



## TEACHER EDUCATION UNIT

**E**mpower Learners  
Embody Pedagogy  
Exemplify Professionalism  
Enact Knowledge

## Handbook for Teacher Candidates

STUDENT'S NAME: \_\_\_\_\_

ADVISOR'S NAME: \_\_\_\_\_

**Contact us at**

Phone: 718-262-2530

Office Location: AC-1D12

**Visit us at**

<http://www.york.cuny.edu/academics/departments/teacher-education>

## WELCOME!

Dear Teacher Education Candidate:

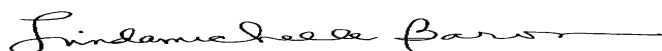
Welcome to the teacher education program at York College. We are delighted that you are considering teaching as your career. We are here to help you to become the BEST teacher you can be because we believe that teaching is one of the most rewarding professions.

This *Teacher Education Handbook* is a guide to help you move smoothly through the program. The handbook provides the steps and requirements for the completion of the program and becoming a New York State certified teacher. Please read this handbook carefully and keep it handy for reference as you work towards becoming a teacher.

As you progress through the program you will work closely with a faculty advisor, from the Department of Teacher Education, who will assist you in navigating the process and monitoring your progress throughout the program. However, the responsibility of knowing all the requirements and monitoring your progress throughout the program is **yours**. You must also meet with an advisor in your major to ensure that you are fulfilling those requirements.

We look forward to working with you and helping you become a successful teacher. Please come and see us at anytime!

Sincerely,

A handwritten signature in cursive script, reading "Lindamichelle Baron".

Dr. Lindamichelle Baron, Chair  
Department of Teacher Education

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## ACCREDITATION

The York College Department of Teacher Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

### INTRODUCTION

The National Council for Accreditation of Teacher Education (NCATE) is officially recognized by the U.S. Department of Education as an accrediting body for institutions that prepare teachers and other professional personnel for work in preschool, elementary, and secondary schools. The Council for Higher Education Accreditation (CHEA) also recognizes NCATE. Through its voluntary, peer review process, NCATE helps to ensure that accredited institutions<sup>1</sup> produce competent, caring, and qualified teachers and other professional school personnel who can help all students learn. NCATE, a non-profit, non-governmental organization, is a coalition of more than 30 national associations representing the education profession at large. The associations that comprise NCATE appoint representatives to NCATE's policy boards, which develop NCATE standards, policies, and procedures.<sup>2</sup> Membership on policy boards includes representatives from organizations of (1) teacher educators, (2) teachers, (3) state and local policymakers, and (4) professional specialists. See *Table 1* for a list of member organizations.

### MISSION

Accountability and improvement in teacher preparation are central to NCATE's mission. The NCATE accreditation process determines whether schools, colleges, and departments of education, and other organizations preparing educators, meet demanding standards for the preparation of teachers and other professional school personnel. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. Providing leadership for reform in teacher education is also central to NCATE's mission. Through standards that focus on systematic assessment of candidate learning, NCATE encourages accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P-12 student learning.

## **Department of Teacher Education Faculty & Staff**

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**York College General Number (718) 262-2000**

## IMPORTANT YORK COLLEGE DEPARTMENT/OFFICE AND TELEPHONE NUMBERS

### Academic Department Offices (Area Code is 718)

• English	262-2470	AC-2A16
• Foreign Languages	262-2430	AC-3C08
• Health and Physical Education	262-5100	HP-201
• History and Philosophy	262-2635	AC-3D08
• Mathematics and Computer Studies	262-2535	AC-2C07
• Natural Sciences	262-2650	AC-3F01
Biology	262-2700	AC-4E03
Chemistry	262-2650	AC-3F01
Geology	262-2654	AC-2F09
• Performing and Fine Arts	262-2400	AC-1A12
Music	262-2400	AC-1A12
Speech	262-2400	AC-1A12
Theater	262-3700	AT-107
• Political Science and Psychology	262-2680	AC-4D06
• Social Sciences	262-2605	AC-3A11
African-American Studies	262-2623	AC-3B04
Anthropology	262-2605	AC-3A02
Sociology	262-2605	AC-3A11
• Teacher Education	262-2450	AC-1D12

**Legend:** AC = Academic Core Building    AT = Auditorium/Theater  
 CL = Classroom Building                      HP = Health/Physical Education Building

**Other Offices (Area Code is 718)**

• York College (switchboard)	262-2000	AC-2H06
• Academic Achievement Center	262-2013	AC-1D11
• Academic Affairs	262-2780	AC-2H07
• Advisement Center	262-2280	AC-2C01
• Book Bank	262-5123	AC-1F03
• Bookstore	262-2882	AC-1G01
• Cafeteria	262-2890	AC-1M05
• Campus Ministry	262-2287	AC-1E01
• Career Services	262-2282	AC-3E03
• College-Wide Writing Program	262-2128	AC-1C01
• Committee on Academic Standards	262-2770	AC-2C01
• Counseling Center	262-2272	AC-1G02
• Day Care Center	523-6455	CL-Bldg.
• English as a Second Language Lab	262-2831	AC-2D07
• Evening and Weekend Program	262-2152	AC-2H05
• Fitness Center	262-5202	HP-216
• Health Services/Nurse	262-2050	AC-1F01
• Honors Program	262-2694	AC-4D06
• Library (General Information)	262-2034	AC-3G02
• Lost and Found	262-2222	AC-1M02
• McNair Program	262-2661	AC-3F01e
• Programs/Services for Students w/Disabilities	262-2272	AC-1G02
• Public Safety and Security	262-2222	AC-1M02
• Registrar	262-2145	AC-1H08
• Student Activities and Campus Programs	262-2285	AC-1E01
• Student Assistance	262-2659	AC-1E13
• Student Clubs	262-2285	AC-1E01
• Student Financial Services	262-2230	AC-1M08
• Student Government Executive Director	262-2263	AC-1G04
• Student Information and Resource Center/SEEK	262-2300	AC-1C08
• Student Support Services	262-2423	AC-3E03
• Testing Center	262-2012	AC-1G05
• Women's Studies	262-2645	AC-3E18
• Writing Lab	262-2494	AC-1C18
• York Enrichment Services (YES)	262-2274	AC-3E03

# TEACHER EDUCATION CONCEPTUAL FRAMEWORK

## York College Mission

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and global citizens.

## Teacher Education Unit Vision

The vision of the Teacher Education Unit builds upon the vision and mission of York College. The Unit's vision is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success.

## Teacher Education Unit Mission

Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, exceptionalities, multiple intelligences, and learning styles. *By providing our students with learning experiences that develop deep and broad content knowledge and life skills (G1), our teacher candidates become effective practitioners who will:*

### **Empower Learners to Achieve at the Highest Levels *by being able to***

- ◆ Understand the full range of student needs represented in an urban classroom (G5)
- ◆ Respond to the diversity of learners in the classroom when designing and implementing instruction (G7)
- ◆ Prepare students to be active and effective participants in a political and social democracy (G2)
- ◆ Collaborate with parents and leaders/agencies in the local community (G4)

### **Embody Pedagogy *by being able to***

- ◆ Design and implement curriculum and instruction that represents broad and deep knowledge of pedagogy (G6)
- ◆ Assess students using a diversity of measures, analyze the results, and make instructional decisions to optimize teaching and maximize student performance (G8)
- ◆ Exhibit strong written, verbal, and non-verbal communication skills (G10)
- ◆ Embed technology into the learning experience (G11)

### **Exemplify Professionalism *by being able to***

- ◆ Act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all (G9)
- ◆ Collaborate with the professional educational community (G12)
- ◆ Demonstrate a commitment to social justice and equity issues in multicultural, multilingual, urban schools (G3)

### **Enact Knowledge *by being able to***

- ◆ Demonstrate a broad and deep knowledge of academic content (G13)
- ◆ Access and build content knowledge (G14)
- ◆ Examine the power and biases of knowledge and knowledge construction (G15)
- ◆ Evaluate emerging content knowledge using scholarly research based evidence (G16)
- ◆ Evaluate content knowledge for relevance to K-12 classroom (G17)





## ADVISEMENT

As soon as you consider becoming a teacher, you should come to the Department of Teacher Education. At that time, you will be assigned an education advisor in the Department of Teacher Education. Your advisor will discuss your options with you and help you decide which program to pursue. Your education advisor will also work with you to develop a plan of study to facilitate completion of your program in a timely manner. You should also seek advisement in your major. Your advisor will assist you with your program application and movement through the transition points. The names of the departments, phone numbers, and room numbers are listed at the beginning of this handbook.

It is your responsibility to schedule a meeting with your advisors at least once each semester. You should always meet with your advisors before you register for the upcoming semester. You are strongly encouraged to meet with them at other times as well. They are very interested in you as a person and as a teacher candidate! Your education advisor will monitor your progress throughout the teacher education program, but it is your responsibility to also monitor your progress and to know the requirements at each transition point or check point in the program. Make sure to use Cardinal Check to keep up with your progress.

Please don't ever be afraid to ask questions of your advisors! They are willing to help you to successfully complete the program in the most meaningful and expeditious way possible.

## ADVISORS BY MAJOR

ADVISOR	MAJORS
<b>Dr. Coleen Clay</b> 718-262-2587 cclay@york.cuny.edu	African American Studies, Interdisciplinary Studies, <b>Health and Physical Education</b> <b>(Last name A-F)</b>
<b>Dr. Jane Keleher</b> 718-262-2820 (direct #) jkeleher@york.cuny.edu	Mathematics, Philosophy, Political Science, Music, Health and Physical Education <b>(Last name S-Z)</b>
<b>Dr. Leslie Keiler</b> 718-262-2453 lkeiler@york.cuny.edu	Biology, Chemistry, Geology, History, English, Undecided, Health and Physical Education <b>(Last name N-R)</b>
<b>Dr. Linda Gerena</b> 718-262-2089 lgerena@york.cuny.edu	Spanish, Bilingual Extension, Sociology, Anthropology, Speech, Health and Physical Education <b>(Last name G-M)</b>
<b>Dr. Donna Johnson</b> 718-262-2461 djohnson1@york.cuny.edu	Student Teaching
<b>Dr. Xin Bai</b> 718-262-2830 xbai@york.cuny.edu	Psychology

## OVERVIEW OF TEACHER EDUCATION AT YORK COLLEGE

Faculty members at York College are dedicated to the task of producing a new generation of quality teachers to meet the challenges of today's schools. Candidates who prepare to become teachers are required to build a solid liberal arts background in addition to a teacher education program. Early involvement with teacher education faculty is encouraged to ensure that you remain focused and obtain advisement early on in your program. The teacher education curriculum is carefully designed so that graduates of the programs will meet the requirements for New York State initial certification in at least one of the following nine areas of specialization:

- Childhood Education Grades 1-6
- Bilingual Education Extension (Spanish) Grades 1-6
- Middle School Extension Grades 7-9
- Adolescence (Secondary) Education Grades 7-12
  - Biology
  - Chemistry
  - Earth Science
  - Mathematics
  - Spanish
- Special Subject Areas Grades K-12
  - Health Education
  - Physical Education

**Remember with advisement from your Teacher Education faculty advisor you can complete teacher education in four or five semesters alongside your major!**



## General Education Requirements (45-51 credits)

### I General Requirements: 18-26 credits

Course	Sem.	Grade
Eng 125 (4 credits)		
Writing 301***or 302*** or 303*** (3 credits) Taken during Junior Year		
Cultural Diversity 101 (3 credits)		
Cultural Diversity 201 or 202 or 203 or <b>210 **</b> (3 credits)		
Physical Education 150 (2 credits)		
Math 111 or 115 or 121 or 150 or 184 or 190 (4 credits)		
Speech 101 (3 credits)		
Foreign Language (placed by Foreign Language Department) (0-8 credits)		

### II Humanities (9 credits)

Course	Sem.	Grade
Eng 200 (3 credits)		
History and Philosophy (Choose one course marked with an asterisk): History: 100, 108, 113, <b>201**</b> , <b>202**</b> , <b>204**</b> , 257, 275, 276 Philosophy: 102, 103, 121, 122, 151		
Fine and Performing Arts (Choose one course): Fine Arts: <b>104**</b> , 150, 152, 155, 264, 381 Music: 101, 110, 225, 250, 253 Speech Communication: 160 Theater Arts: 110, 114, 211, or 215-219		

### III Behavioral Sciences (6 credits)

Course	Sem.	Grade
Six credits from 2 disciplines outside the major chosen from the following List (Choose one course marked with an asterisk plus another one): African American Studies 101 or 172 Anthropology 101 or 103 Economics <b>101**</b> or <b>102**</b> Political Science 101, 102 or <b>103**</b> Psychology 102 or 110 Sociology 101		

#### IV Natural Sciences (5-6 credits)

(Mathematics majors must take science courses appropriate for science majors to fulfill general education.)

Course	Sem.	Grade
Six credits from 2 disciplines, chosen from the following list* (Choose one course marked with an asterisk plus another one): Astronomy 101, 102, <b>140*</b> Biology <b>201*</b> , 110 or 120 or 130 Chemistry <b>101*</b> , 120, 121 Geology <b>110 &amp; 207*</b> , 115, 120, 121, <b>140*</b> HPEH 110 – <b>Not open to Teacher Education Candidate</b> Physics <b>140*</b>		

#### V Other Graduation Requirements

Requirement	Course & Grade	Semester Completed
Writing Intensive Lower Division Courses (2)		
Writing Intensive Upper Division Course (Major) (1)		
Liberal Arts Credits: 90		

\* Required for Teacher Education Students

\*\* Recommended for Teacher Education Students

\*\*\* Meet with your major advisor to determine which course you should take

**PLEASE NOTE:** You cannot use a course that is a required for your major to fulfill the general education requirements.

