

APPENDIX D – Program Requirements

It should be noted that, according to New York State Regulations, the “Specializations” and “Options” presented within this Brief are called “Programs.” Thus, while this Brief asserts that the School’s curricula are essentially “one program”, the term as defined by the State carries another meaning. We feel this matter of definition would not have a serious impact on the Brief.”

Specific Entrance Requirements – Undergraduate Admissions

Requirements include

- ❑ 16 High School units in the following areas:
 - English 4
 - History 1
 - Science 1
 - Mathematics 2
 - Electives 8 (At least five must be from an academic grouping)

- ❑ SAT scores of 1050 (School of Education)
- ❑ G.P.A. of 3.0

Teacher Certification

Completion of an undergraduate program in the School of Education (including associate teaching, drug and alcohol awareness, violence prevention and child abuse prevention seminars) along with passing the required certifying NY State Education Department Examinations entitles students to receive initial New York State Certification.

Undergraduate Majors Offered by St. John’s School of Education

B.S. in Education (Childhood Education 1-6) 138 Credits

- requires the completion of coursework in liberal arts (57 credits), professional education (51 credits) and an academic content area (30 credits). All students are required to complete a program of studies which includes:

Liberal Arts (57 Credits)

- University Core Curriculum (48 cr)
- MATH (by advisement) (3 cr)
- BIO 1050 (3 cr)
- ART 1030 (3 cr)

Professional Education Courses (51 credits)

- EDU 1000 Foundations of Education
- EDU 1001 Learning and Development – Childhood
- EDU 1003 Field Work: Observation, Analysis and Creative Activities
- EDU 1004 Language Acquisition and Literacy (1-6)
- EDU 1005 Language Arts, Social Studies and Multicultural Education
- EDU 1067 Methods of Teaching Mathematics and Science
- EDU 1008 Foundations of Special Education
- EDU 1011 Human Relations in Inclusive Settings
- EDU 1015 Technology and Society – School/ Community/Workplace
- EDU 1016 Arts in Inclusive Settings
- EDU 1021 Student Teaching and Seminar/Childhood

Academic Content Area (30 Credits)

Students select one area: English, Mathematics, Spanish, Social Studies. Courses for content area are selected in consultation with student's advisor.

B.S. in Education – Dual Certification - Childhood Education (1-6) & Special Education (1-6)

144 Credits

-requires the completion of course work in liberal arts (57 credits), professional education (63 credits) and an academic content area (30 credits). All students are required to complete a program of studies which includes:

Liberal Arts (57 Credits)

- University Core Curriculum (48 cr)
- MATH (by advisement) (3 cr)
- BIO 1050 (3 cr)
- ART 1030 (3 cr)

Professional Education Courses (63 Credits)

- EDU 1000 – Foundations of Education
- EDU 1001 – Learning and Development – Childhood (1-6)
- EDU 1003 – Field Work: Observation, Analysis and Creative Activities
- EDU 1004 – Language Acquisition and Literacy (1-6)
- EDU 1006 – Methods of Teaching Mathematics
- EDU 1007 – Methods of Teaching Science
- EDU 1008 – Foundations of Special Education
- EDU 1009 – Methods of Special Education
- EDU 1011 – Human Relations in Inclusive Settings
- EDU 1015 – Technology and Society – School/Community/ Workplace
- EDU 1016 – Art in Inclusive Settings
- EDU 1017 – Music in Inclusive Settings
- EDU 1021 – Student Teaching and Seminar/ Childhood
- EDU 1023 – Student Teaching and Seminar/Childhood Special Education

Academic Content Area and Electives (24 Credits)

Student selects one area: English, Mathematics, Modern Foreign Language (Spanish), Science, Social Studies. Specific courses for the academic content area are selected in consultation with the student's advisor.

B.S. in Education – Adolescence Education (7-12) 129-130 Credits

-requires the completion of course work in liberal arts (57 credits), professional education (36 credits) and academic content areas: English (36 credits); Mathematics (36 credits); Spanish/Foreign Language (36); Science (37 credits); and Social Studies (36 credits). All students are required to complete a program of studies which includes:

Liberal Arts (57 credits)

- University Core Curriculum (48 cr)
- MATH (by advisement) (3 cr)
- BIO 1050 (3 cr)
- ART 1030 (3 cr)

Professional Courses (36 credits)

- EDU 1000 – Foundations of Education
- EDU 1002 – Learning and Development – Adolescent (7-12)
- EDU 1008 – Foundations of Special Education
- EDU 1011 – Human Relations in Inclusive Settings
- EDU 1012 – Language Acquisition and Literacy – Adolescence
- EDU 1013 – Methods for Secondary Education
- EDU 1015 – Technology and Society – School/Community/ Workplace
- EDU 1022 – Student Teaching and Seminar/ Adolescence

Academic Content Area (36-37 credits)

Students select one: English (36 credits); Mathematics (36 credits); Modern Foreign Languages/Spanish (36 credits); Physical Science (37 credits); and Social Studies (36 credits). Specific course for the content area are selected in consultation with the student's advisor.

