogy I, Pedagogy II), the co-requisite field experience courses, and Supervised Student Teaching and the co-requisite Student Teaching Seminar. Teacher candidates must meet the qualifications in order to proceed to the next phase of the program, and those who fail to meet these requirements or to perform satisfactorily in these courses may be

discontinued from the program. The [Pathways to Certification](#) provides a schematic overview of required education courses, their sequence, and other requirements for certification. Please refer to the [Undergraduate](#) and [Graduate](#) Bulletins for further information.

Undergraduate Admission Requirements

To be admitted to any teacher education program, applicants must meet the requirements below. Questions should be addressed to the director of the appropriate teacher education program.

- Applicants must have earned a minimum overall grade point average of 3.0. Rarely, and at the discretion of the program director, students who have a grade point average lower than 3.0 but higher than 2.75 may be provisionally admitted, contingent upon their willingness to undertake remedial work.
- Transfer students must have earned at least a 3.0 at the institution from which they are transferring. Exceptions are at the discretion of the program director. If students have completed more than 12 credits at Stony Brook, admission decisions will be based on their Stony Brook grade point average.
- Each teacher education program may require students to complete specific courses (with a minimum grade) to qualify for admission.
- Applicants must submit a well-written 500-750 word essay based on concepts identified in the *Themes & Pathways* articulated in the PEP *conceptual framework*. Additional instructions regarding admissions essay content can be found in the PEP Application Form.

Minimum Grade Requirements

Undergraduates: If teacher candidates earn less than a C in either of the pedagogy courses or in the student teaching seminar, then the teacher candidate must repeat the course and earn a satisfactory grade before he or she will be permitted to advance to the next course in the professional education sequence. Teacher candidates must also earn a C or better in all other required education courses and an overall minimum GPA

of 3.0 to qualify for student teaching. Exceptions are at the discretion of the program director. Some programs have more stringent requirements concerning GPA and/or grades in specific courses. Please consult with the program director for full information.

Graduates: If teacher candidates earn less than a B in either of the pedagogy courses or in the student teaching seminar, then the teacher candidate must repeat the course and earn a satisfactory grade before he or she will be permitted to advance to the next course in the professional education sequence. Teacher candidates must also earn a B or better in all other required education courses in order to qualify for student teaching. All graduate students must achieve a minimum 3.0 overall GPA to qualify for student teaching, and some of the programs have more stringent requirements concerning GPA and/or grades in specific courses. Please consult with the program director for full information.

Accelerated Bachelor's/Master's: In addition to the Pedagogical course sequence requirement(s) as set forth in the section on minimum grades, undergraduate teacher candidates must also earn a C or better (graduate students a B or better) in all other education courses in order to qualify for student teaching. In addition, all teacher candidates (both undergraduate and graduate) must earn the overall minimum GPA as set by their program in order to qualify for student teaching. For information about our five-year accelerated bachelor's/master's programs, please contact the program director for the certification program of your interest in order to obtain advisement on course requirements, and review the [Bulletin](#).

All Students: All teacher candidates are assessed at the end of each semester using the Teacher Candidate Professional Development Form (TCPDF). Teacher candidates must achieve a minimum average score on the TCPDF (2.5 for Pedagogy/Methods I, 4.5 for Pedagogy/Methods II, and 7 for student teaching) in order to progress to the next course in the professional education sequence and graduate from the program.

Candidates may have no more than three unmet standards in Pedagogy/Methods I, and no more than two in Pedagogy/Methods II. Candidates must meet all standards in order to graduate from student teaching. For any unmet standards, candidates may be required to engage in remedial work or to repeat the course as determined by the instructor and the program director, depending on the seriousness of the deficiencies noted. Since the methods course and field experience are so tightly interwoven, teacher candidates who do not earn a C or better (B or better for graduate students) or who do not satisfactorily complete the field experience requirements must repeat both courses. *Note: **Under no circumstances will a teacher candidate be permitted to take Pedagogy/Methods I and Pedagogy/Methods II in the same semester.*** Since the student teaching seminar and the two clinical practice experiences (student teaching in elementary (TESOL only)/middle and high schools) are so tightly interwoven, teacher candidates who do not earn a C or better (B or better for graduate students) for the seminar, or who do not earn an S for both clinical practice experiences must repeat both the seminar and the unsatisfactory clinical experience (s).

Candidates' progress through the program is also assessed via a number of other instruments, including the Lesson Evaluation Form (LEF), the Dispositions Assessment, the Disciplinary Standards Form (DSF), and the Teacher Candidate Work Sample for Student Learning (TCWSSL). Candidates reflect on their development and growth in concert with PEP themes and pathways, and demonstrate that they have satisfied PEP's Candidate Proficiencies and Dispositions. Candidates must perform satisfactorily on all of these assessments in order to advance and graduate from the teacher education program.

Academic Standing and Academic Probation

1. To remain in good academic standing in the teacher education program, undergraduate teacher candidates must maintain a minimum overall grade point average of 3.0, and receive at least a C in all major and teacher education courses

required for certification. Graduate students must maintain an overall grade point average of 3.0, and must achieve at least a B in all pedagogy courses. Graduate students should check with their respective program advisors regarding minimum grade requirements in their content courses.

2. In the event that the conditions in #1 are not met, the teacher candidate may be placed on probation and, at the discretion of the program director, may or may not be permitted to register for the next course in the professional education sequence until the grade point average has been raised to 3.0 for undergraduate students, and 3.0 for graduate students, or until a satisfactory grade has been earned in the required course.
3. At the discretion of the teacher education program director, teacher candidates on probation may be permitted to continue in the professional education sequence if they agree to take specific steps to remedy deficiencies in their prior coursework. Remediation will consist of retaking the content course, but, in the case of the pedagogy courses, may consist of additional academic work assigned by the program director in consultation with the instructor of the pedagogy course(s) in question.

Student Teaching

To qualify for student teaching, teacher candidates must:

1. Have completed all courses required for the major and the teacher education program.
2. Meet the minimum grade point average requirement established by the specific teacher education program.
3. Additional requirements for student teaching may apply in each teacher education program.
4. At the discretion of the program director, teacher candidates who have not met the above requirements may be allowed to student teach if they agree to take specific steps to remedy deficiencies.

5. It is also recommended that students take and pass the Academic Literacy and Skills (ALST), Educating All Students (EAS), and relevant Content Specialty (CST) tests prior to beginning their student teaching assignment(s).

Review [Student Teaching Application Procedures](#).

Standardized Tests

New York State requires all teacher candidates who are applying for initial certification to pass several standardized tests: Academic Literacy Skills Test (ALST), Educating All Students Test (EAS), a relevant Content Specialty Test (CST), and the Teacher Performance Assessment (edTPA). Students should visit the following web link to get an overview of the fields of knowledge assessed on these tests, and for the most up-to-date information pertaining to these requirements (<http://www.nystce.nesinc.com/>). It is also recommended that students contact their program director for guidance in this process.

