

STERN COLLEGE FOR WOMEN
YESHIVA UNIVERSITY

DEPARTMENT OF
EDUCATION

STUDENT HANDBOOK

2017-2018



Revised 7.5.17

Dear Prospective Education Major:

Welcome to the Stern College for Women of Yeshiva University Department of Education. We have prepared this handbook to guide you through our programs and the process of applying for Initial Teacher Certification in either early childhood (birth-grade 2) or childhood (grades 1-6) education in the State of New York.

The early childhood (B-2) and elementary (childhood 1-6) education programs are designed to conform to the standards of the NYS Education Department and the Council for the Accreditation of Educator Preparation (CAEP). As an education major in either track you will complete a sequence of specialized courses in education and psychology, you will demonstrate competency to teach through fieldwork and student teaching experiences, and you will receive training in the identification of child abuse, the awareness and prevention of school violence, autism, and training in harassment, bullying, cyber bullying and discrimination. At the end of the junior year you will get fingerprinted in advance of your professional student teaching semester. Once you have satisfactorily completed all these requirements, and setup your account on the TEACH website, the College will submit your application to the NY State Department of Education for Initial Teacher Certification. In order to apply for NYS initial certification, as of July 2017, you will need to pass 3 NYS certification exams.

We urge you to read this handbook carefully and refer to it often. Together with periodic advisement meetings with your Education department academic advisor, the handbook will assist you in meeting all the requirements and expectations of our programs and the NYS Education Department. We look forward to getting to know each one of you and helping you plan your academic programs.

We wish you hatzlacha rabba as you embark on this exciting journey as an education student!

- The Education Department Faculty



Table of Contents

<u>Topic</u>	<u>Page Number</u>
Letter to Prospective Education Major	1
Education Department Admission Requirements	3
Education Department Conditional Acceptance Policy	4
Late Entry to the Major/Transfer Students	4
Probationary Status	5
Early Childhood Education Course Sequence	6
Elementary (Childhood) Education Course Sequence	7
Expectations for Classroom Etiquette	8
Responsibilities of the Education Major	9
Arts & Technology	9
The Student Teaching Experience	10
Registration and Fingerprinting	10
Graduation Requirements	11
Certification Requirements	12
Education Minor	13
Education Department Faculty Contact Information	14
Frequently Asked Questions (FAQ's)	14
Web Resources	15



Education Department Admission Requirements

In accordance with New York State Education Department (NYSED) regulations, college teacher education programs must outline and implement specific entrance requirements. By complying with this regulation, our programs ensure high standards of student performance. In order to be accepted into the Stern College Education Program, prospective education majors in early childhood and childhood education are required to meet the following requirements by the end of the sophomore year:

1. Successful completion of PSYC 1010 with a minimum grade of C+ and EDUC 2130 (Foundations of Early Childhood Education) or EDUC 2300 (Introduction to Childhood [Elementary] Education) with a minimum grade of B-. Please note: EDUC 2130 and 2300 must be taken at Stern College. Transfer courses will not be accepted as a substitute.
2. Recommendation of instructor in Foundations of Early Childhood Education (EDUC 2130) or Introduction to Childhood (Elementary) Education (EDUC 2300).
3. Submission of the Education Major Admission Application including a 1-2 page essay explaining personal goals and expectations for teaching. A link to the online application will be distributed during the introductory courses.
4. Successful completion of English 1100, Composition and Rhetoric, and attendance at the Writing Center, if required by the instructor of the introductory Education course.
5. Successful interview meeting with a member of the education faculty other than one's instructor of either EDUC 2130 or 2300.

Following the interview, and a review of the other requirements listed above, you will receive a letter indicating whether or not you have been formally accepted into the program. You will sign and return a letter of intent to enter the Education Department program prior to or at the beginning of the fall semester of junior year. In some cases a prospective student will be accepted on a conditional basis (see below).

Once accepted into either the early childhood or childhood program, you are expected to meet all additional requirements and expectations of the College and the Education Department, as outlined in the Undergraduate Catalogue and detailed in this handbook.

It is imperative that you maintain regular contact with your education department coordinators to ensure that you will be able to secure NYS certification. Since the department requirements are reflective of the emerging NYSED directives, requirements and expectations may change on short notice.

Education Department Conditional Acceptance Policy

Students who do not fully meet all the department admissions requirements may be accepted into the major on a conditional basis.