## General Education

As you begin to take your General Education courses, include the following courses:

- Cultural Diversity 210--Western Civilization (3 credits)
- History 201--Beginnings of the American People (3 credits) OR  
History 202--The Emergence of Urban America (3 credits) OR  
History 204--Contemporary America (3 credits)
- Political Science 103--Politics and Government in the United States (3 credits) OR Economics 101--Elementary Economic Analysis I (3 credits) OR Economics 102--Elementary Economic Analysis II (3 credits)

In order to fulfill your certification requirements, you must take:

- At least one laboratory science – Astronomy 140 or Geology 140 or Physics 140 (3 credits) or BIO 201 or CHEM 101 or PHYS 151
- *Foreign Language*

## IMPORTANT FOR TRANSFER STUDENTS

If you transfer to York College and the registrar notes that all general education requirements have been fulfilled, except Writing 301, 302, 303, which must be taken at York College by all transfer students, you may still need to complete some or all of the general education courses specific to the teacher education program such as 2 semesters of foreign language and a science course with a lab, political science 103 or economics 103 or 103, history 201, or 202 or 204 and cultural diversity 210. Political science, economics, history and cultural diversity may be waived if you pass the Liberal Arts and Sciences Test. Your advisor in the Department of Teacher Education will help you to determine what is required.

## Major (Area of Concentration)

Please refer to the *York College Bulletin* regarding the specific courses that are required in your major. The teacher education programs, along with the approved major(s) for each program and the number of credits required in the major can be found in the **APPENDIX**.

## Suggested Electives

Candidates do not usually have very many, if any, elective courses in their Teacher Education Program. However, if you do have electives or if you decide to take an additional course(s) that might be beneficial to you in your teaching career, the teacher education faculty has suggestions. Courses numbered Education 300 through Education 306 are special education courses. Special education courses are not required by York

College since special education is infused throughout the education curriculum. You are encouraged to take one or more special education courses as electives.

Another recommended course is Fine Arts 104--Introduction to Fine Arts. This course will help you prepare for the "Artistic Expression and the Humanities" component of the LAST (Liberal Arts and Science Test) which is a requirement for teacher certification in New York State.

## **WAIVERS AND/OR SUBSTITUTIONS**

Please note that if you have basic computer knowledge you may request a waiver for AC 101. Please consult the Department of Academic Computing (Room 4G01) for additional information.

PSY 215 can be substituted for EDUC 280.

## **COURSE SCHEDULE**

It is extremely important to note that there are education courses which are offered during alternate semesters and courses that are offered during the day and evenings. Therefore, it is important to plan your schedule carefully in order to graduate in a timely manner.

<b>FALL</b>	<b>SPRING</b>
Educ 317	Educ 323
Educ 318	Educ 333
EDUC 369/370	EDUC 369/370
Educ 340	Educ 340
Educ 341, 371, 373, 375, 377, & 381	

## **SPECIAL ACCOMMODATIONS**

To be eligible for accommodation, the student must contact the Coordinator of Disability Services, at extension 2272, room AC-I G02. This contact should be made as early as possible. It is the student's responsibility to provide medical or other diagnostic documentation of disability and limitations. If documentation is inadequate, students may be asked to participate in additional evaluation prior to receiving requested accommodations. Each student will be responsible for making timely and appropriate disclosures and requests to Disability Services for accommodations. Each student will also be responsible for actively participating in securing needed accommodations or auxiliary aids.

It is a student's responsibility to self-identify through established procedures. If a student approaches a faculty or staff member and discloses a disability, but does not have documentation from Disability Services, the faculty/staff person has a responsibility to direct the student to Disability Services. The faculty will make reasonable accommodations for students with documented disabilities, as determined by the Disability Services office.

## **POLICIES FOR PROFESSIONAL BEHAVIOR**

Students are expected to learn, develop and maintain the professional behaviors and competencies that are put forth in the code of ethics (see appendices) and standards of the teaching profession. Behavioral expectations for the students in the teaching education program at York College CUNY are demonstrated in some of the following ways:

1. Attendance is mandatory for all classes. Any student who will be absent should notify the faculty as early as possible. Faculty telephones will accept voicemail 24 hours a day. Excused absences include documented emergencies, illness, or special circumstances must be approved in advance. See syllabi for additional information.
2. Students are expected to arrive promptly for class. Tardiness disturbs both the instructor and other members of the class, and is inconsiderate. Two tardies will be considered as one unexcused absence.
3. Students are expected to attend the section for which they are registered.
4. It is the student's responsibility to inform their instructor of any special needs within the first 2 weeks of class.
5. Students are responsible to take examinations on assigned days and times. Make up examinations are at the individual professor's discretion.



6. Students must register for a York e-mail address; this is to be reported to the department secretary within the first 2 weeks of class. Students should check their York email daily.
7. Students are responsible for notifying the department secretary of any changes in their address or phone number.
8. Students are expected to actively participate in attending events of the Future Teacher's Club and Kappa Delta Pi. Participation is an important since it is the starting point of becoming an active member of the professional community.
9. Cell phones must be turned off or on vibrate at all times, and students may excuse themselves from class to answer their cell phone in cases of emergency only.

**Dress Code:**

Students must maintain a neat and clean appearance befitting students attending professional education.

**Classroom:**

In the classroom environment, students are to wear articles of clothing that are non-offensive and appropriate for the classroom. T-shirts with sexual, alcohol or drug related expressions are considered to be offensive. No caps or hats in class (except for religious purposes).

**Program:**

Students on fieldwork or classroom assignment outside of class are expected to conform to the dress requirements of the setting. York College ID will be required during such experiences unless otherwise indicated.

**In general, the following constitutes appropriate 'casual professional':**

- Skirts or slacks and tailored shirts with a collar and sleeves

**Dress**

- Clothing that is clean, pressed, appropriately fitted, and in good repair
- Minimum amount of discreet jewelry and / or watch
- Moderate colors and styles
- Appropriate personal hygiene is expected and must be maintained daily
- Hair must be appropriately clean and groomed daily. Extreme hair coloring is prohibited
- Comfortable shoes with a low or no heel

## Index Values for Grades are as follows

Final Grade	G.P.A	Numerical value
A+	4.00	97 - 100
A	4.00	93 - 96.9
A-	3.70	90 - 92.9
B+	3.30	87 - 89.9
B	3.00	83 - 86.9
B-	2.70	80 - 82.9
C+	2.30	77 - 79.9
C	2.00	73 - 76.9
C-	1.70	70 - 72.9
D+	1.30	67 - 69.9
D	1.00	60 - 66.9
F	0.00	0 - 59.9

**IMPORTANT:** When a student is concerned about how they are doing in any given class they should seek out assistance from their instructor and/or their advisor. In addition they should ask about resources on campus such as the writing center, student study groups or tutoring.

## ADMISSION TO TEACHER EDUCATION

The Teacher Education requirements for program admission and transition through the program are demanding and the Teacher Education Program is very rigorous. This is necessary because of the incredibly important work that teachers do everyday influencing the learning, growth and development of their students. However, if you are sincere, dedicated to becoming a teacher, and willing to work hard, faculty members in the Department of Teacher Education and in other departments on campus will do all they can to help you achieve your goals.

The requirements for admission to the teacher education program and for transition points in the program are indicated below under *Transition Points (Check Points)*.

Assessment of your progress is a major emphasis and an on-going process in the Teacher Education Program. The primary purpose of assessment is to ensure that graduates of the program possess the **knowledge, skills, and dispositions** that are needed to be effective teachers in the P-12 schools. You are assessed many times throughout the program, but primarily at the transition points (check points) noted on the next page.

All requirements must be met at each of the transition points (or check points) in order for you to progress in the program. Please refer to *Advisement Checklist*. (Appendix B). **Your advisor will determine your progress at each transition point and help you reach each target!**

# TEACHER EDUCATION TRANSITION POINTS

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

- Complete the *Application for Admission to the Teacher Education Program* including the **planning grid and documentation for taking or registering for the Language Arts and Science Test (LAST) & Assessment of Teaching Skills - Written (ATSW)**
- Declare an approved major
- Earn a minimum overall 2.75 GPA in all courses taken at York College
- (Transfer Students complete a minimum of 12 credits at York College)
- Complete the Foundations courses EDUC 280 EDUC 283 and EDUC 284
- Earn a minimum overall 2.75 GPA in Foundations courses AND a minimum grade of C in each Foundations course (Minimum grade of B in each Foundations course taken elsewhere)

## TRANSITION POINT 1

### Admission to Curriculum & Methods Courses (EDUC 300 levels)

- Earn a minimum overall 2.75 GPA in all courses taken at York College
- Complete all Foundations courses for the program
- Earn a minimum overall 2.75 GPA in Foundations courses AND a minimum grade of C in each Foundations course (Minimum grade of B in each Foundations course taken elsewhere)

## TRANSITION POINT 2

### Admission to Student Teaching

- Complete the application for Student Teaching **AND** **update planning grid, including exam documentation and program completion plan**
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Completed all Professional Education (300 level Curriculum and Methods) courses
- Earn a minimum overall GPA of 2.75 in all Professional Education courses AND a minimum of C grade in each Professional Education course taken at York College (A minimum of B in each Professional Education course taken elsewhere)
- Completed 2/3 of the courses required in the major

## TRANSITION POINT 3

### Completion of the Teacher Education Program

- Complete Student Teaching/Seminar I & Teaching/Seminar II with a minimum grade of C in each including the Violence Prevention **AND** Child Abuse and Neglect workshops
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Complete all course work required for the degree

## NEW YORK STATE INITIAL CERTIFICATION REQUIREMENTS

### in addition to COMPLETION OF THE TEACHER EDUCATION PROGRAM

- Pass the New York State Liberal Arts and Sciences Test (LAST)
- Pass the New York State Assessment of Teaching Skills - Written Test (ATS-W)
- Pass the New York State Content Specialty Test (CST)
- Fulfill foreign language requirement
- Complete a science course with a laboratory

*In consultation with their Teacher Education advisor, candidate should fulfill General Education requirements as early as possible in order to achieve success on the LAST exam and be prepared for upper division coursework and student teaching.*

# Application for Admission to the Teacher Education Program

## **Teacher Education Unit** York College of the City University of New York

**E**mpower Learners  
**E**mbody Pedagogy  
**E**xemplify Professionalism  
**E**nact Knowledge

Applicant's Name: \_\_\_\_\_

Date of Application: \_\_\_\_\_

Advisor's Name: \_\_\_\_\_



Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Last \_\_\_\_\_ First \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone # (work) \_\_\_\_\_ (home) \_\_\_\_\_ (cell) \_\_\_\_\_

**Please check the teacher education program and major you choose to pursue**

- \_\_\_\_\_ Childhood Education (Grades 1-6) with one Liberal Arts/Science major checked below:  
     \_\_\_\_\_ African American-Studies   \_\_\_\_\_ Anthropology   \_\_\_\_\_ Biology  
     \_\_\_\_\_ Chemistry   \_\_\_\_\_ Economics   \_\_\_\_\_ English  
     \_\_\_\_\_ French   \_\_\_\_\_ History   \_\_\_\_\_ Interdisciplinary Studies  
     \_\_\_\_\_ Mathematics   \_\_\_\_\_ Music   \_\_\_\_\_ Philosophy  
     \_\_\_\_\_ Political Science   \_\_\_\_\_ Psychology   \_\_\_\_\_ Sociology  
     \_\_\_\_\_ Spanish   \_\_\_\_\_ Speech (Communications & Theater Arts)
- \_\_\_\_\_ Bilingual Education (Grades 1-6) with a major in Spanish  
 \_\_\_\_\_ Middle School Extension (English, Mathematics, French, Spanish, History)  
 \_\_\_\_\_ Adolescence Education (Grades 7-12) with one content major checked below:  
     \_\_\_\_\_ Biology   \_\_\_\_\_ Chemistry   \_\_\_\_\_ Earth Science  
     \_\_\_\_\_ Mathematics   \_\_\_\_\_ Spanish  
 \_\_\_\_\_ Health Education (Grades K-12) with a major in Health  
 \_\_\_\_\_ Physical Education (Grades K-12) with a major in Physical Education

Are you a transfer student?   \_\_\_\_\_ Yes   \_\_\_\_\_ No

If yes, from which college/university? \_\_\_\_\_

If yes, how many credits did you transfer? \_\_\_\_\_ **(Please attach copies of all transcripts)**

Do you hold a degree from another college/university?   \_\_\_\_\_ Yes   \_\_\_\_\_ No

If yes, from which college/university? \_\_\_\_\_

Name of Degree \_\_\_\_\_

## **Transition Points**

**Please provide the relevant information in the spaces provided**

### **Admission to a Teacher Education Program**

- Complete the *Application for Admission to the Teacher Education Program* including the planning grid and documentation for taking or registering for the Language Arts and Science Test (LAST) & Assessment of Teaching Skills - Written (ATSW) \_\_\_\_\_
- Declare an approved major \_\_\_\_\_
- Earn a minimum overall 2.75 GPA in all courses taken at York College \_\_\_\_\_
- (Transfer Students complete a minimum of 12 credits at York College)
- Complete the Foundations courses EDUC 280 / PSYC 215 \_\_\_\_\_ EDUC 283 \_\_\_\_\_ and EDUC 284 \_\_\_\_\_
- Earn a minimum overall 2.75 GPA in Foundations courses AND a minimum grade of C in each Foundations course (Minimum grade of B in each Foundations course taken elsewhere): \_\_\_\_\_

### **Transition Point 1: Admission to Curriculum & Methods Courses (EDUC 300 levels)**

- Earn a minimum overall 2.75 GPA in all courses taken at York College \_\_\_\_\_
- Complete all Foundations courses for the program \_\_\_\_\_
- Earn a minimum overall 2.75 GPA in Foundations courses AND a minimum grade of C in each Foundations course (Minimum grade of B in each Foundations course taken elsewhere) \_\_\_\_\_

### **Transition Point 2: Admission to Student Teaching**

- Complete the application for Student Teaching AND update planning grid, including exam documentation and program completion plan \_\_\_\_\_
- Earn a minimum overall 2.75 GPA on all courses taken at York College \_\_\_\_\_
- Completed all Professional Education (300 level Curriculum and Methods) courses
- Earn a minimum overall GPA of 2.75 in all Professional Education courses AND a minimum of C grade in each Professional Education course taken at York College (A minimum of B in each Professional Education course taken elsewhere) \_\_\_\_\_
- Completed 2/3 of the courses required in the major Yes \_\_\_\_\_ No \_\_\_\_\_

### **Transition Point 3: Completion of the Teacher Education Program**

- Complete Student Teaching Seminar I & Student Teaching Seminar II with a minimum grade of C in each including the Violence Prevention AND Child Abuse and Neglect workshops \_\_\_\_\_
- Earn a minimum overall 2.75 GPA on all courses taken at York College \_\_\_\_\_
- Complete all course work required for the degree \_\_\_\_\_

### **New York State Initial Certification Requirements in addition to Program Completion**

- Pass the New York State Liberal Arts and Sciences Test (LAST) \_\_\_\_\_
- Pass the New York State Assessment of Teaching Skills--Written Test (ATS-W) \_\_\_\_\_
- Pass the New York State Content Specialty Test (CST) \_\_\_\_\_
- Fulfill foreign language requirement \_\_\_\_\_
- Complete a science course with a laboratory \_\_\_\_\_

*In consultation with their Teacher Education advisor, candidate should fulfill General Education requirements as early as possible in order to achieve success on the LAST exam and be prepared for upper division coursework and Student Teaching*

**I have completed this application as accurately as possible. I understand this does not guarantee acceptance into the teacher education program.**

**Applicant's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

I have reviewed this application with the applicant and I \_\_\_\_\_ recommend \_\_\_\_\_ do not recommend the applicant for admission.