Foreign Language Requirement

The New York State Education Department requires one year (2 semesters) of a language other than English for certification in all fields (except foreign language education and TESOL, which have their own requirements). TESOL requires 2 years of a language. The language requirement is similar to, but not identical with, the University's foreign language requirement, and some majors have more extensive language requirements. The NYSED requirement can be met through study of any foreign language (or American Sign Language).

While the New York State Education Department will accept a D or above in these language credits for certification purposes, Stony Brook requires a C or better in all courses taken to satisfy the foreign language competency requirement.

The state certification requirement can be met in several ways. Stony Brook undergraduates and graduate students can satisfy this requirement by passing (C or

better) two semesters of a foreign language. Stony Brook undergraduates and graduate students who have earned their undergraduate degree at Stony Brook and attended high school in New York State can also satisfy the language requirement by earning an 85 or better on the high school Language III Regents Examination. A high school transcript showing this score must be sent to the undergraduate admissions office for evaluation, and the satisfaction of this requirement must be shown on your Stony Brook undergraduate transcript. This option is not available to graduate students who have earned their undergraduate degrees elsewhere.

Note: For all undergraduate students entering the University's Class of 2014, NYS Regents Languages Other Than English (LOTE) scores will no longer be applicable. Stony Brook has provided an alternative solution to meeting the language requirement for matriculated undergraduate students. The Language Learning and Research Center (LLRC), located in the Frank Melville Jr. Memorial Library, now offers a language placement exam in the following languages: Chinese, French, German, Italian, Japanese, Russian, and Spanish. Exams pertaining to additional languages may be offered at a later date. Please visit the University's [Placement Exams page](#) for the most current information.

In addition to undergraduate course credit, graduate students may also satisfy the language requirement for certification by passing the College Level Examination Program (CLEP) test at proficiency level equivalent to one year of college study. Please visit the College Board's [CLEP Tests page](#) for the most current information.

With regard to transfer credits for language courses taken on a P/NC basis, Stony Brook will accept a P if the transcript is accompanied by a letter from the Dean of the institution where the course work was taken attesting that the original grade was a C or higher. Grades of C- or below will not be accepted for transfer credit in any program.

Field Experience

Requirements

New York State requires that all teacher candidates complete at least 100 hours of supervised field experience prior to student teaching. At Stony Brook, this field experience is completed in conjunction with the two pedagogy courses and is carried out in partner schools on Long Island and in New York City. Teacher candidates must enroll in field experience courses, which are co-requisites for the pedagogy/methods courses. These are credit-bearing courses; in some of the programs, these are graded on an S/U basis.

Fieldwork will engage teacher candidates in diverse settings that include:

1. High needs schools.
2. Students with disabilities or special needs (at least 15 hours).
3. English language learners.
4. Teaching literacy in the content area.
5. Both middle (7-9) and high school (10-12) students. TESOL requires additional experience with P-6 students.

Teacher candidates are advised that 15 of their field experience hours must include a focus on understanding the needs of students with disabilities. Candidates are encouraged to observe integrated co-teaching (or inclusion) classes in their certification area and other special education classroom situations as available. These 15 hours should be noted on Field Experience Time Sheets. Teacher candidates should also aim to earn at least 20-40 field experience hours in high needs schools. The specific field experience assignments, and their coordination with the pedagogy courses, will vary from program to program. Teacher candidates will usually be required to complete written assignments for their pedagogy courses on the basis of their field experiences.

The field experience assignments may involve:

1. Observations of instruction by sponsor teachers. These observations provide an opportunity to understand how pedagogical theories studied in the university actually work in the secondary classroom. They also provide an opportunity to gain experience with discipline-specific instructional strategies and classroom management issues.
2. Assisting the sponsor teacher with instructional activities, tutoring students, and grading class assignments and tests.
3. Journal entries and/or classroom-based research documenting and analyzing field experience. Since field experience must be completed in conjunction with an academic course, paid internships, summer camp work, and substitute teaching cannot be used to satisfy this requirement.

Students should plan their class and work schedules carefully to ensure that they are able to complete the required experiences during school hours.

General Guidelines for Field Experience in P-12 Classrooms

1. Dress professionally. Choose attire that you would wear if you were a teacher. Avoid shorts, sandals, tank tops, etc. - these are too casual and may leave an adverse impression on the students and/or the classroom teacher and/or school administrators.
2. Be prompt. Arrive at the classroom before class begins. Never disturb the teacher by walking in after class has begun.
3. Thank the teacher for allowing you to be a guest and then ask her/him where to sit and what role she/he wishes you to play in the class. Field experience will be more rewarding and productive if you play an active role in the classes you visit. Ask the teacher whether you should simply observe and take notes or whether you should interact with students by helping them in group work, with individual assignments, homework, etc. Volunteer wherever your contribution would be appropriate.

4. Follow the teacher's directions. If you are asked to perform tasks, such as making photocopies, going to the library or the computer lab, do it. All tasks related to teaching are potentially valuable.
5. Be helpful, not intrusive. Only approach the teacher with your questions at times that do not interfere with the lesson or the teacher's agenda. Teachers are busy people and have a great deal on their minds. Be sensitive to this.
6. Finally, send a short note of thanks to the teachers and school administrators who have allowed you to be a visitor in their schools. This kind of basic politeness, or lack thereof, is often taken as an indication of character, and good character is an essential aspect of good teaching.

Student Teaching (Clinical Practice)

Requirements

Teacher candidates are required to complete a student teaching internship of at least 75 full days. These internships must be divided approximately equally between the middle (7-9) and high school (10-12) levels. TESOL requires P-6 and secondary (7-12) experience.

To qualify for student teaching, candidates must have completed all major and individual program and GPA requirements. It is also recommended that students take and have passed the NYSED required Academic Literacy and Skills Test (ALST), Educating All Students Test (EAS), and a relevant Content Specialty Test (CST). Student teachers are expected to follow the schedule of the public schools, not that of the University, and to be in the schools whenever they are open. However, the student teaching seminar meets according to the University schedule of classes. In order to complete the 75-day requirement, fall placements should begin no later than the first day of classes and, wherever possible, student teachers should attend the superintendent's conference days before the start of classes. Students may be required to continue their assignment into January based on the schedule of classes for the individual district. Spring student teachers should plan to begin their student

teaching in early January. All student teachers are required to complete 75 days and are required to continue beyond the end of the University semester in order to satisfy this requirement. If the University Supervisor has concerns about whether the teacher candidate has met PEP candidate proficiencies, the teacher candidate may be required to remain in the placement for additional time.