Students may be accepted on a conditional basis when:

1. The instructor of Foundations of Early Childhood Education (EDUC 2130) or Introduction to Childhood (Elementary) Education (EDUC 2300) does not recommend the student or recommends with serious reservations.
2. The faculty member conducting the interview does not consider the student's interview successful.
3. Serious concerns about the student's grades or writing skills have been raised, and faculty have indicated that these issues may significantly impair the student's success as a teacher candidate.
4. Fieldwork supervisors, such as cooperating teachers, communicate concerns in their evaluations of students.
5. ****All late entry candidates are accepted conditionally.*** Status is reviewed in the middle of their first education course and fieldwork experience.

Following the initial interview, the student will receive a letter indicating conditional acceptance, along with a detailed description highlighting the areas in need of improvement. If these criteria are met during the following semester, the student is then eligible to receive a letter of full acceptance.

*Late Entry to the Education Major/Transfer Students

SCW and the Education Department recognize that selecting a major is a difficult process and occasionally students decide they are interested in applying to the education major shortly before the junior year. In these cases we work with the individual student to plan her program appropriately. **All late entrants must meet with Dr. Gorsetman or Dr. Hirsch prior to registering for education courses.**

Please be advised that late entry students may need to enroll for an additional semester to complete all the education program and college requirements. While every attempt will be made to reduce the possibility of an additional semester, via summer school courses, etc., this may not be possible in every case. If you transferred to SCW from another college with education courses, you must be in frequent contact with the Registrar's Office (212-340-7777) to receive information about allocation of transfer

credits. It is your responsibility to track your transfer requests and to determine the status of the credits.

Probationary Status

Adverse events in the course of the education department program, (i.e. excessive unexcused absences, inappropriate behavior in fieldwork, etc.) may result in the designation of probationary status. Formal notification of this designation will include specific description of the adverse events and clear guidelines for continuation in the education major, and will be placed in the student's file. The probationary student will have the remainder of the semester to adjust her behavior. The Director of the Education Program and the Dean's Office will review the status of the probationary student at the conclusion of the semester to determine whether the student will be allowed to continue in the education major.



Early Childhood B-2 Education Major Course Sequence

Sophomore – Fall

PSYC 1010- Introductory Psych

Sophomore -Spring

PSYC 1107 – Developmental Psych: Lifespan
EDUC 2130- Foundations of Early Childhood

Junior-Fall

MATH 1010- Excursions in
Mathematics
EDUC 1210- Ed Psychology

Junior-Spring

EDUC 2134 - EC Lang & Lit II
EDUC 2138 – EC Math & Science
EDUC 2890- Arts in Education Junior or Senior yr

EDUC 2133- Linguistics Tools
& Literacy Development
EDUC 2303- Teaching Social St.

Senior-Fall*

EDUC 2935-Sen. Seminar*
EDUC 2945-Student Teaching*

Senior-Spring

Education Elective (or junior year)
EDUC 4003-Education of Exceptional Child

*Early childhood (B-2) students complete their student teaching practicum in the fall semester. This is designed to expose the student teacher to the experience of setting up the classroom and the induction of the young child into schooling. Students are advised to take a lighter college load during this semester due to the intensive nature of the student teaching experience, and college courses must begin after 3:30pm. Trips, vacations, and lengthy or excessive absences may compromise a student's ability to fulfill State time requirements and should not be planned for the semester of student teaching.

The following courses in EC require 25 hours of fieldwork:

EDUC 2130, 2138, 2133, 2134. The fieldwork coordinator will place students in appropriate early childhood settings.

Please download and complete the fieldwork attendance form which can be found on the Education Department website (www.yu.edu/education) and submit to the Education Department office. Be certain to keep a copy for your own records.

**Elementary (Childhood 1-6) Education Major Course Sequence
for Graduates**

Sophomore – Fall

PSYC 1010- Introductory Psych

Sophomore -Spring

EDUC 2300- Introduction to Elementary Ed.
PSYC 1107 – Developmental Psych: Lifespan

Junior-Fall

MATH 1010- Excursions in
Mathematics
EDUC 1210- Ed Psychology
EDUC 2303-Teaching Social Studies
EDUC 2301- Lang & Lit I

Junior-Spring

EDUC 2304- Math Methods
EDUC 2302- Lang & Lit II
Education Elective (or senior year)

Senior-Fall*

EDUC 2940-Student Teaching*
EDUC 2930-Senior Seminar*
Education Elective (or junior year)

Senior-Spring

EDUC 2307- Teaching Science
EDUC 4003-Education of Exceptional Child

***Elementary (Childhood) students** complete their student teaching practicum in the Fall semester. Students are advised to take a lighter college load this semester due to the intensive nature of the student teaching experience, and college courses must begin after 3:30pm. Trips, vacations, and lengthy or excessive absences may compromise a student's ability to fulfill state time requirements and should not be planned for the semester of student teaching.