Course requirements for the minor in Environmental Education:

ESP 10 – Principles of Ecology
GEO 9 – Conservation of Natural Resources
EDU 20 – Environmental Education
PHI 88 – Philosophy of the Environment
One of the following courses:
ESP 49 or GEO 11 or ESP 41

Graduate Majors Offered by St. John's School of Education

Admission Requirements for Master's Degree Program

Applicants seeking admission to graduate degree programs must submit the following evidence of their ability to pursue graduate study:

A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B", both in the general average and in the major field. (A 2.8 GPA may be accepted if the student meets NY State requirements for Liberal Arts coursework and maintains a B average in their first 12 courses in the program)
Students are expected to have received or to have qualified for the New York State provisional (initial) teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State permanent teaching certification.

Specializations of Study

A. The Department of Early Childhood, Childhood and Adolescent Education (DECCA) provides eight specializations of study (Early Childhood; *Career Change and Field Change*; Childhood; *Career Change, Field Change and Continuing*; Adolescent; *Career Change, Field Change and Continuing*) that encompass a range of teaching and learning experiences through relevant pedagogical methods and a broad knowledge of strategies for devising, implementing, and assessing learning experiences for all learners. Each specialization leads to a Master of Science degree.

B. New York State Teaching Fellows – specializations of study include *Childhood Education, Special Education and Mathematics*.

C. Department of Human Services offers specializations in the teaching of Literacy (Teaching Literacy B-6; Teaching Literacy 5-12), Special Education (Teaching Children with Disabilities in Childhood); and Teaching English to Speakers of Other Languages (TESOL).

A-1 Adolescent Education -Career Change

The Career Change specialization is intended for students whose academic background is outside of the field of education. Semester hours: 42 credits

Required Courses:

EDU 3200* Language Acquisition and Literacy in the Content Areas
EDU 3270* Strategies for Teaching Literacy in the Content Areas
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7107* Methods and Strategies for Teaching General and Special Needs Middle School Students

EDU 7717	Associate Teaching: Adolescence
EDU 7222	Historical Perspectives on Current Trends in Curriculum Development
EDU 7267	Technology for Literacy-Based Applications in Content Area in Regular and Special Education Settings
EDU 7290	Human Relations in Inclusive Settings
EDU 7295*	Teaching and Learning: Adolescent
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process
EDU 7666	Advanced Technology in Education
EDU 7702*	Innovative Strategies in Secondary Ed Settings
EDU 9704*	Collaborative Partnerships, Strategic Instruction & Material Adaptations In Inclusive Settings; Adolescent
EDU 9711	Education of Individuals with Exceptionalities

* Field Experience Courses

(EDU 7295 should be taken early in the program; EDU 7717 & 7585 should be taken toward the end.)

A-2 Adolescent Education–Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Adolescent Education. Semester hours: 33 credits

EDU 3270	Strategies for Teaching Literacy in the Content Area
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7107*	Methods and Strategies for Teaching General & Special Needs Middle School Students
EDU 7222	Historical Perspectives on Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
EDU 7295*	Teaching and Learning Adolescent
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process
EDU 7666	Advanced Technology in Education
EDU 7702*	Innovative Strategies in Secondary Ed Settings
EDU 9704	Collaborative Partnerships, Strategic Instruction & Material Adaptations In Inclusive Settings; Adolescent

*Field Experience Courses

(EDU 7295 should be taken early in the coursework; EDU 7585 should be taken toward the end.)