**Advisor's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**ATTACH an ORIGINAL Typed Dispositions Essay  
OR  
Your Dispositions Essay from EDUC 283**

## Graduation Planning Grid

In the applicable boxes, please circle semester, indicate the year and list all the course(s) and exam(s) you will take in order to graduate and become certified.

<b>Fall/SP/W/SU _____</b> <b>Courses &amp; Exam(s)</b>	<b>Fall/SP/W/SU _____</b> <b>Courses &amp; Exam(s)</b>	<b>Fall/SP/W/SU _____</b> <b>Courses &amp; Exam(s)</b>
<b>Fall/SP/W/SU _____</b> <b>Courses &amp; Exam(s)</b>	<b>Fall/SP/W/SU _____</b> <b>Courses &amp; Exam(s)</b>	<b>Fall/SP/W/SU _____</b> <b>Courses &amp; Exam(s)</b>



# TEACHER EDUCATION PROGRAMS

Candidates who complete the teacher education program at York College and all other requirements are eligible to be recommended by the Department of Teacher Education for an initial New York State teaching certificate for the appropriate grades indicated below. Candidates must be a United States citizen or a declarant.

## Certification Programs

The following teacher education programs lead to New York State initial certification and are offered at York College:

- Childhood Education Grades 1-6
- Bilingual Education Extension (Spanish) Grades 1-6
- Middle School Extension Grades 7-9
- Adolescence (Secondary) Education Grades 7-12
  - Biology
  - Chemistry
  - Earth Science
  - Mathematics
  - Spanish
- Special Subject Areas Grades K-12
  - Health Education
  - Physical Education

**York College does not certify at the Early Childhood (PK-K) level**

## Options for Majors

Teacher Education is not a major or a minor at York College because the New York State Department of Education does not accept it as a major/minor. Therefore, our program is one that leads to certification in New York State and must be combined with a major in a liberal arts or science. If you choose to become a Biology, Chemistry, Mathematics, Spanish, Health Education, or Physical Education teacher, you will major in the subject area that you plan to teach. If you want to become an Earth Science teacher, you will major in Geology. If you opt to become a Bilingual Education teacher in grades 1-6, you will major in Spanish and you must already have an initial certificate in Childhood Education.

If your goal is to become a **Childhood Education** teacher, you must declare a major in one of the following liberal arts disciplines:

African American Studies	Anthropology	Biology
Chemistry	French	English
French	Economics	Interdisciplinary Studies
Mathematics	History	Philosophy
Political Science	Music	Sociology
Spanish	Psychology	
	Speech (Communications & Theater Arts)	

**The Middle School Extension** is available only in subject areas that are taught at the middle school level in New York State. The following majors are eligible for the Middle School Extension:

Biology	Chemistry	English	French
History	Mathematics	Spanish	

Choosing the major that is right for you is a personal decision, and should be made only after you have given it considerable thought. Examine your options carefully. Refer to the *York College Bulletin* and examine ALL requirements of the major you are considering. If you need guidance, we will be happy to help you explore your options.

## TEACHER EDUCATION CURRICULUM

Your teacher education program at York College consists of: 1) **General Education** courses; 2) **Major (Content)** courses; and 3) **Education** courses. You should take these courses simultaneously. Your **Education** courses consist of Foundations (200 level courses), Curriculum and Methods (300 level courses), and Student Teaching. A minimum of 120 credits are required to obtain a baccalaureate degree at York College. However, combination of programs and majors may require more than 120 credits.

A summary of the number of credits required to complete the Teacher Education programs at York College is as follows:

Program Components	Child-hood	Bilingual Ext	Bio	Chem	Earth Sci	Math	Span	Health Educ	Physical Educ
<b>General Educ</b>	42-51	42-51	42-51	42-51	42-51	42-51	42-51	42-51	42-51
<b>Content Major</b>		39-42	53.5	47-48	48.5-49.5	33	39-42	40	41
<b>Foundations</b>	16-17	16-17	12-13	12-13	12-13	12-13	12-13	12-17	12-17
<b>Curr &amp; Methods</b>	14	19	6	6	6	6	6	9	9
<b>Stud. Teach/ Seminar</b>	6	6	8	8	8	8	8	8	8
<b>Minimum Credits Educ Courses</b>	36-37	41-42	26-27	26-27	26-27	26-27	26-27	29-34	29-34

# **NATIONAL & STATE STANDARDS TEACHER EDUCATION UNIT STANDARDS**

The teacher education program at York College adheres to National, State, and York College Teacher Education Unit Standards.

## **National Standards**

You should be aware of the National Content Standards in the area that you plan to teach. The content standards are developed by professors and teachers who are members of the national specialized professional associations representing thousands of educators across the country. The Teacher Education Program at York College reflects the National Content Standards of the professional associations. You should be aware of the standards for your area. The Standards can be accessed at the following web sites:

- Association for Childhood Education International:  
<http://www.acei.org/standhp.htm>
- American Association for Health Education:  
[http://www.aahperd.org/aahe/pdf\\_files/standards/pdf](http://www.aahperd.org/aahe/pdf_files/standards/pdf)
- National Association for Sport and Physical Education:  
[http://www.aahperd.org/naspe/pdf\\_files/standards\\_initial.pdf](http://www.aahperd.org/naspe/pdf_files/standards_initial.pdf)
- National Council of Teachers of Mathematics:  
<http://www.nctm.org/standards>
- National Science Teachers Association:  
<http://www.nsta.org/standards>
- American Council on the Teaching of Foreign Languages:  
<http://www.actfl.org>
- New York State Education Department  
<http://www.emsc.nysed.gov/ciai/cores.htm>

York's professors likely hold membership in their specialized professional associations, attend the annual conference, and make presentations at the conference. Some of the professional associations also have student memberships. You should check with a professor in your content area for more information about the professional association. You are encouraged to become active in the student affiliate of the professional association while you are enrolled at York College and then, of course, continue your active involvement as a professional.

The teacher education program at York College also reflects the Standards of the National Council for Accreditation of Teacher Education (NCATE) and the Standards of the Interstate New Teacher Assessment and Support Consortium (INTASC).

## State Standards

### Common Core State Standards

NYS P-12 Common Core Learning Standards

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards](http://www.p12.nysed.gov/ciai/common_core_standards)

All of York College's teacher education programs are registered with and approved by the New York State Education Department.

The New York State Board of Regents has identified and approved a set of learning standards for all P-12 New York students, New York State Learning Standards. These learning standards represent the core of what students are expected to know, understand, and be able to do in grades P-12. New York State Learning Standards exist in the following content areas:

- The Arts
- Career Development and Occupational Studies
- English Language Arts
- Health, Physical Education, and Home Economics
- Languages Other than English
- Mathematics, Science, Technology
- Social Studies

You should be aware of the New York State Learning Standards for the content area and at the grade level that you are preparing to teach. The Learning Standards can be accessed at the following web site <http://www.nysatl.nysed.gov/standards.html>.

## York College Teacher Education Unit Standards

The York College Teacher Education Unit Standards that drive the Teacher Education Program are reflected in the conceptual framework: **Empower Learners, Embody Pedagogy, Exemplify Professionalism and Enact Knowledge**. The teacher education unit seeks to provide prospective teachers with the knowledge, skills, and dispositions, which are reflected in syllabi, course assignments, and assessment instruments. See Section Above on Conceptual Framework.

## **Teacher Education Unit**

### **Progression and Dismissal Procedures**

(This document is based upon the Handbook of York College's Department of Occupational Therapy)

#### **Academic Progress and Dismissal**

The requirements for admission to the Teacher Education Program and progress through the program are detailed in the Program *Transition Points*. Each Transition Point requires specific coursework, course grades, and grade point averages (GPA). Decisions about admission and movement through the Transition Points are the responsibility of the following:

<b>Admission/Transition Point</b>	<b>Admission/Transition Approval</b>
Program Admission	Admission and Retention Committee
Admission to Curriculum & Methods Courses	Department Deputy Chair
Admission to Student Teaching I and II	Field and Clinical Professor
Completion of Teacher Education Program	Department Chair

Teacher Education advisors will meet with each student at least once per semester to ascertain progress toward the next Transition Point, program completion, and certification. Advisors will assist students with the admissions and transitions processes, signing off when students have met requirements. Any student who will require a substantial excess of credits in order to meet the program's transition and graduation requirements because of a low GPA or persistent failure to meet Transition Point requirements will be counseled out of the Teacher Education Program.

Students will be notified in writing of each decision at admission and at each Transition Point. Students who have not met requirements will be notified of what they need to do in order to be admitted or progress through the next Transition Point. If the student's current record means that he/she will require a substantial excess of credits to meet the program's requirements, the letter will indicate this and will make a referral to the Academic Advisement Center to help the student decide on another appropriate major and career path.

Students have until the end of the semester in which an admissions/transition decision is made to appeal that decision. Appeals must follow the following procedures:

1. To begin the process, a letter must be written to the Chair of the Department of Teacher Education and copied to the chair of the Department's Admission and Retention Committee.
2. The student will be notified when the Department of Teacher Education Academic Integrity Committee can meet to hear the appeal. The appeal meeting will be scheduled in a timely manner so that appropriate planning can take place for the next semester.

3. The student should come to the appeal meeting prepared to justify a change in the admissions/transition decision. Students must bring all necessary documentation to substantiate their claims. Students are encouraged to meet with their advisor in advance of this meeting to prepare their paperwork and presentation.
4. The student will be notified of the Committee's decision in writing. If the Committee decides to uphold the negative admission/transition decision, a referral to the Academic Advisement Center will be made to help the student decide on another appropriate major and career path.
5. If the student is not satisfied with the outcome, the student can bring an appeal to the Dean of the School of Health and Behavioral Sciences.

# Academic Integrity

**Students in the Department of Teacher Education are required to abide by**

- **the New York State Code of Ethics for Educators**  
(<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html>),
- **York's Academic Integrity Policy and Procedures**  
(<http://www.york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=academic%20integrity?searchterm=academic%20integrity>)c
- **the Revised CUNY Academic Integrity Policy**, effective July 1, 2011  
([CUNYrevisedacademicintegrityfinal6-8-11.pdf](#))

In particular:

1. **Cheating**, defined as but not limited to the following: use or giving any unauthorized assistance in taking quizzes, tests, or examinations
2. **Plagiarism** defined as but not limited to the following:
  - a. Use of, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with practices of the discipline;
  - b. Unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.
3. **Falsification of Records and Official Documents**, example of falsification include:
  - a. Forging signatures
  - b. Falsification of information on an official document

**Acts of academic misconduct including but not limited to: plagiarism, cheating, breach of the New York State Code of Ethics for Educators, York's Academic Integrity Policy and Procedures, and/or the Revised CUNY Academic Integrity Policy can be grounds for dismissal from the program.**

Any member of the York College community may raise a concern about Academic Integrity of a Teacher Education student.

1. The process is initiated by a letter to or meeting with the Chair of the Department of Teacher Education explaining the possible violation and providing any evidence available.
2. The Department Chair notifies the Department of Teacher Education Academic Integrity Committee that a possible violation has occurred.
3. The Department Chair (or designee) meets with the student who may have committed the violation to notify him/her of the concern raised.
4. The Department Chair (or designee) contacts other members of the York College community who should have relevant information about the possible violation.
5. The student will be notified when the Department of Teacher Education Academic Integrity Committee will meet to consider the violation.

6. The student should come to the Academic Integrity meeting prepared to explain the conduct that led to the identification of the violation and suggest a possible course of action. Students must bring all necessary documentation to substantiate their claims. Students are encouraged to meet with a their advisor in advance of this meeting to prepare their paperwork and presentation.
6. After hearing from the student and considering all relevant information, the Committee will determine whether a violation has taken place. If a violation has occurred, the Committee will decide whether remediation or program dismissal is the appropriate course of action.
7. The student and the Chair of Teacher Education will be notified of the Committee's decision in writing. If the Committee decides that a violation has occurred and to dismiss the student from the program, a referral to the Academic Advisement Center will be made to help the student decide on another appropriate major and career path.
8. The Committee will report its decisions to the College-wide Academic Integrity Officer (Provost) and the Dean of Health and Behavioral Sciences.
9. If the student is not satisfied with the outcome, the student can bring the appeal to the school-wide Committee on Academic Standards and the Dean of Health and Behavioral Sciences.