The Education Department will place elementary students in schools to fulfill 84 hours of fieldwork experience through your coursework. In addition, **students are responsible to arrange 16 fieldwork hours in a formal or informal educational setting with a fieldwork supervisor.** According to New York State certification standards, the following placements are acceptable to fulfill the 16 hours: Summer camp, Hebrew school, Volunteer tutoring program, Elementary school of your choice.

Please download and complete the fieldwork attendance form which can be found on the Education Department website (www.yu.edu/education) and submit to the Education Department office.

Be certain to keep a copy for your own records. The 16 fieldwork hours can be completed during the summer, intersession, or during the academic year. You may complete the 16 hours from multiple sites, however a supervisor must sign the form for every setting. Please check with mhirsch2@yu.edu for any questions about this program requirement or

if you require assistance in finding a suitable setting to complete the 16 hours prior to the fall semester of your senior year.

Expectations for Classroom Etiquette in the Education Department

Etiquette is a code of conduct, a method of dealing with each other that is based upon respect and norms of appropriate social behavior and interaction. It is the philosophy of the Stern College Pre-service Teacher Education Program that students in our classes are expected to adhere to the following:

1. Arrive to class on time.
2. Turn off your cell phone. No texting.
3. Do not bring food or drink to class without receiving permission from the instructor.
4. Practice respectful conversation during classroom discussions.
5. Be attentive in class.
6. Computers may be used for note taking.
7. Avoid side conversations.
8. Inform the instructor in advance if you need to arrive late or leave early.
9. Contact the professor in advance if you must miss class. You are responsible for obtaining any material or directions that you may have missed.
10. Inform the instructor of your special learning needs at the beginning of the semester.

Respectful attention to the guidelines will ensure a positive learning environment for all.



Responsibilities of the Education Major

It is expected that you will exhibit the professional behaviors and attitudes necessary to become a successful teacher. These include:

NYS Teaching Standard 6: Professional Responsibilities and Collaboration

- punctual attendance to classes and meetings;
- on-time performance of tasks and assignments;
- timely and appropriate responses to contact from faculty members (i.e. emails);
- good classroom communication skills;
- willingness to work with young children;
- mindfulness of social media ethics.

NYS Teaching Standard 7 Professional Growth

- an ability to respond positively to directions and constructive criticism;
- participation in the learning experience of the group;
- openness to new ideas and learning experiences.

The Arts & Technology (NYS Teaching Standard 3 Instructional Practice)

Aesthetic Education: The SCW education program has a unique collaboration with Lincoln Center Education (LCE), an arts integration program focused on the experiential study of works of art including dance, music, theater, and visual art. Many of the required courses in both early childhood and elementary education provide training in aesthetic education practices from guest teaching artists working in collaboration with Stern faculty. John Holyoke is the LCI program director at Stern. All students are encouraged to explore the LCI website to learn more about their philosophy and programming: www.lcinstitute.org

Technology in Education: Technology is integrated throughout all the education department course offerings. Students will use interactive whiteboards, virtual learning tools, and forms of assistive technology to learn how to evaluate, adapt, and refine curricular resources as well as to upgrade and enhance lesson planning, implementation, and assessment practices.



The Student Teaching Experience

Responsibilities of the Student Teacher. The semester of student teaching is an exciting and intense learning experience. You are placed in an early childhood or childhood classroom in a public or private school with a master teacher who will work with you to develop your teaching skills. It is expected that you invest yourself fully in this opportunity and listen carefully to feedback from your college supervisor and cooperating teacher. The weekly college seminar provides a forum for discussion and inquiry about the student teaching experience, and for the preparation of a professional teacher portfolio. Prior to the semester of full time student teaching the student should complete the following three tasks:

- 1) **REGISTRATION.** Student Teachers must create a profile and register with the New York City Department of Education at this site:

<http://teachnyc.net/certification/student-teaching>

- 2) **FINGERPRINTING.** The policy from the New York City Department of Education is provided below:

All student teachers placed at schools within the five boroughs (Staten Island, Brooklyn, Queens, Manhattan and the Bronx) must be fingerprinted by the New York City Department of Education. The Department will provide onsite fingerprinting at SCW the end of the spring semester. If you are unable to attend this session you may go to 65 Court Street in Brooklyn. The information listed below pertains to the process:

- Student Teaching candidates are nominated in the NYC DOE PETS (Personnel Eligibility Tracking System) roster by the SCW Education Department. The site will send an email with instructions to log into the Applicant Gateway. Students must complete and e-sign all required forms in Applicant Gateway.
- At this time international students need to send an email to Wanda Morales, wmorales@schools.nyc.gov, to schedule an appointment for fingerprinting at 65 Court Street, Brooklyn.
- In order to be fingerprinted, students **MUST**:
 - pay the required \$135.00 fee with a bank or US Postal money order. No cash or credit/debit cards are accepted.
 - be prepared with the required documentation for fingerprinting
- Ensure you complete the [OSPRA 104](#) form if you intend to apply for New York State certification.