One Course Elective

EDU 7232	Individualization: Prescribing for Student Learning Styles
Or	
EDU 7412	Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
Or	
EDU 9006	Human Development in Cross Cultural Perspective

A-3 Adolescent Education– Continuing

The Continuing specialization is intended for students who wish to pursue a Master's degree in the same academic area as their Initial Certification. Semester hours: 33 credits

EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7222	Historical Perspectives on Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process
EDU 7666	Advanced Technology in Education
EDU 9704	Collaborative Partnerships, Strategic Instruction & Material Adaptations

In Inclusive Settings; Adolescent

One course elective

EDU 7120 Individualization: Diagnosing Students' Instructional Needs
Or

EDU 7410 Identification of the Gifted and Talented
Or

EDU 9006 Human Development in Cross Cultural Perspective

12 credits in student's Liberal Arts area:

Biology, English, Math, Social Studies, Spanish

A-4 Childhood Education – Career Change

The Career Change program is intended for students whose academic background is outside of the field of education. Semester hours: 42 credits

EDU 3200* Language Acquisition and Literacy Development
EDU 3220 Approaches, Materials and Performance Evaluation in Literacy Development
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7115 Childhood Education Associate Teaching
EDU 7135* Current Trends and Research in the Teaching of Social Studies
EDU 7136* Current Trends and Research in the Teaching of Science
EDU 7137* Current Trends and Research in the Teaching of Mathematics
EDU 7195* Teaching and Learning: Childhood
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings

EDU 7290 Human Relations in Inclusive Settings
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 7666 Advanced Technology in Education
EDU 9711 Education of Individuals with Exceptionalities
Or
EDU 9737 Early Childhood Special Education

*Field Experience Courses

(EDU 7715 & 7585 should be taken toward the end of the program)

A-5 Childhood Education – Field Change

The Field Change specialization is intended for students who have received or have qualified for an initial certification outside of Childhood Education.

Semester hours: 33 credits

EDU 3200* Language Acquisition and Literacy Development
EDU 7000 Sociological/ Psychological Foundations of Learning
EDU 7135* Current Trends and Research in the Teaching of Social Studies
EDU 7136* Current Trends and Research in the Teaching of Science
EDU 7137* Current Trends and Research in the Teaching of Mathematics
EDU 7195* Teaching and Learning: Childhood
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings

EDU 7290 Human Relations in Inclusive Settings
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings: Childhood

***Field Experience Courses**

(EDU 7195 should be taken early in the program; EDU 7585 should be taken toward the end.)

A-6 Childhood Education– Continuing

The Continuing specialization is intended for students who wish to pursue a Master’s degree in the same academic area as their initial certification. Semester hours: 33 credits

EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7222	Historical Perspectives and Current Trends in Curriculum Development
EDU 7266	Technology for Teaching Literacy Applications In Regular and Special Education Settings
EDU 7290	Human Relations in Inclusive Settings
EDU 7585	Assessment and evaluation in the Teaching/Learning Process
EDU 9700	Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings: Childhood

12 CREDITS FROM THE FOLLOWING:

EDU 7135*	Current Trends and Research in the Teaching of Social Studies
EDU 7136*	Current Trends and Research in the Teaching of Science
EDU 7137*	Current Trends and Research in the Teaching of Mathematics
EDU 7138	Current Trends and Research in the Teaching of Language Arts
EDU 7129	Mathematics and Science in Early Childhood

***Field Experience Courses**

(EDU 7585 should be taken at the end of the program.)

3 credit elective from the following

EDU 7410	Identification of the Gifted and Talented
EDU 7411	Introduction to Designing Programs, Curriculum and Materials for Gifted and Talented Students
EDU 7232	Individualization: Prescribing for Student Learning/Styles
EDU 9006	Human Development in Cross Cultural Perspective

A-7 Early Childhood– Field Change

The Field Change specialization is intended for students who have received or have qualified for an initial certification outside of Early Childhood Education.

Semester hours: 36 credits

EDU 3200*	Language Acquisition and Literacy Development
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching (half semester)
EDU 7122*	Programs in Early Childhood Education
EDU 7123*	Creative Arts in Early Childhood Education
EDU 7124	Literature in Early Childhood Education
EDU 7126*	Observing and Recording the Behavior of Young Children in Early Childhood Settings
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128*	Integrated Curriculum in Early Childhood
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process
EDU 9711	Education of Individuals with Exceptionalities
Or	
EDU 9737	Early Childhood Special Ed

***Field Experience Courses**

(EDU 7114 and EDU 7585 should be taken at the end of the program.)