After a brief orientation period, teacher candidates are encouraged to assume as much responsibility as quickly as possible for lesson planning, instruction, and other professional duties. PEP expects that teacher candidates will teach an average of two to three classes per day over the course of the semester and that they will assume complete responsibility for the daily schedule by the end of the placement. Teacher candidates may wish to continue in their placements through the end of the public school semester. This provides valuable experience in writing and grading final exams (the Regents exams, in particular); it provides a sense of closure and accomplishment; and it demonstrates initiative and concern on the part of the teacher candidate.

Application and Placement

Teacher candidates will be assigned by their respective department's Director of Field Experience and Clinical Practice to work with one or more tenured cooperating teachers in our partnership schools. Teacher candidates are not permitted to arrange their own placements.

The deadline for applying for student teaching is October 15 for spring and, for fall, March 15 of the preceding semester. Applications and supporting materials must be submitted to the program Director of Field Experience and Clinical Practice by those dates or field experience may be delayed. Review [application forms and information](#) on the PEP website. Teacher candidates will be notified by the Director of Field Experience and Clinical Practice once their placements have been arranged.

Most schools require an interview with the principal or department chair before the teacher candidate is formally accepted. Contact the school immediately after receiving information about your placement. At the interview, be prepared to address questions that include the following:

7. Tell us about yourself.
8. Why do you want to become a teacher?
9. Describe your content area knowledge.
10. What did you learn from your previous field experiences?
11. What are your goals for student teaching?
12. What strengths do you bring to the classroom?
13. What else would you like us to know about you?

Students should research the district in its demographics ahead of time and be prepared to discuss and ask questions about the school, its educational philosophy and, community resources:

1. What specific courses will I be teaching so that I can prepare in advance?
2. Can you describe the culture or the educational philosophy of the school?
3. Are there any school-wide or departmental programs underway to improve teaching and learning?
4. How involved are the parents and parents of the English Language Learners?
5. To what extent does the school district draw on the linguistic and cultural diversity of the community in its activities?

Student Teaching in New York City

Teacher candidates may request student teaching assignments in the New York City schools through the [SUNY Urban Teacher Education Center \(SUTEC\)](#), which coordinates student teaching in the New York City schools for all SUNY campuses. Assignments in New York City are contingent upon sufficient registrations. For more information, contact:

[SUTEC](#)

111 Livingston Street
Suite 212 (office location), Suite 400 (mailing address)
Brooklyn, NY 11201
718/802/3337
718/802/3395 (fax)

Applications for student teaching in New York City *must be submitted through the respective departmental Director of Field Experience and Clinical Practice.*

Student Teaching Policies

6. **Completion of Coursework:** All courses required for certification (both major and education courses) must be completed prior to student teaching.
7. **Determination of Placement:** Student teaching placements should provide the teacher candidate with diverse experiences and ensure that s/he receives constructively critical feedback and unbiased assessment. Therefore, teacher candidates are generally not placed in districts where: a) they attended school, or b) where relatives are employed or attending school.
8. **Employment:** Since student teaching is a full-time commitment, teacher candidates are *strongly discouraged* from working during this semester. Teacher candidates should try to arrange their finances so that outside employment is not necessary during this semester. If it is absolutely necessary to work, it is important to keep priorities straight and not to jeopardize professional success to meet short-term financial needs.
9. **Travel:** Teacher candidates are solely responsible for arranging transportation to their teaching assignment.
10. **Documentation of Required Days:** Cooperating teachers will be required to verify that teacher candidates have completed the required number of days.
11. **Withdrawal:** If a teacher candidate must withdraw from student teaching either before or after the beginning of the placement, s/he must immediately notify the

Program Director. Teacher candidates should also be aware that the University has strict guidelines governing withdrawal from courses and tuition refunds. For further information, teacher candidates should consult with the Office of the Bursar and/or the Registrar.

12. **Changes in Placement:** Once the semester has begun, student teaching placements will only be changed in case of serious difficulties between the teacher candidate and the cooperating teacher or other extreme extenuating circumstances.
 13. **Student Teaching in Private Schools:** Teacher candidates may do student teaching in private schools if the cooperating teacher has permanent New York certification, a master's degree, and at least three years of teaching experience.
 14. **Discontinuation of Placement:** The Program Director may change or discontinue the placement if the teacher candidate violates University or host district policies or if the actions of the teacher candidate have a negative impact on the learning environment or the safety of the students, as determined by the cooperating teacher. If a placement is discontinued, the University Supervisor, Program Director, and a PEP representative will meet with the teacher candidate to make sure that s/he is aware of the seriousness of the situation and will allow the candidate to give his/her explanation of the problem. After this conference, one of the following options will be recommended by the committee: a) a second placement will be arranged; b) the teacher candidate will be required to withdraw from student teaching, but permitted to repeat the placement the following semester; or c) the teacher candidate will be discontinued from the program. The teacher candidate will be informed in writing of the decision. The teacher candidate may appeal any decision in writing to the PEP Professional Review Committee.
 15. **Submission of Grades:** Grades for student teaching will not be submitted until cooperating teacher stipend forms have been returned to the seminar instructor.
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Responsibilities of Teacher Candidates

Teacher Candidate Responsibilities and Relationship with Cooperating Teacher

1. The development of a successful working relationship between the teacher candidate and the cooperating teacher requires effort from both individuals. Some considerations are listed below.
 - a. Remember that the cooperating teacher is legally responsible for the class and the students.
 - b. Be certain, at all times, to deal with your cooperating teacher in a flexible and courteous manner. Remember that student teaching will be your only opportunity to work with and learn from a more experienced colleague on such a close basis. It is your responsibility to make the most of this opportunity. PEP expectations for cooperating teachers and a description of their role are outlined in the following section.
 - c. Meet with your cooperating teacher and/or department chair before the end of the previous semester to determine which courses you will be teaching so that you can begin preparing.
 - d. You are responsible for developing lessons and instructional materials and reviewing them with the cooperating teacher before the lesson is taught. Your cooperating teacher may be willing to share ideas and materials with you. However, you are expected to take the initiative in lesson preparation.
 - e. You are expected to take the initiative in trying out diverse teaching approaches in consultation with your cooperating teacher. Your cooperating teacher is expected to encourage such initiative and offer regular guidance in lesson planning and constructive feedback. You should regard your cooperating teacher as an experienced professional from whom you are there to learn, as you develop your own teaching style. If you encounter difficulties in working with your cooperating teacher, contact your University Supervisor, *not the department chair or principal*.
 - f. If you have questions or concerns, ask your cooperating teacher. Don't expect your cooperating teacher to diagnose your needs.

