

# Teacher Education

## Stony Brook University

Stony Brook has adopted a unique approach to the education of the teachers of tomorrow. To ensure that all of our graduates acquire a thorough knowledge of the disciplines in which they intend to teach, our teacher education programs are housed in academic departments. The Stony Brook model combines an outstanding education in the liberal arts and sciences with a focused professional education that gives our teacher candidates the knowledge, skills and dispositions necessary to bring a high-quality education to P-12 students in diverse settings on Long Island and throughout the greater New York region.

The Professional Education Program (PEP) coordinates the six teacher education programs and the Educational Leadership Program for future school administrators to promote the development of a common educational vision and a coherent curriculum that reflects both this vision and national and state standards for teacher education.

### PEP Conceptual Framework

#### Mission

1. Provide discipline-based professional education of the highest quality for undergraduate and graduate teacher and leadership candidates.
2. 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.
3. Integrate diversity into the academic and clinical experiences to enhance the continuous cross fertilization of ideas.
4. Build and strengthen partnerships within the University and with the regional community.
5. Provide leadership and professional development for the educational community of the region and beyond.

PEP's 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. Our vision is rooted in three major themes that inform and unify our programs:

- **Professional Excellence and Growth**
- **Community and Diversity**
- **Leadership and Service**

### Proficiencies and Dispositions

We prepare teacher candidates who:

1. Understand how children learn and develop, recognizing that patterns of learning and development vary individually within and across 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 decisions 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, and other professionals in 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.

### Teacher Education Programs

- English Education
- Foreign Language Education (French, Chinese, German, Italian, Japanese, Russian, Spanish)
- Mathematics Education
- Science Education (Biology, Chemistry, Earth Science, Physics, General Science Extension)
- Social Studies Education
- TESOL (Teaching English to Speakers of Other Languages)

All programs except TESOL lead to certification in secondary education (grades 7-12). TESOL leads to P-12 certification. Students may seek certification in all programs at either the undergraduate or graduate level. Five-year accelerated bachelor's/master's programs are also available.

### Educational Leadership Programs

- Educational Leader leading to both SBL and SDL certifications (EDL)
- School District Business Leader (SDBL)

*The Professional Education Program at Stony Brook*

**NCATE**

The Standard of Excellence  
in Teacher Preparation

*University is accredited by (the National Council for Accreditation of Teacher Education), <http://www.ncate.org/>. This accreditation covers initial teacher preparation programs and advanced educator preparation programs.*

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# PROFESSIONAL EDUCATION PROGRAM

## TEACHER EDUCATION and EDUCATIONAL LEADERSHIP PROGRAMS



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The **PEP Guide to Teacher Education**  
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