A-8 Early Childhood– Career Change

The Career Change specialization is intended for students whose academic background is outside the field of education. Semester hours: 42 credits

EDU 3200*	Language Acquisition and Literacy Development
EDU 3220	Approaches, Materials and Performance Evaluation in Literacy Development
EDU 7000	Social/Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching
EDU 7122*	Play, Social Learnings and Early Childhood Environments
EDU 7123*	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings
EDU 7124	Literature in Early Childhood Education
EDU 7126*	Observing and Recording the Behavior of Young Children in Early Childhood Settings
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128*	Integrated Curriculum in Early Childhood
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Assessment and Evaluation in the Teaching Learning Process
EDU 7666	Advanced Technology in Education
EDU 9711	Education of Individuals with Exceptionalities
Or	
EDU 9737	Early Childhood Special Education

*Field Experience Courses

(EDU 7114 and EDU 7585 should be taken toward the end of the program.)

B. New York City Teaching Fellows

B-1 Childhood Education - Transitional B

This program is intended for individuals who hold a Bachelor's Degree in a field other than education. Due to the shortage of teachers in New York City, special arrangements have been made with the New York City Department of Education, following completion of EDU 2000 (6 credits) in the summer, students will be placed in the classroom in the fall while completing the remaining coursework. Semester hours: 33 credits

EDU 2000	Introduction to Teaching
EDU 9711	Education of Individuals with Exceptionalities
EDU 3200	Language Acquisition and Literacy Development
EDU 3220	Approaches, Materials and Performance Evaluation in Literacy Development
EDU 7135	Current Trends and Research in the Teaching of Social Studies
EDU 7136	Current Trends and Research in the Teaching of Science
EDU 7137	Current Trends and Research in the Teaching of Mathematics
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7585	Assessment and Evaluation
EDU 7290	Human Relations in Inclusive Settings

B-2 Special Education (Teaching Fellow/Childhood Disabilities)– Transitional B

This program is intended for individuals who hold a Bachelor's Degree in a field other than education. Due to the shortage of teachers in New York City, special arrangements have been made with the New York City Department of Education, following completion of EDU 2000 (6 credits) in the summer, students will be placed in the classroom in the fall while completing the remaining coursework.

Semester hours: 42 credits

EDU 2000	Introduction to Teaching
EDU 3200	Language Acquisition and Literacy Development
EDU 3220	Approaches, Materials and Performance Evaluation in Literacy Development/Adolescent
EDU 7135	Current Trends and Research in the Teaching of Social Studies
EDU 7136	Current Trends and Research in the Teaching of Science
EDU 7137	Current Trends and Research in the Teaching of Mathematics
EDU 7290	Human Relations in Inclusive Settings
EDU 7585	Assessment and Evaluation
EDU 9711	Education of Individuals with Exceptionalities
EDU 9712	Educational Diagnosis of Exceptional Individuals
EDU 9719	Principals of Applied Behavioral Analysis and Positive Behavioral Supports
EDU 9720	Applications of Behavior Management Techniques
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings

B-3 Mathematics Immersion– Transitional B

This program is intended for individuals who hold a Bachelor’s Degree in a field other than education. Due to the shortage of teachers in New York City, special arrangements have been made with the New York City Department of Education, following completion of EDU 2000 (6 credits), and EDU 2001 (6 credits) in the summer, students will be placed in the classroom in the fall while completing the remaining coursework.

Semester hours: 39 credits

EDU 2000	Introduction to Teaching
EDU 2001	Content, Principles and Practices of Mathematics Curriculum and Instruction
EDU 3270	Approaches, Materials and Performance Evaluation in Literacy Development/Adolescent
EDU 7137	Current Trends and Research in the Teaching of Mathematics in Middle School and Secondary Settings
EDU 3200	Language Acquisition
MATH 1000	Mathematics Seminar I
EDU 7290	Human Relations in Inclusive Settings
EDU 9711	Education of Exceptional Individuals
MATH 1001	Mathematics Seminar II
EDU 7666	Advanced Technology in Education
EDU 7585	Assessment and Evaluation

C. Department of Human Services (Literacy, Special Education, TESOL)

C-1 Teaching Literacy (Birth-6 Grade) Semester hours: 33

Literacy Core - 21 credits

EDU 3200	Language Acquisition and Literacy Development
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3230	Diagnosis and Recommendations for Literacy Performance (pre. req. 3200; and 3220 or 3270)
EDU 3240	Literacy Strategies and Assessment for the Diverse Learners (pre. req. 3230; and 3270 or 3264))
EDU 3250	Practicum and Seminar in Literacy Instruction (pre req. 3230 and 3240)
EDU 3270	Strategies for Teaching Literacy in the Content Areas
EDU 9700	Collaborative Partnerships, Strategic Instruction and Material Adaptations Inclusive Settings (Childhood)