- g. Lesson plans should be prepared at least a day in advance and discussed with the cooperating teacher the day before they are to be taught. Failure to prepare adequately and follow cooperating teacher suggestions is the single most frequent cause of poor performance in student teaching. When you discuss a proposed lesson plan with your cooperating teacher, be prepared to explain how the lesson relates to broader unit and curricular aims and how the instructional strategies and activities contribute to the realization of the lesson aim.
- h. Accept constructive criticism willingly and in the correct spirit.
- i. Speak with your cooperating teacher before consulting with or asking the advice of other school personnel. Your cooperating teacher is your liaison to the school at all times.
- j. You are expected to be at the school for the full length of the school day.

2. Act in a professional manner:

- a. Obtain a copy of the faculty handbook and learn about all school procedures.
- b. Become familiar with the teaching profession code of ethics, NYSED (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html>) and INTASC (<http://www.ccsso.org/intasc>) dispositions.
- c. Maintain a proper teacher - student relationship. You are in a position of authority; you are not a peer to the students. Do not try to become "popular" with the students in order to maintain discipline; it will not work.
- d. Use the English language appropriately, and avoid overuse of cliches and/or slang expressions.
- e. Be well groomed and dress as a professional teacher.
- f. Keep all information about students confidential.
- g. Be proud of your work, your profession, and your school.
- h. Be aware that we live in a diverse society and that children are both very impressionable and easily offended. Refrain from expounding your

religious or political views and think about how to make discussions of controversial issues into learning experiences.

- i. Avoid all actions and situations which could create the impression of impropriety:
 1. Under no circumstances should you become socially or romantically involved with your students.
 2. Be cautious about physical contact with students and remember that what may be appropriate depends on age, culture and gender.
 3. Do not hold conferences behind closed doors or in secluded places because, in case of accusation of misconduct, it will be your word against the student's.
2. Attend faculty and other planning meetings.
3. Notify your cooperating teacher *in advance* if you will miss school due to illness and make sure that instruction has been planned for the day(s) you will be out. If you cannot reach the cooperating teacher in-person, be sure to contact the school office and/or the subject coordinator. Do not just leave a message on an answering machine and expect that the cooperating teacher will receive it. Failure to take these actions indicates a lack of professionalism that will reflect badly on you and the University.

Orientation--The Teacher Candidate's First Days

At the beginning of student teaching you will become acquainted with the school, the students, your cooperating teacher and other school personnel.

4. Know the responsibilities of the Cooperating Teacher and the University Supervisor.
5. Familiarize yourself with the entire scope of your cooperating teacher's responsibilities and the classroom routines used by your cooperating teacher for such activities as taking attendance, distributing supplies, collecting papers, sharpening pencils, leaving the room, going to the library and dismissing the class.

6. Become familiar with the school regulations. As a "co-teacher" in the system, you will be responsible for enforcing student regulations and observing teacher regulations in the same way as a regularly employed teacher.
7. Tour the school building to become familiar with its layout. Become familiar with the school parking regulations.
8. Become acquainted with other personnel in the school: administrators, guidance counselors, deans, psychologists, and security officers.
9. Learn the school's procedures for reproducing materials. Become familiar with materials, equipment and aids available for your use and learn the procedure for requisitioning those materials.
10. Know what to do in case of fire drills and other emergencies. Follow the district policy on what to do, whom to call, and what not to do.
11. Find out what materials are available in the library or media center for use in your subject area or grade level and familiarize yourself with procedures for taking classes or individual students to the library or computer room.

Lesson Planning

12. *Effective lessons don't just happen; they are carefully planned. There is no substitute for thorough planning. Careful planning will help you to:*
 - j. be poised and confident.
 - k. understand the subject to be taught.
 - l. construct clear and concise assignments.
 - m. present materials logically and completely.
 - n. identify necessary instructional materials.
 - o. incorporate a variety of appropriate teaching methods.
 - p. tie in lesson plans to the goals of the school curriculum.
 - q. take advantage of "teachable moments" and try not to cut off worthwhile discussions just to accomplish specific lesson objectives.
 - r. focus on closure in each lesson.
 - s. ensure continuity with the preceding and following lessons.

t. meet the goals of the established curriculum.

b. Daily Lesson Planning

Teacher candidates are expected to prepare detailed daily lesson plans. This is a necessary learning experience for new teachers. PEP does not require that teacher candidates employ a single lesson planning format, though all such formats contain basic common elements, which are modified according to the specific instructional strategy employed. Lesson plans should be readily available for your University Supervisor. It is strongly advised that you keep your lesson plans and other instructional materials in a binder or folder. This will help you develop essential organizational skills and keep you from being overwhelmed by the amount of paper you will have to deal with. This will also make it easier for you to compile your teacher candidate work sample (TCWS) and portfolio at the end of the semester.

Classroom Environment, Management and Discipline

A positive classroom environment is the precondition for effective instruction. As with teaching and lesson design, classroom management and discipline require careful planning. In your pedagogy courses, you will have been exposed to the key issues in classroom management. *However, it is extremely important that you take control of and effectively manage the class from the very outset. If you lose a class at the beginning, you may never get the students back.* In planning how to manage the class, you should work closely with your cooperating teacher and take into account the following ideas:

- A positive classroom climate provides a good learning atmosphere and can be encouraged in the following ways:
 - Follow the golden rule - behave as you would expect your students to behave.
 - Provide quality instruction so that students are successful, challenged at their learning level, and engaged with the material. Remember, telling is

- not teaching. Avoid over-reliance on the lecture method because it is easy to lose students' attention if they seldom get to participate.
- Show that you respect the students and that you are enthusiastic about teaching and learning.
 - Recognize that each student is an individual and take into consideration individual abilities, interests and capacities for learning.
 - Never use sarcasm--children simply can't handle it.
- Although you should treat your students as individuals deserving of respect, it is the responsibility of the teacher candidate to establish and enforce classroom rules:
 - Make no demands you cannot enforce.
 - Remember that any discipline measures you use should conform to the policies of the school and the instructions of your cooperating teacher.
 - You must enforce announced policies promptly, consistently, and fairly.
 - Examine your reinforcement techniques carefully if the same behavior problems persist with the same student.
 - Never get into a confrontation--verbal or physical--with students.
 - Never use physical means to discipline students.
 - If students become verbally abusive or threatening towards you, contact the appropriate school personnel.
 - Never leave students unattended in the classroom.

Evaluation, Observation and Professional Development

Self-Evaluation: As an effective teacher, you should continually reflect on your performance, assessing your teaching plans and your teaching behaviors. After each lesson you should assess yourself in writing in the form of journal entries and with notes written on your lesson plan. Follow your own assessment with a conference with your cooperating teacher. One excellent means of critiquing your work and assessing your development is to videotape your teaching. Some University Supervisors will require this in conjunction with the student teaching seminar. The aim here is not

simply to judge whether the lesson was good or bad, but to focus on specific behaviors to identify your strengths and weaknesses.