# ASSESSMENT

Assessment is a critical part of learning. We cannot learn what we know or what we don't know without assessing and reflecting on our work. Thus, we want to know if you are developing the knowledge, skills, and dispositions we believe are important to becoming an effective teacher (Candidate Assessment) but we also want to know how we are doing in helping you to achieve those goals (Unit Assessment).

## Dispositions

Dispositions, as defined by National Council For Accreditation of Teacher Education (NCATE 2002<sup>1</sup>), are:

the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivations, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. In other words, you must be of good ethical character; possess the values, commitments, personal and professional ethics that influence behaviors toward students, families, colleagues, and communities, and that affect student learning, motivation, and development; and possess beliefs and attitudes such as caring, fairness, honesty, responsibility, and social justice (p. 53).

Your dispositions are evaluated throughout the teacher education program. A set of dispositions has been derived from our conceptual framework. Your professors assess your dispositions through oral and written communications, and your interactions in and out of the classroom. A copy of the *Dispositions Evaluation Score Sheet* and *Dispositions Rubrics* are included in this *Teacher Education Handbook*. You are assessed throughout your enrollment in the teacher education program on your ability to model the dispositions.

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<sup>1</sup> National Council for Accreditation of Teacher Education. (2002). *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*. Washington, DC: National Council for Accreditation of Teacher Education.

## Dispositions Essay Evaluation Form

**Candidate** \_\_\_\_\_

**Advisor** \_\_\_\_\_

	0-1 = Developing	2-3 = Acceptable	3-4 = Target
Disposition	Developing 0-1	Acceptable 2-3	Target 3-4
1. Consistently models a reflective attitude toward his/her teaching practice and applies reflection to modifications of future practice.			
2. Uses feedback from students, supervisors, colleagues and peers toward improvement of teaching.			
3. Exhibits professional attitude and demeanor with colleagues and students.			
4. Exhibits resourcefulness and self-initiative in solving problems, as well as timeliness in completing professional responsibilities such as returning student work.			
5. Exhibits ability and desire to collaborate with families, colleagues and the community to develop partnerships that can maximize student opportunities for learning and emotional growth and well-being.			
6. Exhibits attributes of ethical behavior, trustworthiness, responsibility, and respect for confidentiality in his/her relationships with students and colleagues.			
7. Treats all students fairly and with respect, and consistently strives to help all students achieve to their fullest capacity.			
8. Exhibits awareness of the learning and emotional needs of all students within his/her classroom, and advocates for additional resources or intervention for individual students.			
9. As appropriate to the discipline, demonstrates awareness and appreciation of the cultural diversity represented within his/her classroom and takes advantage of opportunities to explore the artistic, intellectual and/or historical contributions of various cultures.			
10. Uses instructional and management strategies that support democratic values within the classroom, including tolerance for a variety of opinions, and encouragement of student-centered decision making and problem solving.			
11. Demonstrates commitment to and propensity for being a lifelong learner; consistently seeks out research, resources, and advice from colleagues to support his/her teaching.			
12. Demonstrates a genuine enjoyment of the teaching profession and of the academic discipline being taught.			

**Comments (optional):**

A score of “**developing = 0**” given for any disposition should be followed by a conference between applicable parties and the teacher candidate. The outcome of the conference will be either (1) a revision of the application essay based on mutual agreement of all parties, or (2) the development of a brief written plan to be followed by the candidate in order to remediate the disposition.

A score of “**developing = 1**” given for any disposition does not require follow-up. However, at the discretion of the Admission Committee, an interview with the chair of the Department of Teacher Education or chair of the Department of Physical Education may be required before the candidate can be admitted to the program.

**Signature of Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Candidate** \_\_\_\_\_ **Date** \_\_\_\_\_

## Dispositions Rubric

	Disposition	Developing	Acceptable	Target
<b>1</b>	Consistently models a reflective attitude toward his/her teaching practice and applies reflection to modifications of future practice.	The essay does not indicate that the candidate can use reflection on his/her past experiences in a useful way. The essay includes no examples of how the candidate might make changes to teaching practice.	The candidate discusses habits of reflecting on the effectiveness of his/her teaching, and how s/he could make changes to improve future instruction (e.g. by changing an approach, better planning, working on public speaking skills, reassessing class readiness, or building on a successful strategy).	The essay shows that the candidate clearly sees reflection as a critical tool and is able to use it constructively. The candidate describes grace and resilience in "recovering" from one or more poor teaching experiences, and shows the ability to gain wisdom as the result of errors in judgment.
<b>2</b>	Uses feedback from students, supervisors, colleagues and peers toward improvement of teaching.	The essay demonstrates that the candidate has not learned to respond well to critical feedback, and may either respond negatively or defensively to criticism, or respond by a loss of self-confidence instead of using the feedback as a positive contribution to his or her growth as a teacher.	The essay suggests that the candidate possesses sufficient maturity and self-confidence to be able to respond positively and productively to feedback from peers, college faculty, and experienced teachers. The candidate shares that s/he has conscientiously made efforts to improve performance based on feedback.	In addition, the essay shows that the candidate is able to "sort" feedback for its value and application to his or her teaching, and does not lose confidence or focus after a setback or poor review.
<b>3</b>	Exhibits professional attitude and demeanor with colleagues and students.	The essay does not demonstrate awareness, understanding, or some of the attributes of professionalism. Descriptions of the candidate's behavior with students and colleagues suggest a lack of comprehension about how professional actions and decisions affect others.	The essay indicates that the candidate understands the need for professional behaviors and attitudes. The essay suggests that the candidate is learning to grow into the "role" of a teacher, with a respect for the boundaries and responsibilities the role entails. The essay demonstrates the candidate's comprehension of how professional actions and decisions affect others.	The essay indicates that the candidate fully comprehends attributes of professionalism. The candidate's descriptions of her/his behaviors indicate a consistent use of professional actions and decisions to positively affect others.

	<b>Disposition</b>	<b>Developing</b>	<b>Acceptable</b>	<b>Target</b>
<b>4</b>	Exhibits resourcefulness and self-initiative in solving problems, as well as timeliness in completing professional responsibilities such as returning student work.	The essay does not indicate that the candidate has possesses the self-confidence or a sense of responsibility to solve problems within his or her domain of allowed responsibilities.	The essay suggests that the candidate understands the need to be held accountable for meeting professional responsibilities in his or her role with students. At the same time, the essay demonstrates that the candidate understands that it is sometimes necessary to seek help.	The essay discusses that candidate's ability to go the extra mile to find not only solutions to problems, but also to locate additional resources or offer assistance.
<b>5</b>	Exhibits ability and desire to collaborate with families, colleagues and the community to develop partnerships that can maximize student opportunities for learning and emotional growth and well-being.	The essay does not describe the candidate's efforts or interest in initiating friendly contact or collaborative relationships with colleagues.	The candidate's essay conveys his or her appreciation of the collaborative role of teaching. The candidate describes efforts to initiate friendly or collaborative relationships to increase learning opportunities for students.	The candidate describes initiatives taken to be helpful, friendly and collaborative in appropriate ways. The candidate may have had (and taken) the opportunity to "go the extra mile" in making connections.
<b>6</b>	Exhibits attributes of ethical behavior, trustworthiness, responsibility, and respect for confidentiality in his/her relationships with students and colleagues.	The essay does not indicate that the candidate possesses knowledge of professional ethics or has not internalized them.	The essay demonstrates that the candidate knows the ethics and dispositions expected of teachers, and can be counted on to act in a responsible and trustworthy manner in all situations	In addition, the essay may show that the candidate acted admirably and appropriately in a difficult situation, and made appropriate professional and ethical decisions with grace and discretion.
<b>7</b>	Treats all students fairly and with respect, and consistently strives to help all students achieve to their fullest capacity.	The essay does not indicate that the candidate sees the need to treat students equitably and respectfully. The essay suggests that the candidate may ignore students who do not participate in discussion, or allow some students to monopolize his or her attention. The candidate may create a perception of valuing some students over others.	The essay indicates that the candidate takes seriously what is meant and required in order to treat all students with fairness, as well as his or her responsibility to help all students maximize their learning potential. The candidate considers behaviors or biases that may lead to extra attention being given to one group or type of student over another.	In addition, the candidate demonstrates through his or her essay a sense of value, respect and enjoyment of each student. It is clear that the candidate will put some effort into finding ways to reach and acknowledge students who may be disengaged or have emotional or behavioral disorders.

	<b>Disposition</b>	<b>Developing</b>	<b>Acceptable</b>	<b>Target</b>
<b>8</b>	Exhibits awareness of the learning and emotional needs of all students within his/her classroom, and advocates for additional resources or intervention for individual students.	The candidate's essay does not exhibit awareness of the need to respond to the learning or emotional needs of individual students.	The essay suggests that the candidate is sensitive and responsive to the range of student learning needs in his or her classroom, and will plan for the range of learning needs and make accommodations for specific students as needed.	The candidate's essay exhibits a desire and ability to get to know the "whole child" and to respond to each child in ways that communicate appreciation for the child and elicit responses from the child's "best self."
<b>9</b>	As appropriate to the discipline, demonstrates awareness and appreciation of the cultural diversity represented within his/her classroom and takes advantage of opportunities to explore the artistic, intellectual and/or historical contributions of various cultures.	The essay does not communicate an appreciation of classroom or school diversity, or ignores or shows discomfort with students who do not represent the cultural "norm" of the classroom (e.g. non-English speakers, gay or lesbian students).	The essay suggests that the candidate is knowledgeable of the range of cultural and language diversity within his/her classroom, and uses that diversity as a resource and opportunity for the enrichment of learning. The essay shows that the candidate works successfully and honestly to overcome any biases or tendency to "overlook" students whose backgrounds or language are unfamiliar.	The essay demonstrates that the candidate has done research into the culture or heritage of students, particularly those who may feel "marginalized" by language barriers. The candidate will probably seek to enrich instruction by demonstrating the contributions of world cultures to the arts and sciences.
<b>10</b>	Uses instructional and management strategies that support democratic values within the classroom, including tolerance for a variety of opinions, and encouragement of student-centered decision making and problem solving.	The essay does not indicate that the candidate will take advantage of opportunities to "teach democratic values," and may demonstrate some discomfort or inability to help students explore a range of opinions on a topic.	The candidate describes a belief in instructional or management strategies that enforce democratic values, individual freedom of thought, and collective decision-making. The candidate demonstrates tolerance of a variety of opinions, but knows ways to respond productively and non-judgmentally to student opinions that reflect intolerance or bias.	The candidate intends to find ways to use instruction as a teaching tool for democratic values and the development of students as responsible citizens in a multicultural society. The candidate describes plans for lessons and activities that engage students in working to improve or solve problems in their community, and engage students in debate and discussion of multiple viewpoints.

	<b>Disposition</b>	<b>Developing</b>	<b>Acceptable</b>	<b>Target</b>
<b>11</b>	Demonstrates commitment to and propensity for being a lifelong learner; consistently seeks out research, resources, and advice from colleagues to support his/her teaching.	The candidate's essay demonstrates no obvious desire to extend his or her learning -- of either pedagogy or the subject area of his or her teaching. The essay does not include mentions of research, resources, or advice needed to enrich instruction.	The candidate's essay demonstrates an ability and desire to look for new ways to expand his or her knowledge and professional growth; s/he is open and eager to seeking advice and modeling behaviors and techniques observed in the teaching practices of peers, faculty, and experienced classroom teachers.	In addition, the candidate's essay demonstrates eagerness and ambition in terms of the desire to expand her/his knowledge and learning both on a day to day basis, and in terms of professional career growth.
<b>12</b>	Demonstrates a genuine enjoyment of the teaching profession and of the academic discipline being taught.	The candidate's essay does not suggest that s/he enjoys the academic and skill-based preparation for becoming a teacher. The essay may indicate that the candidate will be frustrated and/or uncomfortable with students.	It is clear from the essay that the candidate enjoys working with and teaching children, looks forward to having his/her own classroom, and in spite of self-doubts that are normal at this stage, is comfortable with his or her career choice. The essay shows that the candidate also enjoys and has a propensity for the academic disciplines he or she will teach.	The candidate's essay demonstrates a true passion for teaching, and that the candidate eagerly looks forward to each new day of field experience and beginning his or her career. The choice of teaching focus chosen by the teacher is clearly suited to the teacher's interests and talents.

# Dispositions Essay Evaluation Score Sheet

Student Name \_\_\_\_\_ Course \_\_\_\_\_

Section \_\_\_\_\_ Circle: FALL SPRING Year 20\_\_\_\_\_

**0-1 Developing**

**2-3 Acceptable**

**4-5 Target**

**DO NOT USE CHECK MARKS: INPUT DESIRE NUMBER ONLY**

Criteria	Developing (0-1)	Acceptable (2-3)	Target (4-5)
Understanding of dispositions			
Relationship and professional responsibilities related to dispositions			
Beliefs and attitudes compatible with dispositions			
Ideas			
Essay is grammatically correct and well organized			
Essay is free of typographical errors and meets formatting and page length requirement			
<b>TOTAL</b>			



# EARLY FIELD EXPERIENCES

New York State requires that teacher candidates gain a minimum of 100 hours of field experiences prior to student teaching. Candidates seeking Bilingual extension are required to do an additional 50 hours.