- 3) **REGISTRATION IN TEACH.** Student Teachers should also create a profile and register in the New York State Department of Education TEACH System: <http://www.highered.nysed.gov/tcert/teach/>. This site links completion of all New York State certification requirements to the candidate's profile. Upon graduation from SCW, students will be recommended for NYS certification by YU and they will apply for the certification on this website.

Responsibilities of the Faculty Supervisor. The faculty student teaching supervisors, Dr. Chaya Gorsetman and Ms. Donna Greenberg, are responsible for placing and supervising the student teacher in her assigned school site(s). The college supervisor confers with the cooperating teacher throughout the semester to monitor and evaluate the student teacher's performance in and out of the classroom. Should problems arise in a placement, the supervisor is available to mediate and guide the student accordingly. The college supervisor will conduct informal and formal observations during the student teaching semester along with follow-up conferences to discuss the observation.

Responsibilities of the Cooperating Teacher. The classroom teacher in the fieldwork or student teaching placement is known as the "cooperating teacher." The cooperating teacher plays an important role in the education of the student teacher. It is recommended that s/he assumes responsibility for assisting the student teacher in becoming acquainted with the school and staff, planning for the student to gradually assume teaching responsibilities, and demonstrating different teaching strategies, instructional materials, and management skills. The cooperating teacher provides both a formal written evaluation of the student teacher and informal feedback that is critical for the student's professional growth and development.

Responsibilities of the Certification Officer. Ms. Sue Rosenberg is the New York State certification officer for Yeshiva University. All matters related to New York State certification requirements, fingerprinting, University certification codes, and status of initial certification applications should be directed to her. She can be reached at 212- 340-5400 ext. 5949 and her email address is rosenb7@yu.edu.

Graduation Requirements

In addition to the Education Program course work, fieldwork, and student teaching experience, candidates are required to complete four special workshops.

Registration for each workshop is slightly different and candidates should pay close attention to the details as described below. It is each teacher candidate's responsibility to register, attend, complete, and save the requisite paperwork as evidence of participation. You will not be able to obtain your New York State initial certification or graduate from Stern College for Women without attendance and participation in all four workshops. Each student will receive formal documentation upon completion of each workshop. One copy is automatically submitted to the registrar's office, and the teacher candidate should also save a copy for their own records. It is not necessary for the teacher candidate to submit the certificate to NYS because SCW is an approved educator preparation program. **Sue Rosenberg**, Certifications Officer for all Yeshiva University teacher education programs, is the contact person for all certification related matters. She can be reached at azrieli@yu.edu.

1. Preventing Child Abuse Workshop

The 2-hr workshop on preventing child abuse is given at Stern College for Women or at The Azrieli Graduate School at least once a semester by a certified provider.

2. S. A. V. E. Workshop

To take the 2-hr SAVE workshop, students should email their request to Sue Rosenberg at azrieli@yu.edu from their **YU email account** indicating their name and YU ID#. The student will then receive an invitation to the online course in Canvas. Upon completion, the teacher candidate will receive a Certificate of Completion.

3. DASA Workshop

The Azrieli Graduate School of Jewish Education will be the provider for the Dignity for All Students Act (DASA) training in Harassment, Bullying and Discrimination Prevention and Intervention. There are two-parts to the DASA training. Part I is a 3 hour face-to-face workshop, followed by Part II which is a 3 hour online training. The face to face workshop is offered at least once a year at SCW or Azrieli. Students will be provided the link to Part II upon completion of Part I.

4. Autism Workshop

To take the 2-hr Autism workshop, students should email their request to azrieli@yu.edu from their **YU email account** indicating their name and YU ID#. The student will then receive an invitation to the online course in Canvas. Upon completion, the teacher candidate will receive a Certificate of Completion.