Conferring with Cooperating Teacher

Your cooperating teacher is encouraged to assume a collegial/coaching mode in relation to evaluation and conferring. Expect your cooperating teacher to:

- Provide feedback on an informal daily basis, especially during the early part of the experience.
- Complete evaluations as required by your program.
- Involve other professionals (other teachers, department head, principal) in observing you and giving feedback.

Conferring with the University Supervisor

Your University Supervisor plays a dual role, acting both as a counselor and as a supervisor responsible for evaluating your work. The responsibilities of your University Supervisor include:

- Meeting with you and your cooperating teacher to establish the expectations of the university regarding the student teaching experience.
- Acting as a liaison between the teacher candidate, the school, and the University; if you have problems with the placement or cooperating teacher that you cannot resolve on your own, the first person you should turn to is the University Supervisor.
- Conducting at least three formal observations with post-conferences.
- Directing weekly seminars, which serve as a bridge between pedagogical theory and classroom practice. The purpose of the student teaching seminar is to help students solve practical problems regarding content, pedagogy and classroom management and to reflect on their work so that it becomes a learning experience for them. The seminar should also provide practical preparation for seeking employment. The various written assignments required by PEP

(professional portfolio and exit interview) and the individual programs will be graded in conjunction with this seminar.

- Assign the final grade (Pass/Fail) for student teaching based on information gathered throughout the semester and a letter grade (A-F) for the student teaching seminar.

Guidelines for Cooperating Teachers

The Role of the Cooperating Teacher

The cooperating teacher is a vital component of the teacher preparation program. Your role is to serve as mentor to the teacher candidate by using your expertise and experience to guide the teacher candidate in the development of pedagogically sound and realistically appropriate knowledge, skills and professional dispositions. We ask you to be nurturing yet direct, to provide regular guidance and feedback, to maintain minimum standard requirements consistent with the mission of the Professional Education Program, and to encourage the individual reflection and development of the beginning teacher.

This section of the Program Guide has been developed to assist you in your work with teacher candidates. Please read it carefully before meeting with your teacher candidate and use it as a reference throughout the student teaching assignment.

Basic Expectations

Teacher candidates have already completed 100 hours of field experience before they arrive at your school. Allow the teacher candidate to assume as much responsibility for lesson planning, instruction, and other professional duties as quickly as you feel she/he can handle it without adversely affecting the education of your students. Please keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the student teaching experience.

1. We recognize that ultimate responsibility for the performance of your students lies with you. However, we hope that you will encourage the teacher candidate to employ a variety of teaching strategies and thereby develop her/his own classroom style. Teacher candidates should take the initiative in lesson planning and design. They are encouraged to use student teaching as an opportunity to employ a variety of teaching strategies and to develop their own classroom style. You should encourage teacher candidates in this direction, suggest and demonstrate alternative teaching techniques, and be willing to share ideas and materials without imposing a single teaching style on the candidate.
2. Cooperating teachers should be familiar with the PEP *conceptual framework*, which spells out the educational mission of the Professional Education Program, and work with teacher candidates to ensure that they meet our candidate proficiencies.
3. As a rule, PEP expects teacher candidates to begin teaching their own lessons no later than the second week. University Supervisors should make their first observation no later than the third or fourth week.
4. It is extremely important that cooperating teachers provide regular guidance in the preparation of lesson plans and feedback as to the effectiveness of the teacher candidate's teaching performance. Teacher candidates are expected to prepare lesson plans at least a day before they are taught and to discuss them with the cooperating teacher. Candidates should be encouraged to explain how the lesson relates to broader unit and curricular aims and how the instructional strategies and activities contribute to the realization of the lesson aim.
5. Do not adopt a "sink or swim" approach.
6. Teacher candidates should not be left alone with students.
7. Assist the teacher candidate in developing classroom management techniques in accordance with your policies and those of the school.
8. The teacher candidate should gradually assume responsibility for the entire teaching day. A "full teaching load" includes all of the responsibilities of the

teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, etc.

9. Encourage the teacher candidate to engage in self-evaluation. Let her/him have the first opportunity to assess the effectiveness of the lesson and to point out strengths and weaknesses. In addition to regular discussions regarding lesson design and teaching performance, cooperating teachers can encourage the development of these skills by charting questioning strategies, time-on-task data and behavior problems for the teacher candidate.
10. It is very important to identify serious problems with teaching performance, receptiveness towards constructive feedback, and professional behavior as early as possible. If you have a serious concern, we encourage you to directly contact the University Supervisor or the Program Director of Field Experience and Clinical Practice.

Orienting the Teacher Candidate

The orientation process is essential for preparing for the arrival of the teacher candidate along with providing her/him with information basic to successful adjustment to the class and school.

1. Prepare for the arrival of the teacher candidate. Have appropriate materials ready, such as seating charts, faculty handbook and course outlines.
2. Help the teacher candidate become familiar with the school as soon as she/he arrives.
3. From the beginning, accept the teacher candidate as a co-worker of equal status and model professional appearance and behavior.
4. Introduce the teacher candidate to administrators, guidance personnel and department faculty.
5. Introduce the teacher candidate to the students, emphasizing the fact that she/he will be one of their teachers.
6. Review the policies the teacher candidate is expected to follow, such as procedures relating to discipline, attendance, homework, make-up work, accidents

and emergencies. Explain the added duties that the teacher candidate will be required to assume, such as lunchroom or hall duty.

7. Tour relevant school facilities, point out available teaching resources and how they can be obtained, and secure a key to the faculty restrooms.
8. Invite the teacher candidate to attend department and faculty meetings and participate in professional development activities.

Lesson Planning

The teacher candidate should be required to do extensive lesson planning, and s/he will need assistance with this, especially at first. Emphasize from the outset the importance of detailed lesson planning as a learning tool for developing habits of thought necessary for successful teaching. As the teacher candidate becomes more proficient at planning and teaching, less explicit detail may be required.

1. Play an active role in helping the teacher candidate develop lesson planning skills.
 - Work with the teacher candidate to formulate lesson aims that ask important questions and develop a sequence of instructional activities that move the teacher candidates towards this aim. Help the teacher candidate formulate pivotal questions and develop discussion leadership skills.
 - Permit the teacher candidate to draw upon your lesson plans and materials, but insist that s/he assume primary responsibility for preparing lesson plans and materials.
 - Go over each lesson plan with the teacher candidate the day before the lesson is to be taught; after the lesson is taught, help the teacher candidate analyze his/her teaching and provide constructive feedback.
 - Ensure that the teacher candidate develops a repertoire of instructional and assessment strategies.
 - Assist the teacher candidate in planning her/his teaching unit(s).
2. Act as a coach and mentor. Teacher candidates appreciate and respond favorably to being viewed as a colleague rather than as a subordinate.
 - Give the teacher candidate regular feedback.