- A field experience is a supervised learning experience that occurs in connection with teacher education courses.
- Candidates may be asked to observe children, assist the teacher, tutor an individual child, instruct a small group or whole class lesson, or conduct research.
- Field experiences, depending on the course requirements, may occur in a school, community center, or local cultural institution.
- The number of field hours and experiences varies as required by the course.
- Field experiences provide teacher candidates with opportunities to develop the skills and competencies needed to enter the profession of teaching.

## Getting Started

- **Planning.** Field experiences are incorporated into every teacher education course (see hours listed below). Therefore, you should always think about the number of field hours required when you are scheduling your courses. For instance, a 2-credit course might have 14 hours of field. This will require 3, not 2 hours, per week needed for the course.
- **The First Week.** At the start of the semester you will receive your field placement(s), an introduction letter to bring to the field site, and a Field Verification Form to document your hours. The *Field Verification* Form can be found in Appendix H. Call to schedule your first visit at the site. Have the introduction letter signed and return it to your instructor. The host teacher signs the field verification form each week.
- **Field Assignments.** The specific nature of the field assignment will be discussed by your instructor but will correspond to the phases of field described on the next page.
- **Feedback.** You will have an opportunity to share your comments about the field experiences at the end of each semester on the *Candidate Evaluation of Field Experience* survey, which will be given in class each semester. Your host teacher will evaluate you at the end of semester using the *Host Teacher Form*.

## FIELD AND PRACTICUM PROGRAM QUALITY STATEMENT

### York College Teacher Education Unit

To the extent possible, York College early field and practicum placements will:

1. Provide students with **safe, comfortable, and welcoming** placements with cooperating teachers who serve as a willing mentor/teachers and/or coaches.
2. Teach **grade level content area instruction and practice in teacher candidates' target certification area** (e.g., special education, English As A Second, general science, mathematics and physics).
3. Provide **proven models** of effective and innovative instruction, active teaching and learning
4. Provide candidates with **sufficient opportunities** to apply what they have learned in their coursework, especially toward meeting the required performance standards.
5. Ensure that the student-teaching experience is **carefully and continuously monitored and properly supported**.
6. Provide a **highly qualified** college supervisor to support and guide student teacher's practice.
7. Ensure placement at a school where the principal and staff will **foster the professional development** of new teachers.
8. Provide an **intensive clinical experience** with improved links between research and practice.
9. Provide the opportunity **for student teachers to develop valuable collegial relationships and supports** for learning.
10. Provide candidates with **opportunities to practice in more than one school or classroom**.
11. Provide students with a **cohort of colleagues**, with whom they can reflect, learning from their collective teaching experiences, both positive and negative.
12. Support **improvement of neighborhood schools and local communities**.
13. Provide opportunities for the candidate to **significantly contribute to school or instructional improvement**.

## Candidate Guidelines for Field Experiences

- There cannot be any “double dipping” or field hours. This means that each hour of time in the field counts toward only one course.
- You are entering a professional building as a guest. Be gracious to your host. Remember this is your potential future employer!
- Set up an appointment with the contact person at the site to coordinate your schedule for the semester.
- Carry your York College ID at all times.
- Ask the liaison about the school’s dress code. You should dress in accordance with the school policy.
- Use appropriate language at all times!
- Be on time for each scheduled visit. Speak with your host teacher about a procedure if you are going to be late or absent. Learn his/her schedule so you know where the teacher can be found throughout the day. *Exchange emails.*
- If you are very sick, reschedule. Prevent the spread of germs to students.
- **Never enter a situation where you are alone with a student!!!**
- Do not ask students any personal questions or write down any information that would reveal the identity of a child.
- If you want to use a survey or interview in your research, then first clear it with your instructor and second clear it with the principal of your site. All surveys should be anonymous and confidential.
- Do not use any electronic recordings during your field visits. You may take observation notes during and/or after your visit.
- If you have a problem and need guidance, contact your instructor. Do not try to handle a problem alone.
- If a situation or problem with a child or a staff member emerges DURING your field experience at the site, please notify the principal immediately; then contact your instructor.
- Thank your host teacher at the end of field assignment.

# **Responsibilities**

## **Instructor's Responsibility**

- To align field assignments with course objectives
- To communicate to the site and candidates the nature of the field assignments for your courses
- To provide candidates with partner sites
- To ensure that students meet and document the required number of field hours
- To submit the Field Verification Form to the department for each candidate
- To assess candidates ability to meet field objectives
- To collect and provide data to the Field and Student Teaching Coordinators, as needed

## **Candidate's Responsibility**

- To build time into schedule for field hours each semester
- To conduct field assignments at assigned sites
- To complete and return the Field Verification Form for each course
- To maintain separate field hours for courses taken concurrently
- To maintain copies of all forms, records, and field assignments for own records
- To perform according to the Candidate Guidelines at all times

## **Site's Responsibility**

- To provide opportunities for teacher candidates to complete their field assignments
- To select qualified host and cooperating teachers and appropriate settings for teacher education candidates
- To verify hours spent at the site using the Field Verification Form
- To complete evaluation forms of teacher candidates
- To assist with the development of relevant field assignments
- To share any concerns with the Director of School & Community Partnerships
- To attend meetings of the Teacher Education Advisory Council (TEAC)

## **Policy Against Sexual Harassment**

**Adapted from the Sexual Harassment Procedure & Policy Handbook.**

It is the policy of the City University of New York, and by extension York College and the Department of Teacher Education, to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University or within the schools in which we partner.

## **Five Phase Model of Field Experiences**

The purpose of the field experience changes as teacher a candidate's progress through his/her coursework in Teacher Education from Foundations to Curriculum and Methods to Student Teaching and beyond.

### **Phase I Child Focused Field Experiences**

To understand children and adolescents across a range of student developmental levels, socioeconomic backgrounds, language proficiencies, and disabilities.

*For instance:* Conduct observations of a same age child in a regular education setting, a special education setting, and a gifted classroom. Write about each child's ability to communicate effectively through speech, gesture, and written language. Using Howard Gardner's theory of multiple intelligences, discuss the strengths exhibited by each child.

### **Phase II Context Focused Field Experiences**

To understand teaching and learning in relation to sociopolitical and cultural contexts including school, home, and community.

*For instance:* Attend a Parent Teacher Association meeting. Write a description that includes who was in attendance, the nature of the dialogue and the concerns voiced by parents, teachers, and/or school administrators, and your personal response or opinion about those concerns as a prospective teacher. Ask three parents in attendance their reasons for participating in the P.T.A.

### **Phase III Advanced Field Experiences**

To integrate and apply knowledge and skills in specific content areas.

*For instance:* Over a four-week period, tutor a child in reading. Identify the skill areas in need of improvement and design a four-week module in literacy instruction. Provide a description of each lesson plan and its implementation. Discuss how you would improve the plan in the future.

### **Phase IV Entry into Teaching as a Profession**

To gain increased responsibility in teaching through a supervised teaching experience and to reflect on student teaching experiences and issues related to teaching, learning, and professional development.

*For instance:* In the Student Teaching seminar students might discuss how their experiences in the classroom differ or create a tension between the pedagogical theories studied and actual practice, e.g., culturally relevant pedagogy, constructivism, or authentic assessments.

### **Phase V Ongoing Support**

To provide alumni with opportunities for continued support in their first year of teaching.

*For instance:* Monthly forum of alumni and current students in the An Evening for Educators night.

## Field Experience Hours

Field Sequence	Pre Student Teaching Activities	Courses	Hours
<b>Phase I</b>	Observe children; develop observation and assessment tools, such as checklists, performance assessments; collect data for analyses.	Education 280 Education 284 Sociology/ Philosophy 202	0 - 49
<b>Phase II</b>	Attend school and community board meetings; attend parent conferences; interview parents, teachers or other school personnel; try out thematic activities; tutor children in homework areas.	Education 280 Education 284 Education 283 Sociology/ Philosophy 202	0 - 49
<b>Phase III</b>	Tutor children in specific content areas; develop and implement homework assignments, enrichment activities and mini-lessons.	Education 284 All Curriculum and Methods courses	56 – 86 depending on program

## Course and Program Requirements for Field

Program	Foundations All Childhood Programs 72 HOURS		Curriculum & Methods		TOTAL Pre-Student Teaching Field Hours
Childhood Education	EDU 268 EDU 280 EDU 284 EDU 283 SOC 202	14 hours 14 hours 28 hours 9 hours 7 hours	EDU 369 EDU 370 EDU 317 EDU 318 EDU 323 EDU 333	14 hours 14 hours 10 hours 10 hours 14 hours 10 hours	144 HOURS
Childhood Education with Bilingual Extension			EDU 369 EDU 370 EDU 317 EDU 318 EDU 323 EDU 333 EDU 351	14 hours 14 hours 10 hours 10 hours 14 hours 10 hours 15 hours	159 HOURS
Childhood Education with Middle School Extension			EDU 369 EDU 370 EDU 317 EDU 318 EDU 323 EDU 333 EDU 271 EDU 352	14 hours 14 hours 10 hours 10 hours 14 hours 10 hours 14 hours 14 hours	172 HOURS
<b>Programs</b>			<b>Total Pre-Student Teaching Field Hours</b>		
Health Education	EDU 340 EDU 329 EDU 330	28 hours 30 hours 30 hours	146 HOURS		
Physical Education	▼	▼	EDU 340 EDU 341	28 hours 28 hours	114 HOURS
Spanish, 7 – 12			EDU 340 EDU 371	28 hours 28 hours	114 HOURS
Math, 7 – 12			EDU 340 EDU 373	28 hours 28 hours	114 HOURS
Biology, 7 – 12			EDU 340 EDU 375	28 hours 28 hours	114 HOURS
Chemistry, 7 – 12			EDU 340 EDU 377	28 hours 28 hours	114 HOURS
Earth Science, 7 - 12			EDU 340 EDU 381	28 hours 28 hours	114 HOURS



## **TEACHER EDUCATION PARTNER SCHOOLS & AGENCIES**

### **New York City Department of Education**

#### **Elementary Schools**

PS 30	Jamaica, NY
PS 40 Samuel Huntington	Queens, NY
PS 48 William Wordsworth	South Jamaica, NY
PS 95 Eastwood	Jamaica, NY
PS 116 William C. Hughley	South Jamaica, NY
PS 135 The Bellaire School	Queens Village, NY
PS 140 The Edward K. Ellington School	Jamaica, NY
PS 160 Walter Francis Bishop	Jamaica, NY
PS 166 Henry Gradstein	Long Island City, NY
PS 251 Queens	Springfield Gardens, NY
PS 270 The Gordon Parks School	Laurelton, NY

#### **Middle Schools**

JHS 8 Richard S. Grossley	Jamaica, NY
IS 59 Springfield Gardens	Springfield Gardens, NY
IS 116 William C. Hughley	South Jamaica, NY
JHS 190 Russell Sage	Forest Hills, NY
JHS 217 Robert A. Van Wyck	Briarwood, NY
IS 227 Louis Armstrong	East Elmhurst, NY
IS 270 The Gordon Parks School	Laurelton, NY

#### **High Schools**

Bayside High School	Bayside, NY
Hillcrest High School	Jamaica Estates, NY
John Adams High School	Queens, NY
Long Island City High School	Astoria, NY
Queens Collegiate: A College Board School	Jamaica, NY
Queens High School for Sciences at York College	Jamaica, NY
York Early College Academy (YECA)	Jamaica, NY

#### **Community-Based Agencies**

African Center for Community Empowerment (ACCE)	St. Albans, NY
Science, Engineering, Mathematics and Aerospace Academy (SEEMA) at York College	Jamaica, NY
Sean Elijah Bell Community Center	Jamaica, NY





94-20 Guy R. Brewer Blvd.  
Jamaica, New York 11451  
(718) 262-2450 office  
(718) 262-2454 fax

## SAMPLE FIELD PLACEMENT LETTER

### Teacher Education Unit

1 February 2012

Dear Educator:

\_\_\_\_\_ is a potential teacher education candidate in the Teacher Education Unit at York College CUNY and is currently enrolled in my course EDUC 268 *Bilingual & ELL Education*. This course requires candidates to **observe** a classroom **for 14 hours**.

The purpose of the fieldwork is for the teacher education candidate to gain a broader and deeper understanding of the ways in which students acquire language and literacy. As the teacher candidate's knowledge and skills grow during the semester, he/she should gradually "notice" more in your classroom.

Know that if you are not able to offer this type of field experience to our teacher education candidate, please do not commit to having him/her in your classroom.

The teacher education candidate is required to work out a weekly schedule with you and share that schedule with me. The candidate cannot be in your classroom more than two hours per week (the hours may slightly fluctuate) for a total of 14 hours. The candidate is required to complete all of his/her fieldwork hours by 4 April 2012.

Should you have questions or concerns, or if you are experiencing a problem with this teacher education candidate, please do not hesitate to contact me at 573.864.6484 (mobile) or jtillman@york.cuny.edu. I may contact you via email to inquire about our candidate.

**Please complete the information below so I may verify that you have agreed to participate in this field experience. Please note that the teacher education candidate will present you with a Time Verification Form each week for your approval and signature.**

Thank you for helping to build the capacity of one of our future educators.