- Literacy or Related Education Electives – (Chose 4 courses – 12 credits)
- EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
 - EDU 3210 Theories and Practice of Teaching Writing in General Education & Inclusive Classrooms
 - EDU 3278/ Curriculum and Instructional Design for Teaching Literacy to Individuals
9716 Exceptionalities - Childhood
 - EDU 3260 Emergent Literacy within a Constructivist, Social Context
 - EDU 3264 Teaching Literacy through Literature, B-6
 - EDU 7124 Literature in Early Childhood Education
 - EDU 3241 Multi-sensory Orton-Gillingham Approach to Language Learning and Phonics Part I (Fall)
 - EDU 3242 Multi-sensory Orton-Gillingham Approach to Language Learning and Phonics Part II (Spring)

Or may substitute for electives above under faculty advisement:

- EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners K-12

or

- EDU 9013 Research in Language, Culture and Communication K-12

Choose One

- EDU 3223 Literature & Related Resources for Children or
- EDU 3224 Materials and Services to Special Populations

One Additional Elective

C-2 Teaching Literacy (Grades 5-12) Semester hours:

Literacy Core - 21 credits

- EDU 3200 Language Acquisition and Literacy Development
- EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development
- EDU 3230 Diagnosis and Recommendations for Literacy Performance (pre. req. 3200; and 3220 or 3270)
- EDU 3240 Literacy Strategies and Assessment for the Diverse Learners (pre. req. 3230; and 3270 or 3264))
- EDU 3250 Practicum and Seminar in Literacy Instruction (pre req. 3230 and 3240)
- EDU 3270 Strategies for Teaching Literacy in the Content Areas
- EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations Inclusive Settings (Childhood)

Choose 12 credits (4 courses) in Literacy or Related Education Elective Coursework

- EDU 7267 Technology for Teaching Literacy Applications in Regular and Special Education Settings
- EDU 3210 Theories and Practice of Teaching Writing in General Education & Inclusive Classrooms
- EDU 3228/ Curriculum & Instructional Design for Teaching Literacy to Individuals
9717 with Exceptionalities
- EDU 3265 Teaching Literacy through Literature
- EDU 3226 (LIS 226) Literature & Related Resources for Young Adults
or 3222 or 3224

Or may substitute for electives above under faculty advisement

- EDU 3241 Multi-sensory Orton-Gillingham Approach to Language Learning & Phonics Part I (Fall)
- EDU 3242 Multi-sensory Orton-Gillingham Approach to Language Learning & Phonics Part II (Spring)
- EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners

or

- EDU 9013 Research in Language, Culture and Communication K-12

Choose One

- EDU 3222 (LIS 216) Youth Literature: A Critical Approach or
- EDU 3224 (LIS 222) Materials and Services to Special Populations

One Additional Elective

C-3 Teaching Children with Disabilities in Childhood (Special Education)

Core 27 Credits

- EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations Inclusive Settings (Childhood)
- EDU 9707 Planning and Managing Teaching and Learning Environments
- EDU 9711 Education of Exceptional Individuals
- EDU 9712 Educational Assessment of Individuals with Exceptionalities
- EDU 9716/3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood (prerequisite EDU 9707 for EDU 9716)
- EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities
- EDU 9719 Principals of Applied Behavior Analysis and Positive Behavioral Supports
- EDU 9702 Practicum in Special Education – Childhood
- and
- EDU 3200 Language Acquisition and Literacy Development
- or
- EDU 3220 Approaches, Strategies, and Materials for Literacy Development
- or
- EDU 3241 Multisensory Approach to Language Learning and Phonics Instruction Part I (Fall)
- Electives 6 Credits
- EDU 9720 Applications of Behavior Management Techniques (EDU 9719 is prerequisite)
- EDU 9013 Research in Language, Culture and Communication
- EDU 9010 Linguistics for Teachers of English Language and Exceptional Learners
- Or may substitute for electives under faculty advisement
- EDU 3242 Multi-sensory Orton-Gillingham Approach to Language Learning Part II (Spring)
- EDU 7266 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings

C-4 Teaching English to Speakers of Other Languages (TESOL) (TES)

Required Program Credits (33-36)

Foundations (9 Credits)