- Be sensitive to the need to develop a sense of self-confidence in the teacher candidate in both formal and informal conference situations.
- Programs require cooperating teachers to perform a limited number of formal observations during the course of the placement.
- Since cooperating teachers have the most detailed knowledge of the teacher candidate's strengths and abilities, prospective employers will be particularly interested in your evaluation of the teacher candidate's knowledge, skills, dispositions, professionalism and potential. Be prepared to write a letter of reference for the teacher candidate.

Assessing Candidate Performance

As part of our National Council for the Accreditation of Teacher Education (NCATE) accreditation process, PEP has developed a set of instruments to assess the extent to which our candidates have mastered the candidate proficiencies that underlie our curriculum. Cooperating teachers are the most knowledgeable with regard to candidate strengths and areas needing improvement, and we depend on cooperating teacher assessments of our teacher candidates. At the first observation visit, the University Supervisor should explain the assessment process to you and provide the information you need to access our online assessment system. Cooperating teachers are expected to complete 1) two formal lesson observations for each placement, 2) the Teacher Candidate Professional Development Form at the end of the placement, and 3) the Disciplinary Standards Form for the individual programs. We would greatly appreciate it if you would complete your candidate assessments using the online system.

Honorarium for Cooperating Teachers

Cooperating teachers will receive a stipend, as determined by SUNY Central Administration. Currently, compensation equates to \$200 cash or a tuition waiver in the value of \$250 as an honorarium for mentoring our teacher candidates. Payment of honoraria is dependent on the timely submission of both the signed tuition

waiver/stipend form and the required assessments of teacher candidates. In addition, the New York State Office of the State Controller has implemented a new statewide accounting system requiring all vendors and individuals doing business with and receiving payments from the State of New York to register in the Central Vendor Registry File. Cooperating teachers must register (*one time only*) in the Vendor File by completing and returning to our campus a Substitute Form W-9. Failure to complete and return the W-9 form will prohibit doing business with and receiving waiver/stipend payments from the State of New York. The necessary waiver/stipend and Substitute W-9 form, and associated instructions for completion, will be provided to cooperating teachers by the University field coordinator(s) and/or program directors who have arranged for the student teaching placements.

Responsibilities of the University Supervisor

The University Supervisor is the primary liaison between the University and the school system in which the teacher candidate is placed during the clinical semester. Because the University Supervisor's primary focus is on the teacher candidate and his/her successful completion of the clinical semester, the University Supervisor plays a key role in guiding the candidate's development as a professional educator and supporting the cooperating teacher's mentorship of the candidate throughout the placement.

Responsibilities of the University Supervisor Working with Each Cooperating Teacher (CT):

1. Provide the cooperating teacher with all the information available on the Professional Education Program website pertaining to the responsibilities of the CT and the teacher candidate.
2. Consult with the CT to review all the guidelines and requirements for the completion of online assessments (i.e., Lesson Evaluation Forms; Teacher Candidate Professional Development Form; Disciplinary Standards Form; Stony Brook University Program Evaluation); with the help of the University assessment coordinator, ensure that the CT receives technical support as needed for the online

- assessments; monitor the Status of the Forms on the assessment system and follow up with CTs as needed to ensure completion of all online assessments.
3. Ensure that the CT understands, completes, and submits in a timely fashion the necessary paperwork required by Stony Brook University and the State University of New York in order to receive compensation for their services (i.e., Application for Tuition Waiver or Stipend; Substitute Form W-9).
 4. Encourage the CT to participate in pre- and post-observation conferences held with the teacher candidate to support the continuous and ongoing growth of the teacher candidate.
 5. Communicate Professional Education Program and departmental expectations and outcomes, and support their attainment by acting as a resource for the CT during his/her mentorship of the teacher candidate.
 6. Keep lines of communication open throughout the placement to ensure that the teacher candidate and the cooperating teacher enjoy a collaborative, successful relationship in which both are able to grow professionally.
 7. Maintain a strong working relationship with the school system and the district- and building-level administration; be available to meet with district and/or building personnel as needed to support successful outcomes for the cooperating teacher and the teacher candidate.

Responsibilities of the University Supervisor Working with Each Teacher Candidate (TC):

1. Provide each teacher candidate with all the information available on the Professional Education Program website pertaining to the responsibilities of the teacher candidate and his/her cooperating teachers during the clinical semester.
2. Actively monitor each teacher candidate in each placement by reviewing and evaluating lesson and unit plans and reflective journals, and by communicating with the cooperating teacher as to the candidate's progress.
3. Formally observe each teacher candidate three times during the clinical semester, ensuring that the teacher candidate is observed in each of the two clinical placements.

4. Conduct a pre- and post-observation conference for each of the three formal observations using the Lesson Evaluation Form, and provide rich, evidential, and specific feedback to highlight the candidate's strengths and reinforce areas needed for improvement.
5. Wherever and whenever possible, model highly effective strategies and techniques for professional performance and partnership, and provide pedagogical and discipline-specific resources to support each teacher candidate's professional growth and development.
6. Complete the Professional Education Program online assessments for each teacher candidate (i.e., Lesson Evaluation Forms; Teacher Candidate Professional Development Form; Disciplinary Standards Form; Teacher Candidate Work Sample) and encourage each candidate to review the evaluations of his/her performance as a teacher candidate.
7. Support the successful recruitment of each teacher candidate by communicating job opportunities as they become available and by providing written and/or verbal recommendations of successful teacher candidates to potential employers.
8. Conduct the weekly seminar sessions with the entire class of teacher candidates based on a syllabus provided.

Discontinuation from the Program

The Professional Education Program makes every effort to provide teacher candidates with the opportunity to succeed. However, candidates who consistently perform substantially below the level expected of candidates at a given stage in the program with respect to knowledge, skills or dispositions may be discontinued from the program.

The most important review point will be at the end of the second methods/pedagogy course when candidates apply for student teaching. The individual teacher education programs have their own procedures for determining whether candidates are qualified

for student teaching. Admission to student teaching may be denied or made contingent upon the successful completion of specified assignments. Candidates who do not perform satisfactorily in student teaching may be permitted to repeat student teaching, though this is not automatic and such permission may be made contingent upon the successful completion of specified assignments.

Policy on Academic Integrity

The Professional Education Program is committed to preparing educators who have the knowledge, skills and dispositions necessary to effectively integrate content and pedagogy in order to meet the needs of all learners. Central to this concept is Academic Integrity. Stony Brook University has clear guidelines and policies/procedures relating to Academic Honesty. For more information, review the [Undergraduate Bulletin](#), [Graduate School material](#), and [School of Professional Development material](#).

If a student has been found guilty of academic dishonesty, a subcommittee of PEP will convene and decide whether or not a student will be able to continue in the teacher preparation program.

PEP reserves the right not to recommend a program completer for an initial teacher certificate if PEP has good cause to believe that the certificate applicant has been convicted of a crime or has committed an act which raises a reasonable question as to the individual's moral character.