Sincerely,

Joseph G. Tillman, PhD | Assistant Professor | Teacher Education Unit | York College CUNY

School \_\_\_\_\_

**PRINT** Name \_\_\_\_\_

Signature \_\_\_\_\_

Email \_\_\_\_\_

Today's Date \_\_\_\_\_



**Teacher Education Unit**  
**Request for School Site Location Variance**

It is understood that there may be times when an extenuating circumstance arises may hinder you from conducting your field work at a designated partner school site approved by the Department of Teacher Education. Kindly complete this form if this applies to you. You have the opportunity to explain your exceptional situation to seek a School Site Location Variance. Complete and return it to (the name of the appropriate person) in 1D12 during the first week of class without delay. **If not submitted by the end of the 2<sup>nd</sup> week your request will be denied.**

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Requested School Site \_\_\_\_\_

**Variance for the Following Courses:**

EDUC: \_\_\_\_\_ PROFESSOR: \_\_\_\_\_

EDUC: \_\_\_\_\_ PROFESSOR: \_\_\_\_\_

EDUC: \_\_\_\_\_ PROFESSOR: \_\_\_\_\_

ATTACH DEMOGRAPHIC INFORMATION FOR REQUESTED SCHOOL SITE Attached \_\_\_\_\_

Attach any additional documentation to support your request for a variance Attached \_\_\_\_\_

Student Signature/Date \_\_\_\_\_ / \_\_\_\_\_

School Principal or Designee Signature/Date \_\_\_\_\_ / \_\_\_\_\_

Present completed form for approval to the professor of each course where a variance is requested

Faculty Signature	Date	Course	Yes or No (Circle)
			Yes No
			Yes No
			Yes No

**FINAL APPROVAL** YES \_\_\_\_\_ NO \_\_\_\_\_

Department Chairperson's Signature/Date \_\_\_\_\_ / \_\_\_\_\_

**EDUC 300 level courses REQUIRE the use of partner school sites**

**PLEASE NOTE: Students will be assigned to a partner school site for student teaching (400 level courses) by the Teacher Education Department.**

It is your responsibility to insure the requested site will provide the opportunity to fulfill course requirement(s), submit forms in a timely manner to meet course requirement deadlines, track request for a variance, maintain your own copies, and fulfill all the responsibilities commonly associated with insuring an appropriate conclusion to this matter.

**DEFINITION OF HARDSHIP: This DOES NOT INCLUDE convenience or personal preference, past knowledge, personal connections etc.**

Explain the extenuating circumstances that make using a partner school site a hardship.

[illegible]



### *Teacher Education Time Verification Form*

**You should complete this form each time you visit your site.**

Candidate \_\_\_\_\_ Semester Spring/Fall 20 \_\_\_\_\_

Course/Section # \_\_\_\_\_ Professor \_\_\_\_\_

Name of School or Agency \_\_\_\_\_ Phone \_\_\_\_\_

Date	Time IN	Time OUT	TOTAL Time	Teacher's Signature	PRINTED Teacher's Name

TOTAL Time in Hours \_\_\_\_\_

**NOTE:** Submit this form to your instructor. **Keep a copy for your own records.** Make sure to submit a form for EACH school or site visited.

## Time Verification Form – Summary

**This should be completed at the end of your visitation for the semester**

Thank you for allowing York College's candidate in Teacher Education to complete his/her fieldwork assignment(s) at your site. Please complete this form and return it to the candidate so that h/she can get credit for his/her fieldwork. If you have any questions/concerns please do not hesitate to contact us.

Cooperating Teacher's Name \_\_\_\_\_

Cooperating Teacher's Title \_\_\_\_\_

Name of school / agency \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone # \_\_\_\_\_

May we contact you at the above address / phone number? Yes No

Would you complete a survey about the candidate you are hosting  
in your classroom? Yes No

Would you prefer to complete the survey online? Yes No

Please provide your email address: \_\_\_\_\_

Verify:

\_\_\_\_\_ has completed \_\_\_\_\_ hours of fieldwork at our  
school. He/she has conducted him/herself in a professional manner.

\_\_\_\_\_  
Cooperating Teacher's Signature

Please provide comments about our candidate:

**YORK COLLEGE**  
**Department of Teacher Education**  
**Candidate Evaluation of Fieldwork Assignments (Form B)**

Course/Section \_\_\_\_\_

Spring 200 \_\_\_\_

Name of School or Placement Site \_\_\_\_\_

\*\*\*\*\*

The following questions will provide the Department of Teacher Education with valuable information about the field experience activities and site quality. Please read each statement carefully and rate your level of agreement by circling the appropriate number. **COMPLETE FOR THE ONE SITE YOU LISTED ABOVE.**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
The objectives of the fieldwork were clear.	1	2	3	4
The fieldwork was related to the course content.	1	2	3	4
My learning was enhanced by the fieldwork experience.	1	2	3	4
The field experience provided new insights about teaching.	1	2	3	4
The fieldwork helped me understand children/adolescents better.	1	2	3	4
The field assignments helped me to understand theory (principles) better.	1	2	3	4
The staff at the site allowed me to complete my assignments.	1	2	3	4
There was adequate time for interaction with students.	1	2	3	4
The physical size of the site accommodated the number of students.	1	2	3	4
The appearance of the site was presentable and student-friendly.	1	2	3	4
The site had adequate supplies for lessons and/or activities.	1	2	3	4
The physical arrangement of the site promoted collaborative learning.	1	2	3	4
I would want to do additional fieldwork at this site.	1	2	3	4

\*\*\*\*\*

In what ways was technology used in the classroom or placement?

\*\*\*\*\*

(OVER)

**YORK COLLEGE**  
**Department of Teacher Education**  
**Candidate Evaluation of Fieldwork Assignments (Form B)**

-----  
How would you describe the Host Teacher at your site?

The Host Teacher (**CHECK ALL THAT APPLY**)

- \_\_\_\_\_ was friendly.
- \_\_\_\_\_ was supportive.
- \_\_\_\_\_ became a mentor to me.
- \_\_\_\_\_ provided me with a valuable learning experience.
- \_\_\_\_\_ went above and beyond to provide support.
- \_\_\_\_\_ showed an interest in what I was learning.
- \_\_\_\_\_ none of the above.

Please add any comments you think would be helpful to us.

\*\*\*\*\*

Of the hours spent at your field site, how many were spent doing the following:

	<u># hours for each activity</u>
Participating in faculty meetings	_____
Participating in school board meetings	_____
Observation	_____
One on one tutoring	_____
Small group instruction	_____
Whole class instruction	_____
Non-observation research (e.g., interviews)	_____
Administering assessments	_____
Grading student papers	_____
Other (please specify) _____	_____
<b>TOTAL</b>	_____

\*\*\*\*\*

Thank you for taking the time to complete this survey!

*Your responses are greatly appreciated and will help us to improve our teacher education programs.*

**Please return to your instructor.**

## Host Teacher Form (DO NOT COPY)

The Department of Teacher Education is looking for feedback on how well York College is preparing its candidates to work in the classroom. We are also required to keep track of the types of experiences our candidates are having. As a host teacher, your input is very important to us.

Please complete this survey with regard to \_\_\_\_\_, a

candidate of the teacher education program at York College in the following course,

**EDUC** \_\_\_\_\_.

Candidates are assigned three levels of field experiences <i>prior</i> to student teaching.	
Field Sequence	Pre Student Teaching Activities
<b>Phase I</b>	Observe children and classrooms; develop observation and assessment tools, such as checklists, performance assessments; collect observational data for analyses.
<b>Phase II</b>	Attend school and community board meetings; attend parent conferences; interview parents, teachers or other school personnel; tutor children in homework areas.
<b>Phase III</b>	Tutor children in specific content areas; develop and implement homework assignments, enrichment activities and mini-lessons.

### ***Diversity***

In what grade level did the candidate work? \_\_\_\_\_

What percentage of students have special needs? \_\_\_\_\_ %

Did the candidate work one-on-one with a special needs student? Yes / No

What percentage of students are multilingual or ESL? \_\_\_\_\_ %

<b><i>Professionalism</i></b>	Always	Frequently	Sometimes	Seldom	Never
Candidate attends as scheduled					
Candidate arrives on time as scheduled					
Candidate dresses appropriately					
Candidate cooperates with field staff					
Candidate is willing to learn					
Candidate shows an interest in children					
Candidate works well with the children					



<b><i>Pedagogy</i></b> The candidate...	Excellent	Good	Fair	Poor	Unable to Judge
has knowledge of academic subject(s)					
has knowledge of various teaching methods					
has knowledge of learning standards					
responds well to children's cultural diversity					
recognizes the need to adapt instruction					
is ethically and morally responsible					
communicates clearly with colleagues					
communicates clearly with children					
effectively manages the classroom					

***Overall Evaluation.*** CHECK THE SENTENCE THAT BEST DESCRIBES YOUR OVERALL ASSESSMENT OF THE CANDIDATE.

- ☐ I strongly believe the candidate has the potential to become an excellent teacher.  
☐ I believe the candidate has the potential to become an excellent teacher.  
☐ I am unsure about the candidate's potential to become an excellent teacher.  
☐ I do not believe the candidate has the potential to become an excellent teacher.

***Additional Comments: (optional)***

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\*\*\*\*\*

**PLEASE PRINT**

Your name \_\_\_\_\_  
 School \_\_\_\_\_  
 Phone # \_\_\_\_\_  
 Email \_\_\_\_\_  
 Date completed \_\_\_\_\_

Please return the survey to:  
 YORK COLLEGE Department of Teacher Education  
 94-20 Guy R. Brewer Blvd. Jamaica, NY 11451  
 Contact Regina Misir if you have any questions at [rmisir@york.cuny.edu](mailto:rmisir@york.cuny.edu)

# **NEW YORK STATE EXAMINATIONS REQUIRED FOR ALL TEACHER EDUCATION CANDIDATES**

Effective February 2, 2004, to receive an initial New York State teaching certificate, candidates must attain a passing score on each of the following three examinations: (1) the Liberal Arts and Sciences Test (LAST); (2) the elementary or secondary version of the Assessment of Teaching Skills--Written (ATS-W); and (3) the Content Specialty Test (CST) in the content area of certification.

In order to receive a Bilingual Education Extension to a teaching certificate, you are also required to attain a passing score on the Bilingual Education Assessment (BEA) in the target language of instruction. Spanish is the language offered for the Bilingual Education Extension certification at York College.

A "Registration Bulletin" that contains general information about the examinations, as well as important registration and testing information can be obtained in the Department of Teacher Education, or can be viewed online at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

## **Liberal Arts and Sciences Test (LAST)**

The LAST consists of multiple-choice test questions and a written assignment. You must demonstrate conceptual and analytical skills, critical thinking skills, communication skills, and multicultural awareness. Specifically, the five areas that the test covers are:

- scientific, mathematical, and technological processes
- historical and social scientific awareness
- artistic expression and the humanities
- communication and research skills
- written analysis and expression

It is recommended that you take the LAST towards the end of your sophomore year while knowledge of the content subject areas is fresh since you should have recently completed most of the general education courses.

## **Assessment of Teaching Skills--Written (ATS-W)**

The ATS-W consists of multiple-choice test questions and a written assignment. The test addresses the following areas:

- Student development and learning
- Instruction and assessment
- Professional environment

You are encouraged to take the ATS-W immediately after taking EDUC 283. You must take one of two versions of the ATS-W: (1) the Elementary ATS-W, which measures professional and pedagogical knowledge at the Early Childhood (birth through grade 2)

and Childhood (grades 1-6) levels; or (2) the Secondary ATS-W, which measures professional and pedagogical knowledge at the Middle Childhood (grades 5-9) and Adolescence (grades 7-12) levels. The version of the ATS-W that is appropriate for each of the education programs offered at York College is indicated below.

Childhood Education--Elementary ATS-W

Bilingual Education Extension--either the Elementary or the Secondary ATS-W,  
depending on the initial certificate

Biology, Chemistry, Earth Science, Mathematics--Secondary ATS-W

Spanish--Secondary ATS-W

Health, Physical Education--Elementary OR the Secondary ATS-W

By the time you have completed the Professional Education (Curriculum & Methods) courses, you should have passed the ATSW. For more information about the ATS-W, please contact the Department of Teacher Education. For info regarding the ATS-W check online at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

## **Content Specialty Test (CST)**

The CST (except for languages other than English) consists of multiple-choice test questions and a written assignment. The purpose of the CST is to assess your content knowledge. The CST for languages other than English includes taped listening and/or speaking components and a written component. York College teacher education candidates usually take one of the following CST examinations:

• Childhood Education	Multi-Subject CST #002
• Biology Education	Biology CST #006
• Chemistry Education	* Chemistry CST #007
• Earth Science Education	Earth Science CST #008
• Mathematics Education	** Mathematics CST #004
• Health Education	Health CST #073
• Physical Education	Physical Education CST #076
• Spanish Education	Spanish CST #020
• Bilingual Extension	Bilingual Education Assessment-- Spanish (BEA) #024

\* Scientific calculators are provided for the Chemistry test (#007).

\*\* A graphing calculator is required for the Mathematics test (#004). If you take the Mathematics test, you must bring your own calculator.

For more information about the CST, please contact the Department of Teacher Education, or check on-line at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

# STUDENT TEACHING

Teacher education candidates usually complete their student teaching during their last semester in their program. The requirements for admission to student teaching (Transition Point 3) are the following:

## **Transition Point 2: Admission to Student Teaching:**

- Complete the application for Student Teaching AND update planning grid, including exam documentation and program completion plan
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Completed all Professional Education (300 level Curriculum and Methods) courses
- Earn a minimum overall GPA of 2.75 in all Professional Education courses AND a minimum of C grade in each Professional Education course taken at York College (A minimum of B in each Professional Education course taken elsewhere)
- Completed 2/3 of the courses required in the major

Student Teaching consists of two 3- or 4-credit courses for all teacher education programs and an accompanying Student Teaching Seminar. These courses can be taken in one or two semester. If you are in the Childhood Education program, you complete seven weeks of student teaching in grades 1-3 (three credits) and seven weeks in grades 4-6 (three credits). If you are in the Bilingual Education Extension program, you complete seven weeks of student teaching in grades 1-3 (three credits) and seven weeks in grades 4-6 (three credits); one of the placements must be in a bilingual setting. If you are in one of the Adolescence Education programs (Biology, Chemistry, Earth Science, Mathematics, Spanish), you complete seven weeks of student teaching in grades 7-9 (four credits) and seven weeks in grades 10-12 (four credits). If you are in the Health Education or in the Physical Education program, you complete seven weeks of student teaching in grades K-6 (four credits) and seven weeks of student teaching in grades 7-12 (four credits).