- EDU 9001 Foundations of Bilingual, Multicultural and Second Language Education
- EDU 9002 Psychology & Sociology of Language and Bilingualism
- EDU 9006 Human Development in Cross-cultural Perspective
- TESOL Professional Core (21-24 Credits)
- EDU 9003 Literacy Development for First and Second Language Learners
- EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners
- EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners
- EDU 9012 Methods of Language and Academic Assessment for ELLs and Exceptional Learners
- EDU 9014* Practicum and Seminar in TESOL (3-6 credits)
- EDU 9015 Structure of the English Language
- EDU 9017 Literacy Development for Dialect and Other English Speakers
- Electives (3 credits, selected under faculty advisement)
- EDU 9007 Communication Arts for the Second Language Learners
- EDU 9013 Research in Language, Culture and Communication
- EDU 9711 Education of Exceptional Individuals
- EDU 3220 Approaches, Materials and Performance Evaluation in Literacy Development
- EDU 3260 Emergent Literacy: Constructing Reading and Writing
- EDU 3262 Individualizing Reading Instruction Through Literature, Media and the Arts
- EDU 3264 Teaching Literacy Through Literature, B-6

EDU 3270 Strategies for Teaching Literacy in the Content Areas
or Other Approved Teacher Preparation Course
Comprehensive Examination

*International Students are exempt from Practicum, but MUST take a replacement course.

Associate Teaching

Students enrolled in the undergraduate and graduate education programs at St. John's University are eligible to serve as Associate Teachers upon successfully completing all required courses, passing grades on state teacher certification exams and gaining the recommendation of their Faculty Advisors. The term "Associate Teacher" is utilized instead of the traditional "Student Teacher" label to reflect the program guidelines. Students are required to develop a full partnership with their cooperating teachers and not act as student observers in their assigned classroom and school.

Eligible students apply to become an Associate Teacher during the semester prior to their requested assignment. The application includes general information and an autobiographical sketch. A listing of previous school placements (public, parochial, and private) is provided and students are asked to prioritize possible assignments.

This rigorous program has been updated to reflect the higher standards required of all applicants for New York State Teacher Certification. Associate Teachers must now pass the New York State Teaching Examinations (LAST, ATS-W, and CST) before being placed in a school. Prospective Associate Teachers must also achieve an overall GPA of 3.0 and a 3.0 GPA in all education courses. The undergraduate adolescent program has increased school placement time from 4 half days to 4.5 full days, to align with all other programs.

All Associate Teachers are supervised by University Professors who are New York State certified teachers and supervisors. Periodic visits and weekly seminars conducted by the professors assure that Associate Teachers adhere to accepted standards of quality teaching and continue to grow towards achieving mastery of pedagogical skills in their field. An evaluation form is completed by the cooperating teacher and another by the University supervisor. Numerical ratings in areas of pedagogy are submitted by the University supervisor. A committee of professors will be reviewing the present evaluation tool so that a revised form can be developed that will provide more useful information that can be utilized in future analysis.

A testament to the high quality of St. John's Associate Teachers is the large number of requests received for placement in area schools. The vast majority of Associate Teachers gain employment immediately following receipt of State Certification and, in the case of undergraduates, their graduation.

APPENDIX E – Status of Evidence for Quality Principle 1

Types of Evidence	Available		Not Available	
	In the Brief location	Not in the Brief	For future use	Not for future use
Grades				
1.Student grades and grade point averages	Methods and Results			
Scores on standardized tests				
2.New York State Teacher Certification Exams (LAST, ATSW)	Methods and Results		CST – We have just begun to collect these scores	
3.Standardized scores & gains of the program graduates own students			Permission of the school system is required.	
4.SAT verbal and math	Methods and Results			
Ratings				
5.Opinions of program completers of school curriculum and relevance to actual teaching	“Teacher Preparation Survey”, Section 4			
6.Ratings of portfolios & clinical accomplishments			School and University considering contracting with outside vendor	
7.Third-party rating of program’s students		Ratings by school principals who hired program graduates are being collected	Ratings will be compiled to provide evidence	
8.Student Satisfaction Inventory Ratings by students of University, curricula, services & personal values	Appendix B, Section 4 (Results)			
9.Ratings by cooperating teacher & college/university supervisors of student teaching	Best available evidence in Sections 3,4 & 5; rating instruments being refined			

Types of Evidence	Available		Not Available	
	In the Brief location	Not in the Brief	For future use	Not for future use
Rates				
10.Rates of completion of courses and program	Appendix B			
11.Graduates' career retention rates			SJU is part of a statewide study; will use evidence when available	
12.Graduates' job placement rates		Studies conducted by Career Placement Office		
13.Rates of graduates' professional advanced study		Studies conducted by Career Placement Office		
14.Rates of graduates leadership roles			Need to track graduates over at least a 10 year period	
15.Participation rates in Service Learning (consonant with Mission and "caring" qualities)		Documents available from Office of Service Learning		
Alumni Competence				
16.Evaluations of graduates by their own pupils			Need permission of school system	
17.Alumni self-assessment of their accomplishments			Instrument being developed to gather evidence	
18.Employers' evaluations of the program's graduates			Will appear in future briefs	
19.Graduates' authoring of textbooks, curriculum materials, etc.			Will appear in future briefs	
20.Case studies of graduates' learning and accomplishment			Possible new mentoring system to be established	