Certification Requirements

In addition to the Education Program course work, fieldwork, student teaching experience, and four workshops described on page 11, candidates applying for initial certification must successfully pass 3 NYS teacher certification examinations. **The State of New York has changed its requirements for testing.** Students should track the changes in the test requirements at the NYSCTE site www.nystce.nesinc.com

- **Education majors applying for certification after April 30, 2017 must successfully complete the four exams specified by New York State:**
 - Content Specialty Test (CST Multi-subject, EC or EE as appropriate)
 - Educating All Students (EAS)
 - edTPA (prepared during student teaching semester)

NYSCTE bulletins, sample questions, and additional resources are available online at: www.nystce.nesinc.com/

Barron has recently published a review book for NYSTCE:

Postman, R. (2015). *Barron's NYSTCE, 4th Edition: EAS / ALST / CSTs / edTPA*. NY: Barron's Educational Series, Incorporated. ISBN-13: 9781438006185

Specific exam dates are available online. It is the student's responsibility to pay close attention to registration deadlines. Plan to take the exams during your senior year. (Students who plan to teach out of state should first obtain NYS certification and then check the out of state education department guidelines for reciprocity.)

Education Department Faculty Contact Information

Name	Title	Phone Number	Office	e-mail
Dr. Chaya Gorsetman	Co-chair Education Department	212-340-7806	Room 1001	cgorsetm@yu.edu
Dr. Miriam Hirsch	Co-Chair Education Department	212-340-7853	Room 1001	mhirsch2@yu.edu
Mrs. Donna Greenberg	Fieldwork & Student Teaching Coordinator	212-340-7800	Room 1020	Donna.greenberg@yu.edu

Frequently Asked Questions (FAQ's)

1. Can I take other classes during my semester of student teaching?

Yes, you will need to take at least one Jewish studies course. However, you cannot take any classes before about 3:30pm (before time slot F or P). The semester of student teaching requires working with the classroom teacher for virtually the entire day, excluding the one morning or afternoon a week when you have seminar at SCW. Students will have an additional semester to finish SCW coursework in the spring prior to May graduation.

2. Can I get certified in both early childhood and elementary?

Students who graduate from Stern College for Women having completed the NYS approved Education Program, and who are recommended for certification, will receive a base certificate in either Early Childhood (B-2) or Childhood Education (1-6) depending on their major. To obtain a New York State extension certificate in a second area, the student must apply for it on her own, and present evidence of having completed 3 additional credits designed specifically for the extension they are seeking. The student teaching requirement is assumed satisfied since the requirements specify that a portion of it has been done in B-2 classrooms and the other portion in 1-6 classrooms. Therefore, the early childhood students need only take 3 credits in an elementary course and the elementary student need only 3 credits in an early childhood course to be eligible to apply for an extension certificate. In both cases, the students may take these three credits as undergraduate or graduate students. The extension certificates require a separate application and fee payable to the NYSED. The application is available on the TEACH website: www.highered.nysed.gov/tcert/.

3. Can I get additional certification in special education?

While you cannot receive additional certification in special education, you are required to take one course in special education and may take up to two more as electives. Many other courses address aspects and issues related to the needs of exceptional learners. The SCW

education program offers an excellent foundation and is highly encouraged for those who want to pursue graduate study in special education.

4. If I know that I want to teach in high school, should I still major in education?

No. Students who want to teach high school need to major in the subject area they intend to teach, but they may want to consider the education minor as it provides a solid background in professional knowledge and skills appropriate for all grade level instruction. See page 13 for additional information on the SCW education minor.

5. What if I am interested in Jewish education?

Students who are interested in Jewish education are encouraged to contact Mrs. Deena Rabinovich, the director of Jewish Education Major at Stern College (drabinov@yu.edu or 212-340-7730) for application information about this program and/or completing both the education major and Jewish education major.

Alternatively, students may choose to major in Jewish studies and minor in education or major in education and minor in Jewish studies.

6. How many hours of fieldwork do I need?

The state regulations for student teaching require 100 clock hours of field experiences related to coursework prior to student teaching. Early Childhood students accrue the 100 hours through the methods courses. Elementary Education students graduating will accrue 84 hours through methods courses and 16 through outside residency arrangements as described on page 7.

Web Resources	
Common Core Learning Standards	www.corestandards.org
Pearson (edTPA submission)	www.edTPA.com
edTPA (edTPA resources)	www.edTPA.aacte.org
Engage New York	www.engageny.org/
New York State Education Department	www.nysed.gov
New York State Education Department Office of Teaching Initiatives	www.highered.nysed.gov/tcert/
New York State Teacher Certification Examinations	www.nystce.nesinc.com/
NYSUT: A Union of Professionals	www.nysut.org/