You are required to attend a pre-registration orientation session during the semester prior to your anticipated student teaching semester. At this time, the *Application for Student Teaching* is distributed, the admission process is explained, an overview of the student teaching and seminar experience is provided, and a copy of the *Student Teaching Handbook* is distributed.

Also, the tremendous time commitment that is required in student teaching must not be overlooked. You are **strongly encouraged NOT** to take additional courses and **NOT** to be employed during the student teaching semester. The Department of Teacher Education makes all student teaching placements. You are assessed during student teaching using the following: *Rubrics to Assess the Field Experience Reports/Logs*, *Rubrics to Assess the Reflective Journal*, *Rubrics to Assess the Portfolio*, *Student Teaching Observation Form*, *Student Teaching Final Evaluation Form* (see ***Student Teaching Handbook***).

**Some of the requirements during student teaching are the following:**

- The calendar of the school is followed rather than the calendar of York College.
- Attendance must be recorded daily on time logs.
- A weekly student teaching seminar must be attended.
- A minimum number of lesson plans per week must be developed and submitted.
- Frequent meetings with the cooperating teacher must be held.
- Six observations by a college supervisor are made followed by post-observation conferences.
- A reflective journal and a work sample must be completed and submitted as part of the student teaching and seminar grade.

**The requirements for completion of student teaching (Transition Point 3) are the following:**

**Transition Point 3: Completion of the Teacher Education Program:**

- Complete Student Teaching/Seminar I & Teaching/Seminar II with a minimum grade of C in each including the Violence Prevention AND Child Abuse and Neglect workshops
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Complete all course work required for the degree

For additional information about student teaching, please contact Dr. Donna Johnson at 718-262-2461 or [djohnson1@york.cuny.edu](mailto:djohnson1@york.cuny.edu)

## Application for Student Teaching

Name \_\_\_\_\_  
Last First Middle

ID# \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
Street Apt #

\_\_\_\_\_ City State Zip

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ Email \_\_\_\_\_

Date Admitted to York College \_\_\_\_\_

Date admitted to Teacher Education Program \_\_\_\_\_

Semester during which student teaching placement is requested:

FALL \_\_\_\_\_ SPRING \_\_\_\_\_ YEAR \_\_\_\_\_

Please indicate with a check the student teaching course/s for which you wish to register.

EDUC 431 (Elem. 1-3) \_\_\_\_\_ EDUC 432 (4-6) \_\_\_\_\_

EDUC 418 (Health Ed K-6) \_\_\_\_\_ EDUC 419 (Health Ed 7-12) \_\_\_\_\_

EDUC 448 (Physical Ed K-6) \_\_\_\_\_ EDUC 449 (Physical Ed 7-12) \_\_\_\_\_

EDUC 440 (Math. 7-9) \_\_\_\_\_ EDUC 441 (Math. 10-12) \_\_\_\_\_

EDUC 458 (Span. 7-9) \_\_\_\_\_ EDUC 459 (Span. 10-12) \_\_\_\_\_

EDUC \_\_\_\_\_ (Sec. Sci. 7-9) \_\_\_\_\_ EDUC \_\_\_\_\_ (Sec. Sci. 10-12) \_\_\_\_\_

Indicate specific science area

If you are currently employed as a para professional working in a NYC public school, please complete the following:

School \_\_\_\_\_ Principal \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

School Phone \_\_\_\_\_

Position \_\_\_\_\_ Grade Level \_\_\_\_\_

## Prerequisites:

- Be formally admitted to one of the Teacher Education Programs
- Have senior status
- Earned a minimum overall 2.75 GPA on all courses taken at York College
- Have completed all Professional (methods) courses with a minimum GPA of 2.75 and a minimum “C” grade in each Professional course taken at York and a “B” in each Professional course taken elsewhere
- Completed a minimum of 100 hours of fieldwork
- Have received a passing grade in the LAST Seminar or achieved a passing score on the LAST exam
- Passed the CPE
- Have completed all core requirements
- Have completed at least 2/3 of the required credits in your major

### Application for Student Teaching (Back)

I have completed the prerequisites listed.

\_\_\_\_\_  
Applicant

\_\_\_\_\_  
Date

I have reviewed the file of \_\_\_\_\_ and confirm that she/he has completed the prerequisites for student teaching.

\_\_\_\_\_  
Teacher Education Advisor

\_\_\_\_\_  
Date

I have reviewed the records of \_\_\_\_\_ and confirm that she/he has completed at least 2/3 of the required credits, with a minimum GPA of 2.75, in the declared major

\_\_\_\_\_  
Academic Major Advisor

\_\_\_\_\_  
Date

# TEACHER EDUCATION PROGRAM COMPLETION

When you successfully complete all of the program and degree requirements of York College and of the teacher education program (Transition Point 5), you will qualify for a baccalaureate degree from York College. The requirements for program completion are the following:

## **Transition Point 3: Completion of the Teacher Education Program:**

- Complete Student Teaching/Seminar I & Teaching/Seminar II with a minimum grade of C in each including the Violence Prevention AND Child Abuse and Neglect workshops
- Earn a minimum overall 2.75 GPA on all courses taken at York College
- Complete all course work required for the degree

Please refer to the current *York College Bulletin* at **least one year before your anticipated graduation** date so that you are aware of the procedures for applying for graduation and all deadline dates. Also, please meet with your advisor in the Department of Teacher Education at that time.

## INITIAL CERTIFICATION

Upon completion of the teacher education program and degree requirements of York College and all the certification requirements of the New York State Education Department, you will qualify for an initial teaching certificate in New York State. The requirements for a New York State initial certificate are the following:

### **New York State Initial Certification Requirements in addition to Program Completion:**

- Pass the New York State Liberal Arts and Sciences Test (LAST)
- Pass the New York State Assessment of Teaching Skills--Written Test (ATS-W)
- Pass the New York State Content Specialty Test (CST)
- Fulfill foreign language requirement
- Complete a science course with a laboratory

Please come to the Department of Teacher Education and speak to Regina Misir OR visit <http://www.highered.nysed.gov/tcert/teach/> for further information with respect to applying online for your New York State initial certificate.

**CONGRATULATIONS!**  
**YOU WILL SOON BE A CERTIFIED TEACHER!!**



# OPPORTUNITIES AVAILABLE IN THE TEACHER EDUCATION PROGRAM

## Kappa Delta Pi Award

A special award is given to an exemplary student who demonstrates both scholarship and service as a result of the efforts of Dr. Hana Simonson. She was one of the founders of the Chi Lambda Chapter of **Kappa Delta Pi**, an International Teacher Education Honor Society, which was chartered at York College in 1977. Dr. Simonson was a very special teacher who championed the rights of children and adults with special needs. Her presence as a faculty member was strongly felt by students and teachers alike. The “Kappa Delta Pi Award” was created in her honor in 2002.

The Department of Teacher Education is honored to have a chapter of this prestigious society on campus. Kappa Delta Pi has chapters around the world. It sponsors timely conferences in education, promotes research and scholarship, publishes a variety of books and periodicals, and provides scholarships and educational travel opportunities for members.

If you believe that you have demonstrated outstanding academic performance and show leadership potential, you are invited to apply for membership in Kappa Delta Pi. The society is dedicated to encouraging high personal, intellectual, and professional standards and to recognizing significant contributions in the field of education. New members are inducted on an annual basis at an initiation ceremony conducted by the York College chapter.

If you wish to apply for membership in Kappa Delta Pi, you are required:

- Declare Education as your major
- Achieve an overall grade point average (GPA) of at least 3.0 and a GPA of 3.0) in Teacher Education courses
- Complete EDU 280, EDU 281, SOC/PHIL 202 and EDU 283 in the Foundations Sequence of the Teacher Education Program
- Has no “Incomplete” grades
- Has complete all the General Education requirements

For additional information, please contact Dr. Lindamichelle Baron at [lbaron@york.cuny.edu](mailto:lbaron@york.cuny.edu).

## **Bertrand Armstrong Award for Excellence in Teaching**

A special award is given to exemplary students that carry the name of the late Dr. Bertrand Armstrong, a distinguished professor and educator and a founding member of the Department of Teacher Education. He was a social foundations specialist with a quiet presence who was extremely student-centered and who set very high standards for student work. He was known to go the extra mile for students. Shortly after his death in the early 1990s, the teacher education faculty created the **Bertrand Armstrong Award for Excellence in Teaching**.

For additional information, please contact the Department of Teacher Education.

## **Future Teacher's Club**

The Future Teacher's Club is the official club for candidates enrolled in the teacher education program at York College and others who are interested in making education their career. Students from other disciplines are also welcome to join. The club, founded by Professors Shirley Walker and Willet Ryder in the 1970s, meets monthly. The Future Teacher's Club, including, sponsors a variety of activities: speakers, coffee hours, films, social gatherings, field trips, discussion groups, and conferences. **This is a student-led club; your ideas matter!**

For additional information, please contact Regina Misir at [rmisir@york.cuny.edu](mailto:rmisir@york.cuny.edu).

## **Student Advisory Committee**

The student advisory committee in the Department of Teacher Education is a venue for making recommendations and for airing complaints. Teacher candidates are recommended for faculty to represent their peers at a meeting with the Department chair each semester.

## **Mathematics and Science Teacher (MaST) Scholars Program**

The MaST program is a scholarship program funded by the National Science Foundation Robert Noyce Teachers Scholars Grant. It is for Biology, Chemistry, Geology, and Mathematics majors who are preparing to be secondary school teachers. The program includes enhanced fieldwork, mentoring and a stipend to support student teaching. Further information and the application is available at [www.york.cuny.edu/mast-scholars](http://www.york.cuny.edu/mast-scholars). The MaST Scholars program also includes a summer internship experience for freshmen and sophomore science majors who are considering teaching.

# **FIRE EVACUATION PROCEDURES**

Excerpted from the York College Emergency Procedure Handbook The handbook can be found in its entirety at [www.york.cuny.edu/administrative/public/safety/emergency-procedures](http://www.york.cuny.edu/administrative/public/safety/emergency-procedures)

Know your Emergency Evacuation Route in advance. Know your Evacuation Assembly Point in advance. Also be prepared to use an alternate exit in case your primary route is obstructed. Plan how you would escape in case of a fire. Know your escape routes well enough to be able to make your way in the dark or in dense smoke.

## **WHEN THE EVACUATION ALARM SOUNDS YOU MUST LEAVE THE BUILDING!!!**

It is a violation of New York State Law to fail to leave a building when the fire alarm is sounding. Always assume it is a real emergency and leave the building. It is unlawful for any person to prevent, or order another person from leaving the building when the alarm is sounding.

- Be aware that whenever the fire alarm sounds it may signal a very real emergency situation.
- Remain calm and proceed to evacuate the area in an orderly manner. Do not rush, push or panic. Rely on planning and knowledge.
- Assist disabled persons to evacuate the area. Be particularly aware of persons with sight or hearing disabilities.
- If there is smoke, stay low, it will be easier to breathe.
- Before opening any door, touch the door with the back of your hand. Do not open a door that is warm or hot.
- Close doors behind you to prevent fire spread, but make sure that you can reopen them if you need to retreat.

### **Listen for instructions from:**

- Building & Floor Coordinators
- Fire Wardens
- Security & Public Safety Officers
- Building & Grounds Personnel
- Other Faculty & Staff

**Never use an elevator to evacuate  
unless directed to do so by the NYC Fire Department.**

# APPENDIX

**York College of the City University of New York**  
**Department of Teacher Education**  
***Suggested Four Year Program Plan***  
**Childhood Education Grades 1-6**  
**Entering Fall Semester**

<b>Fall Semester 1</b>	<b>Credits</b>	<b>Spring Semester 2</b>	<b>Credits</b>
English 125	4	Fine and Performing Arts+	3
PE 150	2	Natural Science	3
<i>Cldv 101</i>	3	<b><i>Cldv 210*</i></b>	3
<b><i>Speech 101</i></b>	3	Language*	0-4
Mathematics 111 or 150 ++	4	English 200	3
Total	16	Total	12-16
<b>Fall Semester 3</b>		<b>Spring Semester 4</b>	
<b><i>History 201 or 202 or 204*</i></b>	3	<b>Pol Sci 103 or Eco 102 or 103*</b>	3
Language*	0-4	Major _____	
Behavioral Science	3	Natural Science w/lab (140)**	3
Major _____	3-4	<b>EDUC 280</b>	3
<b><i>AC 101</i></b>	0-1	<b><i>AC 230</i></b>	3
<b><i>Major</i> _____</b>	3-4		2
Total	12-19	Total	15
<b>Fall Semester 5</b>		<b>Spring Semester 6</b>	
Writing 301 or 302 or 303	3	<b>EDUC 369</b>	3
<b>Phil/Soc 202</b>	3	<b>EDUC 323</b>	2
<b>EDUC 284</b>	3	<b><i>EDUC 333</i></b>	2
<b><i>Math 271</i></b>	4	Major _____	3-4
<b><i>Major</i> _____</b>	3-4	Major _____	3-4
<b><i>Seminar in Teacher Education</i></b>	0	Major _____	3-4
Total	16-17	Total	16-19
<b>Fall Semester 7</b>		<b>Spring Semester 8</b>	
<b>EDUC 370</b>	3	<b><i>EDUC 431/432</i></b>	8
<b>EDUC 317</b>	2	Major _____	3-4
<b><i>EDUC 318</i></b>	2	Major/Elective _____	3-4
Major _____	3-4		
Major _____	3-4		
Major/Elective _____	3-4		
<b>Total</b>	16-19	<b>Total</b>	14-16

+ FA 104 is strongly recommended for the Teacher Education Program.

++ Math 150 is strongly recommended when LAS major does not require Math 111.