	5	4	3	2	1
7. Comfort in working with parents and families to create and sustain mutually supportive relations to support student engagement and achievement.					
8. Identify and address special learning needs and/or difficulties.					
9. Teach in ways that assure academic achievement of new English language learners.					
10. Create and maintain a classroom environment that promotes social development, collaboration and social responsibility.					
11. Develop students' questioning and discussion skills.					
12. Assign work that helps students use their higher-order thinking skills to think critically and solve problems.					
13. Plan instruction, create curriculum, and solve problems with colleagues.					
14. Assume leadership responsibility in your school.					
15. Equipped you to teach reading.					
16. Equipped you to teach writing.					
17. Evaluate curriculum for its usefulness and appropriateness for your students.					
18. Use a variety of assessments such as observations, portfolios, tests, student work, parental feedback, knowledge of student interests to determine student strengths, needs and programs.					
19. Encourage and promote relationships with school colleagues, parents and community resources to aid student learning and well-being.					
20. Reflect upon, evaluate and improve my practice and thereby grow professionally.					

Please return the completed survey to your professor before the end of this class.

Thank you for your cooperation.

Table F-2 Results of Teacher Preparation Survey (Sample of 58) with frequency, mean, median, mode and SD's of responses

Using the following scale (5 – Very Well; 4 – Well; 3 – Adequately ; 2 – Minimally; 1 – Poorly) for each question , respondents were asked to rate how well they felt their pre-service teacher education program at St. John’s University equipped them to perform the following tasks. Results are indicated below:

1. Teach subject matter concepts, knowledge and skills in ways that help all students achieve high academic standards.

	5	4	3	2	1	Total				
Frequency (N=)	14	29	12	0	0	55				
Percent *	21.8	52.7	25.5	0	0	100				
							Mean	Median	Mode	Std. Dev.
							4.03	4	4	.69

2. Develop curriculum that builds upon students’ experiences, interests and abilities.

	5	4	3	2	1	Total				
Frequency (N=)	13	28	11	3	0	55				
Percent	23.6	50.9	20.0	5.5	0	100				
							Mean	Median	Mode	Std. Dev.
							3.92	4	4	.087

3. Create interdisciplinary curriculum.

	5	4	3	2	1	Total				
Frequency (N=)	18	25	10	2	0	55				
Percent	32.7	45.5	18.2	3.6	0	100				
							Mean	Median	Mode	Std. Dev.
							4.07	4	4	.81

4. Relate classroom experience to the real world.

	5	4	3	2	1	Total				
Frequency (N=)	20	18	15	2	0	55				
Percent	36.4	32.7	27.3	3.6	0	100				
							Mean	Median	Mode	Std. Dev.
							4.01	4	5	.89

5. Understand how students' social, emotional, physical, and cognitive development may influence learning.

	5	4	3	2	1	Total
Frequency (N=)	23	21	9	2	0	55
Percent	41.8	38.2	16.4	3.6	0	100

Mean	Median	Mode	Std. Dev.
4.18	4	5	.84

6. Understand how students' family and cultural background may influence learning.

	5	4	3	2	1	Total
Frequency (N=)	21	22	10	2	0	55
Percent	38.2	40	18.2	3.6	0	100

Mean	Median	Mode	Std. Dev.
4.12	4	4	.84

7. Comfort in working with parents and families to create and sustain mutually supportive relations to support student engagement and achievement.

	5	4	3	2	1	Total
Frequency (N=)	10	25	14	4	2	55
Percent	18.2	45.5	25.4	7.3	3.6	100

Mean	Median	Mode	Std. Dev.
3.67	4	4	.98

8. Identify and address special learning needs and/or difficulties.

	5	4		2	1	Total
Frequency (N=)	12	28	12	1	2	55
Percent	21.8	51	21.8	1.8	3.6	100

Mean	Median	Mode	Std. Dev.
3.85	4	4	.91

9. Teach in ways that assure academic achievement of new English language learners.

	5	4	3	2	1	Total
Frequency (N=)	7	21	16	8	3	55
Percent	12.7	38.2	29.1	14.5	5.5	100

Mean	Median	Mode	Std. Dev.
3.38	4	4	1.06

10. Create and maintain a classroom environment that promotes social development, collaboration and social responsibility.