Candidates who are discontinued in the program for any reason, or who are not recommended for program completion as described above, may appeal this decision to the PEP Professional Review Committee.

PEP Professional Review Committee

The Professional Education Program has instituted a Professional Review Committee with responsibility for resolving assessment issues brought by teacher candidates or faculty. The committee will be responsible for hearing complaints and facilitating resolution of issues involving grading or other assessments of candidate performance, including assessments related to coursework, clinical work, and professional dispositions. The committee will be composed of three PEP faculty members, who will be appointed as needed by the PEP Director. At the beginning of each academic year, the members of the committee will select one member as chair. The responsibilities of the chair include scheduling and moderating hearings and committee meetings, working with the other committee members to prepare written rulings, and communicating as necessary with the PEP Director.

Teacher candidates and faculty may bring assessment issues to the Professional Review Committee for resolution. However, it is strongly advised that candidates and faculty make every effort to resolve issues at the course and program level. If all such efforts fail to resolve an issue, it may then be brought to the Professional Review Committee.

PEP recognizes the difficulties and potential bias inherent in using observed human behavior as an indicator (or as evidence) of underlying dispositions. This is especially the case in situations where an unsatisfactory dispositional assessment may result in the dismissal of a candidate from a program. The PEP Professional Review Committee provides a structure and process that permits teacher candidates to appeal unsatisfactory dispositional assessments, to argue for remediation that might result in subsequent satisfactory dispositional assessments, or to argue for continuation or reinstatement in a program.

The PEP Professional Review Committee will receive reports of unsatisfactory dispositional assessments from faculty. Faculty are required to notify the Professional

Review Committee of evidence of unsatisfactory candidate dispositions that they deem serious enough to warrant dismissal from a program. Faculty may also report to the committee less serious unsatisfactory dispositional assessments. The Professional Review Committee will notify the candidate of such reports, and will schedule a hearing with the candidate, the reporting faculty member and the program director.

Every effort will be made to seek an equitable resolution to unsatisfactory dispositional assessments. Candidates will have the opportunity to work with the reporting faculty member to develop a plan for candidate growth and remediation of unsatisfactory dispositions, and may be re-assessed at an agreed-upon time. If the candidate does not agree to a remediation process, or if the Professional Review Committee rules that the unsatisfactory disposition is unlikely to be remediable, the candidate will be dismissed from the program.

Rulings by the Professional Review Committee may be appealed by the candidate to the PEP Director *only* in cases where the committee has ruled that the unsatisfactory disposition is not remediable and has recommended that the candidate be dismissed from a program.

The New York State Teacher Certification System

New York State adopted new requirements for individuals who apply for certification after February 1, 2004. Under the new regulations, candidates who complete an approved teacher education program will be eligible for an initial license and must earn an approved masters degree within five years in order to qualify for a professional license. This professional license will not be valid for life, and teachers will have to satisfy a continuing professional education requirement in order to maintain their license. Additional information on state certification requirements can be found on the [New York State Education Department's site](#).

Important Note: Please note that state certification requirements are constantly being revised, and teacher candidates must satisfy the requirements in effect at the time of their certification application. It is the responsibility of the teacher candidate to keep abreast of any relevant changes. For up to date information, visit the [NYSED site](#).

Initial State Licensure

The Stony Brook Teacher Education Program is an approved New York State program. If you complete our program, the University will recommend you for initial licensure, which is ultimately granted by the New York State Department of Education, not Stony Brook. In addition to completing the Stony Brook program requirements described above, teacher candidates must also satisfy the following New York State requirements to receive the initial license. These state certification requirements are valid as of the beginning of the current academic year.

9. Credits in Content Area

- . Undergraduate: completion of requirements for academic major with a minimum of 36 credits in the specific cognate field.
- a. Graduate: 12-15 additional credits in content area through MA or MAT programs.

10. Education Courses

- . Completion of all education courses required by the individual programs.
- a. 100 hours of pre-service clinical experience (at least 15 hours of which include a focus on understanding the needs of students with disabilities or special needs).
- b. One semester (75 days) of supervised student teaching.

11. One year of a language other than English at the college level (TESOL requires 2 years of language study).

12. New York State requires all teacher candidates who are applying for initial certification to pass several standardized tests: Academic Literacy Skills Test (ALST), Educating All Students Test (EAS), a relevant Content Specialty Test (CST), and the Teacher Performance Assessment (edTPA). Students should visit the [NYSTCE site](#) to get an overview of the fields of knowledge assessed on these tests, and for the most up-to-date information pertaining to these requirements. It

is also recommended that students contact their program director for guidance in this process.

13. Completion of Child Abuse; Substance Abuse; School Violence Prevention; Autism Recognition, Referral and Control; and Harassment, Bullying and Discrimination Prevention and Intervention (DASA - Dignity for All Students Act) seminars.
14. Fingerprinting*
15. In order to receive an institutional recommendation, all students must submit a FERPA release form and information sheet to the Teacher Certification Office. This is mandated by Federal Law as Stony Brook may not release any information on a prospective candidate for license without this written release. Candidates for license must also access the TEACH online system to apply for license. This online application is in addition to and distinct from any information imparted by the University on a student's behalf to NYSED.
16. New York Education Law now permits Non-resident Aliens to qualify for an initial license. Individuals with United States Citizenship or Permanent Resident status may qualify for a Permanent or Professional New York State Teaching Certificate. For additional information, please visit the [NYSED certification page](#) dealing with citizenship.

Please note that in many cases Stony Brook requirements are more rigorous than the basic New York State requirements. Candidates are required to comply with Stony Brook regulations in order to complete the program.

Professional License

After obtaining the Initial License, teachers will have 5 years to satisfy the requirements for the Professional License. To qualify for a Professional License, you must have:

1. Satisfied the requirements for the Initial License.
2. Three years of successful teaching experience in a public or non-public school. Experience may be in any grade or subject in the same certificate category (classroom teaching) in order to satisfy the requirement. However, experience in

either of the other two certificate categories (pupil personnel service or administration/supervision) may not be used to satisfy the experience requirement for a Professional certificate in a classroom teaching title.

3. Completed a mentored experience. The first year of employment in a public school district under your initial certificate must include a mentored experience, unless you already have two years of prior teaching experience.
4. A functionally relevant Master's or higher degree that has been awarded by a regionally accredited institution of higher education or from an institution authorized by the Regents to confer degrees.

Application for Professional Licenses after obtaining an Initial License through a "registered and approved" program in an institutional setting must be made directly to NYSED or through BOCES to NYSED. Application forms may be obtained on the [NYSED certification application page](#).

To maintain the Professional License, teachers must complete 175 hours of in-service education every 5 years. Further information can be on the NYSED site.