\* These are required General Education courses for the Teacher Education Program.

\*\* Teacher Candidates are required to take a science course with a lab.

**York College of the City University of New York**  
**Department of Teacher Education**  
***Suggested Four Year Program Plan***  
**Childhood Education Grades 1-6**  
**Entering Spring Semester**

<b>Semester 1 (Spring)</b>	<b>Credits</b>	<b>Semester 2 (Fall)</b>	<b>Credits</b>
English 125	4	FA 104	3
PE 150	2	Natural Science	3
<b><i>Cldv 101</i></b>	3	Cldv 210*	3
<b><i>Speech 101</i></b>	3	Language	4
Math – 111 or 150 or 190	4	English 200	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>
<b>Semester 3</b>		<b>Semester 4</b>	
History 201 or 202 or 204*	3	Pol Sci 103 or Eco 102 or 103*	3
Language*	4	Major _____	3
Behavioral Science	3	Natural Science w/lab (140)**	3
Major _____	3-4	EDUC 280	3
AC 101	1	<b><i>AC 230</i></b>	2
<b>Total</b>	<b>14-15</b>	<b>Total</b>	<b>15</b>
<b>Semester 5</b>		<b>Semester 6</b>	
Writing 301 or 302 or 303	3	EDUC 369	3
Phil/Soc 202	3	EDUC 323	2
Educ 284	3	EDUC 333	2
Math 271	4	Major _____	3
<b><i>Major</i></b> _____	3-4	Major _____	3-4
Seminar in Teacher Education	0	Major _____	3-4
<b>Total</b>	<b>16-17</b>	<b>Total</b>	<b>16-18</b>
<b>Semester 7</b>		<b>Semester 8</b>	
EDUC 370	3	EDUC 431/432	8
EDUC 317	2	Major _____	3-4
EDUC 318	2	Major _____	3-4
Major _____	3-4		
Major _____	3-4		
Elective	3		
<b>Total</b>	<b>16-18</b>	<b>Total</b>	<b>14-16</b>

\*Note: These are required General Education course for the Teacher Education Program.  
(FA 104 is strongly recommended as elective)

\*\*New York State requires that Teacher Candidates take a science course with a lab

**York College of the City University of New York**  
**Department of Teacher Education**  
***Suggested Four Year Program Plan***  
**Childhood Education Bilingual Extension**

<b>Entering Fall Semester Semester 1 (Fall)</b>		<b>Semester 2 (Spring)</b>	
English 125	4	Fine and Performing Arts+	3
PE 150	2	Natural Science	3
Cldv 101	3	Cldv 210*	3
Speech 101	3	Language	0-4
Mathematics++	4	English 200	3
Total	16	Total	12-16
<b>Semester 3 (Fall)</b>		<b>Semester 4 (Spring)</b>	
History 201 or 202 or 204*	3	Pol Sci 103 or Eco 101 or 102*	3
Language	0-4	Major _____	3
Behavioral Science	3	Major _____	3
Major _____	3	EDUC 280	1
AC 101	0-1	AC 230	2
Natural Science w/lab (140)**	3	Total	15
Total	12-17		
<b>Semester 5 (Fall)</b>		<b>Semester 6 (Spring)</b>	
Writing 301	3	EDUC 369	3
Phil/Soc 202	3	EDUC 323	2
EDUC 284	3	EDUC 333	2
Math 271	4	EDUC 268	3
Major _____	3-4	Major _____	3
Seminar in Teacher Education	0	Major _____	3
Total	16-17	Total	16
<b>Semester 7 (Fall)</b>		<b>Semester 8 (Spring)</b>	
EDUC 351	2	EDUC 431/432	6
Major _____		Major _____	3
Major _____	2	Major/Elective____	3
	3		
	3		
Total	14	Total	12

**Teacher Education Program  
Geology - Earth Science/Education 7-12**

<b>The Program prepares candidates to teach adolescents Geology/Earth Science in grades 7-12. Candidates completing this Teacher Education Program are eligible to apply for New York State initial certification in Geology/ Earth Science, Grades 7-12.</b>		
<b><i>Teacher Education Requirements</i></b>		<b>26</b>
<b><i>Foundation Sequence</i></b>		<b>12</b>
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Educational Psychology: Effective Teaching and Learning	3
EDUC284	Field Experience in Teaching and Learning	1
AC230	Teaching with Multimedia Technology*	2
<b>Choose one of the following</b>		
PHIL202	Major Ideas and Issues in Education	3
SOC202	Major Ideas and Issues in Education	3
<b><i>Professional Education Sequence</i></b>		<b>6</b>
EDUC340	Literacy Instruction inside Middle and Secondary Schools	3
EDUC381	Curriculum and Methods in the Secondary School: Earth Science	3
<b><i>Student Teaching and Student Teaching Seminar</i></b>		<b>8</b>
EDUC446	Supervised Student Teaching, Earth Science, Grades 7-9.	4
EDUC447	Supervised Student Teaching, Earth Science, Grades 10-12.	4



**Teacher Education Program  
Biology Grades 7-12**

<b><i>Education Course Requirements</i></b>		<b>26</b>
<b><i>Foundations Sequence</i></b>		<b>12</b>
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Educational Psychology: Effective Teaching and Learning	3
EDUC284	Field Experiences in Teaching and Learning	1
AC230	Teaching with Multimedia Technology*	2
<b>Choose one of the following</b>		
PHIL202	Major Ideas and Issues in Education	3
SOC202	Major Ideas and Issues in Education	3
<b><i>Professional Education Sequence</i></b>		<b>6</b>
EDUC340	Literacy Instruction inside Middle and Secondary Schools	3
EDUC375	Curriculum and Methods in the Secondary School: Biology	3
<b><i>Student Teaching and Student Teaching Seminar</i></b>		<b>8</b>
EDUC442	Supervised Student Teaching, Biology, Grades 7-9	4
EDUC443	Supervised Student Teaching, Biology, Grades 10-12	4

\* Students who do not evident technology competencies may need to take AC101 in order to graduate.

**Teacher Education Program  
Chemistry Grades 7-12**

<b><i>Education Course Requirements</i></b>		<b>26</b>
<b><i>Foundations Sequence</i></b>		<b>12</b>
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Educational Psychology: Effective Teaching and Learning	3
EDUC284	Field Experience in Teaching and Learning	1
AC230	Teaching with Multimedia Technology**	2
<b>Choose one of the following</b>		
SOC202	Major Ideas and Issues in Education <b>OR</b>	3
PHIL202	Major Ideas and Issues in Education	3
<b><i>Professional Education Sequence</i></b>		<b>6</b>
EDUC340	Literacy Instruction inside Middle and Secondary Schools	3
EDUC377	Curriculum and Methods in the Secondary School: Chemistry	3
<b><i>Student Teaching and Student Teaching Seminar</i></b>		<b>8</b>
EDUC444	Supervised Student Teaching, Chemistry, Grades 7-9	4
EDUC445	Supervised Student Teaching, Chemistry, Grades 10-12	4

\*\* Students who do not evidence technology competencies may need to take AC 101 in order to graduate

**Teacher Educating Program  
Physical Education K-12**

<b>The Physical Education Program, combined with the corresponding Physical Education major, prepares candidates with the knowledge and understanding, competencies, and professionalism required for teaching physical education to children and adolescents in grades K-12. Candidates completing the Physical Education Program, Grades K-12, are eligible to apply for New York State initial certification in Physical Education, Grades K-12.</b>		
<b><i>Education Certification Requirements</i></b>		<b>27</b>
<b><i>Foundation Courses</i></b>		<b>12</b>
AC230	Teaching with Multimedia Technology***	2
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Effective Teaching and Learning	3
EDUC284	Field Experience in Teaching and Learning	1
<b>Choose One</b>		
SOC202	Evolution of Major Ideas and Issues in Education <b>OR</b>	3
PHIL202	Evolution of Major Ideas and Issues in Education	3
<b><i>Methods Courses</i></b>		<b>7</b>
EDUC340	Literacy Instruction inside Middle and Secondary Schools	3
EDUC341	Curriculum and Methods in Physical Education, K-12	4
<b><i>Student Teaching</i></b>		<b>8</b>
EDUC448	Supervised Teaching, Physical Education, Grades K-6	4
EDUC449	Supervised Teaching, Physical Education, Grades 7-12	4

**Teacher Education Program  
Health Education K-12**

<b><i>Education Certification requirements</i></b>		<b>29</b>
<b>Foundation Courses</b>		<b>12</b>
AC230	Teaching with Multimedia Technology**	2
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Effective Teaching and Learning	3
EDUC284	Field Experience in Teaching and Learning	1
<b>Choose One</b>		
SOC202	Evolution of Major Ideas and Issues in Education <b>OR</b>	3
PHIL202	Evolution of Major Ideas and Issues in Education	3
<b>Methods Courses</b>		<b>9</b>
EDUC329	Curriculum and Methods in Health Education at the Elementary Level	3
EDUC330	Curriculum and Methods in Health Education at the Secondary Level	3
EDUC340	Literacy Instruction inside Middle and Secondary Schools	3
<b>Student Teaching</b>		<b>8</b>
EDUC418	Supervised Student Teaching Health Education (grades 1-6)	4
EDUC419	Supervised Student Teaching Health Education (grades 7-12)	4

\*\* Students who do not evident technology competencies may need to take AC101 in order to graduate.

**Teacher Education Program  
Mathematics Education 7-12 (BS)**

<b><i>Education Certification requirements</i></b>		<b>26</b>
<b><i>Foundations Sequence</i></b>		<b>12</b>
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Educational Psychology: Effective Teaching and Learning	3
EDUC284	Field Experience in Teaching and Learning	1
AC230	Teaching with Multimedia Technology*	2
<b>Choose one of the following</b>		
PHIL202	Major Ideas and Issues in Education	3
SOC202	Major Ideas and Issues in Education	3
<b><i>Professional Education Sequence</i></b>		<b>6</b>
EDUC340	Literacy Instruction inside Middle and Secondary Schools	3
EDUC373	Curriculum and Methods in the Secondary School: Mathematics	3
<b><i>Student Teaching and Student Teaching Seminar</i></b>		<b>8</b>
EDUC440	Supervised Student Teaching, Mathematics, Grades 7-9	4
EDUC441	Supervised Student Teaching, Mathematics, Grades 10-12	4

\* Students who do not evident technology competencies may need to take AC101 in order to graduate.

**Teacher Education Program  
Childhood Education, Grades 1-6**

<b>Approved liberal arts or science majors for the Childhood Education Program include: African-American Studies, Anthropology, Biology, Economics, English, French, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, and Speech/Communication and Theater Arts.</b>		
<b><i>Education Course Requirements</i></b>		<b>38</b>
<b><i>Foundations Sequence</i></b>		<b>18</b>
AC230	Teaching with Multimedia Technology*	2
EDUC268	Teaching the Linguistically Diverse Student in Bilingual and Mainstream Classes	2
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Effective Teaching and Learning	3
EDUC284	Field Experience in Teaching and Learning	1
MATH271	Mathematics for Elementary School Teachers	4
<b>Choose one of the Following</b>		
PHIL202	Major Ideas and Issues in Education	3
SOC202	Major Ideas and Issues in Education	3
<b><i>Professional Education Sequence</i></b>		<b>14</b>
EDUC317	Curriculum and Methods in Elementary Education: Science	2
EDUC318	Curriculum and Methods in Health and Physical Education for the Elementary School	2
EDUC323	Curriculum and Methods in Elementary Education: Mathematics	2
EDUC333	Constructing Social Studies Relationships through the Expressive Arts	2
EDUC369	Language and Literacy Instruction in the Emergent and Primary Years (WI)	3

EDUC370	Content Area Literacy Instruction for Mainstream English Only (EO) and English Language Learners (ELL's), Grades 2-6	3
<b><i>Student Teaching and Student Teaching Seminar</i></b>		<b>6</b>
EDUC431	Supervised Student Teaching, Grades 1-3	3
EDUC432	Supervised Student Teaching, Grades 4-6	3

**Teacher Education Program in Childhood Education  
with a Bilingual Extension (Spanish/English) Grades 1-6**

<b><i>Education Course Requirements</i></b>		<b>41</b>
<b><i>Foundations Sequence</i></b>		<b>18</b>
EDUC268	Teaching the Linguistically Diverse Student in Bilingual and Mainstream Classes	2
EDUC280	Child and Adolescent Development for Teachers	3
EDUC283	Educational Psychology: Effective Teaching and Learning	3
EDUC`284	Field Experience in Teaching and Learning	1
AC230	Teaching with Multimedia Technology**	2
MATH271	Mathematics for Elementary School Teachers	4
<b>Choose one of the following</b>		
PHIL202	Major Ideas and Issues in Education <b>OR</b>	3
SOC202	Major Ideas and Issues in Education	3
<b><i>Professional Education Sequence</i></b>		<b>17</b>
EDUC317	Curriculum and Methods in Elementary Education: Science	2
EDUC318	Curriculum and Methods in Health and Physical Education	2
EDUC323	Curriculum and Methods in Elementary Education: Mathematics	2
EDUC333	Constructing Social Studies Relationships through the Expressive Arts	2
EDUC351	Teaching Reading and Spanish Language Arts in Bilingual Contexts	3
EDUC369	Language and Literacy Instruction in the Emergent and Primary Years (WI)	3
EDUC370	Content Area Literacy Instruction for Mainstream English Only (EO) and English Language Learners (ELLs) Grades 2-6	3
<b><i>Student Teaching and Student Teaching Seminar</i></b>		<b>6</b>
EDUC431	Supervised Student Teaching, Grades 1-3*	3
EDUC432	Supervised Student Teaching, Grades 4-6*	3

\* One of the student teaching placements must be in a bilingual setting.

\*\* Students who do not evidence technology competencies may need to take AC 101 in order to graduate.