	5	4	3	2	1	Total
Frequency (N=)	20	22	13	0	0	55
Percent	36.4	40	23.6	0	0	100

Mean	Median	Mode	Std. Dev.
4.12	4	4	.77

11. Develop students' questioning and discussion skills.

	5	4	3	2	1	Total
Frequency (N=)	19	23	10	2	1	55
Percent	34.6	41.8	18.2	3.6	1.8	100

Mean	Median	Mode	Std. Dev.
4.09	4	4	.84

12. Assign work that helps students use their higher-order thinking skills to think critically and solve problems.

	5	4	3	2	1	Total
Frequency (N=)	19	23	10	2	1	55
Percent	34.6	41.8	18.2	3.6	1.8	100

Mean	Median	Mode	Std. Dev.
4.03	4	4	.92

13. Plan instruction, create curriculum, and solve problems with colleagues.

	5	4	3	2	1	Total
Frequency (N=)	18	25	9	2	1	55
Percent	32.7	45.5	16.4	3.6	1.8	100

Mean	Median	Mode	Std. Dev.
4.03	4	4	.90

14. Assume leadership responsibility in your school.

	5	4	3	2	1	Total
Frequency (N=)	9	25	16	2	3	55
Percent	16.4	45.5	29.1	3.6	5.4	100

Mean	Median	Mode	Std. Dev.
3.63	4	4	.98

15. Equipped you to teach reading to the students with whom you will be working.

	5	4	3	2	1	Total
Frequency (N=)	17	19	13	4	2	55
Percent	30.9	34.6	23.6	7.3	3.6	100

Mean	Median	Mode	Std. Dev.
3.81	4	4	1.07

16. Equipped you to teach writing to the students with whom you will be working.

	5	4	3	2	1	Total
Frequency (N=)	9	22	17	3	4	55
Percent	16.4	40	30.9	5.4	7.3	100

Mean	Median	Mode	Std. Dev.
3.52	4	4	1.06

17. Evaluate curriculum for its usefulness and appropriateness for your students.

	5	4	3	2	1	Total
Frequency (N=)	11	25	15	3	1	55
Percent	20.0	45.4	27.3	5.5	1.8	100

Mean	Median	Mode	Std. Dev.
3.76	4	4	.90

18. Use a variety of assessments such as observations, portfolios, tests, student work, parental feedback, knowledge of student interests to determine student strengths, needs and programs.

	5	4	3	2	1	Total
Frequency (N=)	19	25	8	2	1	55
Percent	34.6	45.5	14.5	3.6	1.8	100

Mean	Median	Mode	Std. Dev.
4.07	4	4	.89

19. Encourage and promote relationships with school colleagues, parents and community resources to aid student learning and well-being.

	5	4	3	2	1	Total				
Frequency (N=)	16	21	15	3	0	55				
Percent	29.1	38.2	27.3	5.4	0	100				
							Mean	Median	Mode	Std. Dev.
							3.90	4	4	.88

20. Reflect upon, evaluate and improve my practice and thereby grow professionally.

	5	4	3	2	1	Total				
Frequency (N=)	16	29	7	3	0	55				
Percent	29.1	52.7	12.7	5.5	0	100				
							Mean	Median	Mode	Std. Dev.
							4.05	4	4	.80

(* Percentages rounded to total 100%)

APPENDIX G – FORMS

FINAL EVALUATION OF ASSOCIATE TEACHER BY UNIVERSITY SUPERVISOR

Associate Teacher _____ Date _____

Sponsor Teacher/School _____

University Supervisor _____

This evaluation is the outgrowth of a collaborative effort and conference held to determine the readiness of the Associate Teacher for future employment. The University Supervisor in the determination of a final grade will utilize the findings. The following areas should be highlighted in the evaluation as Outstanding, Satisfactory, and Unsatisfactory. The Associate Teachers ability to

- Plan and teach effective lessons appropriate for the needs of the children while meeting the standards.
- Uses multiple interactive teaching strategies.
- *Develops positive class environment through good rapport with colleagues, individual students and groups.**
- *Achieves objectives that foster the social, cognitive and creative growth of children. Please give examples if possible.**

→ * {Items used in content analysis of Student Teacher ratings}

I have read and received a copy of this report.

Associate Teacher's Signature _____

University Supervisor _____