Please consult your employer to determine the types of experiences they deem to be acceptable for meeting this requirement. Also, please note that you are still required to pursue professional development hours even if you are not employed in a school.

* Currently, the State Education Department asks if applicants for certification have ever been convicted of a crime other than a minor traffic violation. Conviction does not automatically prevent a person from becoming a teacher. However, if you have an issue, you should consult with the New York State Education Department and/or an attorney before applying to a teacher education program.

BOCES

The regional Board of Cooperative Education Services (BOCES) offices are branches of the state government. They work with local school districts to provide services, such as occupational education and special education, which are too expensive or

specialized for individual districts to provide on their own, and they also support local districts with administrative, professional development, and other services. The certification officers at the BOCES offices are authorized to evaluate credentials and recommend for certification, and they are extremely knowledgeable.

If you do wish to speak with someone at the BOCES office, contact the office for the area in which you reside.

[Eastern Suffolk BOCES](#)

201 Sunrise Highway
Patchogue, NY 11772
(631) 289-2200
Certification Officer
Nicole Cowan
(631) 687-3020
MTWF 8:00 am - 4:00 pm

[Western Suffolk BOCES](#)

507 Deer Park Road
Dix Hills, NY 11746
(631) 549-4900
Certification Officers
Pat Mastrodomenico and
Maryellen Bogdahn
(631) 549-4900 ext. 257
MTWF 9:00 a.m. - 4:00
p.m.
Note Different Mailing
Address:
P.O. Box 8007
Huntington Station, NY
11746-9007

[Nassau BOCES](#)

71 Clinton Road
Garden City, NY 11530
(516) 396-2500
Regional Certification
Officer
Barbara Meskill
(516) 396-2368
M-F 8:30 am - 4:00 pm

Looking for a Job

Preparing for the Job Search

Searching for the right job requires a great deal of preparation and planning. Completing your program is only one step. The job market is competitive. To compete successfully you need to have a cover letter and resume, which help you market yourself effectively, and you need to be prepared for a long round of job interviews and demonstration lessons.

[The Career Center](#) offers a number of services to help you prepare for the job search. Not only does the Career Center sponsor on-campus recruiting fairs, but they also hold seminars on how to write cover letters and resumes, which will highlight your teaching qualifications. They will also conduct mock interviews. However, most of their services require advance appointments; you need to prepare early so that you will be ready when the recruiting season begins.

When to start looking for a job?

The short answer to this question is to start looking for a job as soon as you start student teaching. Most job openings are for positions that begin in September. Schools generally begin advertising these positions in January and February, though positions continue to become available through the beginning of September. Your resume should say that you expect to graduate in May (or December) and that you anticipate receiving your initial certification during the summer (or the spring). Also, schools are always looking for substitute teachers. Working as a substitute is a good way to get to know the culture of the different school districts and to establish contacts therein. To be a substitute teacher, you must have your initial license. Many of these positions are advertised in the newspaper, or you may simply go to the district human resources office and complete an application. Requirements and application procedures for substitute teachers differ widely from district to district.

Where to find job listings?

Most of the teaching jobs in the New York City region are advertised in the "Week in Review" section of the Sunday New York Times and in the classified section of the online edition. This is where you should begin your job search. Additional information about jobs in other regions of New York State can be found on the [Olas Jobs site](#). If you are looking for jobs in New Jersey, most positions are advertised online at [NJ.com/jobs](#).

Working in New York City

The New York City Department of Education has its own licensing system, which is separate from the New York State certification system. To work in New York City, you must apply for a city license even if you have satisfied the requirements for state certification. Much of the necessary information--including application forms and procedures--is available online at [NYC's education site](#). You may also call the Applicant Services Office of the Center for Recruitment and Professional Development and Human Resources.

If you have completed the teacher education program, you may apply for a New York City license as follows:

1. Fingerprinting: The fingerprints that you submitted for New York State certification will suffice for a New York City license. Please visit the [NYSED fingerprinting site](#) for additional information.
2. You need not submit a separate set of fingerprints. There is a form to be completed if you wish to have a copy of your fingerprints sent to the New York City Department of Education.
3. Since graduates will not receive their actual New York State Certification until the semester after graduation, to apply for a New York City license you should obtain an original letter from the Interim Teacher Certification Officer (Rachael Lee) stating that you have met all academic requirements for your degree and that the school has applied on your behalf to the NYSED for state certification. This letter can be issued as soon as final grades have been posted, and you have provided the certification office with a fully executed FERPA Release Form.
4. Submit a completed application form, together with proof of passing scores on the required NYSTCE examinations, a notarized Child Support Certification form, and payment of the application fee, to Human Resources at 65 Court Street.
5. Once your application has been evaluated, Human Resources will issue you a form that will permit you to begin teaching in the City schools. There are additional

requirements to obtain a regular, permanent New York City license; information can be found on the [NYC education site](#).

Each school district in New York City is assigned to one of five Integrated Service Centers (ISC). The ISC is a professional, customer-oriented organization, dedicated to delivering targeted services to schools within the New York City Department of Education. Additional information about the ISC can be found at the following [on their website](#).

There are several ways to identify available jobs with the Department of Education:

6. [NYC Gov site for becoming a teacher](#)
7. [NYC Gov site for becoming an Education Administrator or Supervisor](#)
8. [NYC Gov page on becoming an Assistant Principal or Principal](#)
9. Once open positions have been identified, it is up to you to make contact with the responsible administrator. While some positions are filled by the end of the school year, a large number of positions open up over the summer, and the hiring cycle picks up during the last weeks of August.

Teaching in Other States

New York has interstate articulation agreements with fifty-three (53) other states and jurisdictions. As outlined in the Interstate Agreement of Qualification of Educational Personnel, a person prepared in one of the contract states who meets the conditions of the contract is eligible for Initial certification in any of the other contract jurisdictions.

The conditions are either (1) completion of an approved program of teacher preparation or (2) possession of a valid certificate in the contract state and service under that certificate in three of the most recent seven years.

The jurisdictions participating in the current agreement (2005-2010) are as follows: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Department of Defense, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois,

Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, New Zealand, Northern Mariana Islands, North Carolina, North Dakota, Ohio, Oklahoma, Ontario, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Spain, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming. Students should Google the "Interstate Agreement on the Qualification of Educational Personnel" to determine if any changes have been put into place by any specific state or if any state has either been added to or dropped off of the list of compact states.

Additional information regarding certification can be found at the [NYSED certification page](#). Additional resources for finding teaching positions in other states can be found on the following blogs: [Teaching Jobs](#) and [Teachers Teachers](#).

Disclaimer

Admission to or graduation from a teacher education program in the Professional Education Program at Stony Brook University does not constitute a guarantee that the candidate will be granted a State certificate, extension, endorsement, or license. The information contained in this *Guide to Teacher Education* is subject to change without notice. Please contact your program director for current regulations and requirements.