

Handbook for Teacher Candidates and Faculty of Adolescence Education

The Teacher Education Program at St. Joseph's College is fully accredited by Teacher Education Accreditation Council (TEAC).



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Mission and Goals of St. Joseph's College

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility and service – a life that is worthy of the College's motto, *Esse non videri*: "To be, not to seem." Independent and coeducational, St. Joseph's College provides affordable private education that serves a diverse population.

St. Joseph's College affirms the dignity, freedom and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- To offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- To encourage students to develop personal value systems and responsible self-direction;
- To foster committed participation in the local and global communities;
- To help students develop as whole persons by providing individual attention, interactive teaching and opportunities for active participation in academic and extracurricular programs;
- To prepare students for their careers by offering the necessary professional and pre-professional education;
- To provide for the needs of a diversified student population with varied educational and professional experiences;
- To foster an environment of openness to the exploration and understanding of diverse ideas, traditions and cultures;
- To support educational programs and services that will contribute to the vitality of the communities served.

VISION STATEMENT OF THE EDUCATION DEPARTMENT

The faculty recognizes the importance of having all degree candidates acquire skills, dispositions and in-depth knowledge of the subject matter they plan to teach, as well as an understanding of the impact on student learners. To this end, a solid liberal arts background is aligned with national, state and professional standards,

Teacher candidates participate in meaningful learning experiences and are introduced to developmental and learning theories. As a faculty, we value and nurture on-going dialogue and strategic planning regarding the quality and performance of our teacher candidates and graduates. In sum our professional education program strives to:

- Nurture the intellectual, physical, emotional, social and civic potential of each student;
- Create, support and maintain challenging learning environments for all students;
- Collaborate with colleagues and other professionals in the interest of student learning;
- Advance the intellectual and ethical foundation of the learning community.

Through course work and field experiences, teacher candidates create and reflect on instructional practices and strategies that are inquiry-based, are meaningful to student learners and value student diversity. By nurturing reflective practice, the faculty supports our candidates' development of practical knowledge and a personal philosophy of teaching that is experiential and grounded in theory.

Overview: Education Department

The Education Department, in alignment with New York State standards and regulations, prepares students for Initial Certification in Adolescence Education with majors in biology, chemistry, English, history, mathematics and Spanish in New York State approved programs effective February 2, 2004. Students in the Adolescence Education program may also opt to take two additional courses to be eligible for a 5-6 extension of their initial certification.

The programs, grounded in the tradition of the liberal arts, provide students with a core curriculum and adequate depth and breadth of knowledge in their major field. (See SJC catalog for specifics required of majors in their respective fields.) Through formal and informal meetings, close collaboration exists among major departments and the Education Department in the preparation of teachers. Professional competence is developed through a sequence of courses that integrate theory and practice as well as through 100 hours of fieldwork in the middle and secondary schools prior to student teaching. These field experiences introduce the prospective teacher to working with students and teachers in a variety of situations and in roles of increasing responsibility.

Program Description

Throughout the teacher preparation program, all students preparing to teach must demonstrate the ability to do expository writing and utilize technologies. (Workshops in the latter area will be required of all candidates, as needed.) In addition, students must complete a year of modern language at the College level and two approved speech courses (three for English majors), with a minimum Speech G.P.A. of 3.0.

Each student in the teacher preparation program is required to purchase, create and maintain an eportfolio provided by Chalk and Wire. The contents of the e-portfolio are particular assignments from different courses throughout the program. When an assignment is given in a course, the student must submit it in the e-portfolio; the particular instructor may require additional forms and submission. Failure to purchase, create and or maintain an e-portfolio will result in a grade of incomplete for that particular course.

In addition to the academic requirements of the College and in accordance with the regulations of the Regents of the State of New York, to gain Initial Certification teacher candidates must achieve passing scores on the New York State Teacher Certification Examinations (NYSTCE): Educating All Students Test (EAS), Academic Literacy Skills Test (ALST) and the Content Specialty Test in their major field (CST). Certification also requires evidence of fingerprinting, participation in workshops in Child Abuse, Violence Prevention and Intervention and Dignity for All Students (DASA). In addition, NYS mandates two (2) semesters of a language other than English. The Education Department does not accept sign language as a foreign language.

Courses Leading to Initial Certification in Adolescence Education (Grades 7–12)

[Teacher of Biology, Chemistry, English, Mathematics, Social Studies and Spanish]

For all students entering the Adolescence Education program:

REQUIRED COURSES (22 credits)

EDU 115 3 credits

PSY 220 3 credits

CS 121 (B)/EDU 121 (LI) 3 credits

EDU 234 2 credits

EDU 240 3 credits

EDU 360 3 credits

EDU 361/363/364/365/366 2 credits

EDU 473 6 credits

REQUIRED SPEECH COURSES (6 or 9 credits)

Required Speech GPA of 3.0

SPC 102 3 credits Speech

SPC 115 or 205 3 credits

SPC 217 (For English majors only) 3 credits

Students in the Adolescence Education program prior to Fall, 2010 would be responsible to follow the previously required course of study.

Courses Leading to 5-6 Extension (optional addition to the program)

REQUIRED COURSES (6 credits)

EDU 250 3 Credits

EDU 251 3 Credits

Candidate's Status Sheet for Initial Certification in
Adolescence Education (Grades 7–12)
[Biology, Chemistry, English, Math, Social Studies and Spanish]

Candidate's Name _____ Date _____
Phone _____ E-Mail _____ Program Entry Date _____

Required [Education, Child Study, Psychology] Courses (25 credits)
Required Speech Courses (6 or 9 credits)

Course Number	Course Title	Semester	Grade	Fieldwork
EDU 115 (3 cr) 20 hrs fieldwork	Educational Psychology			
PSY 220 (3 cr)	Adolescent Psychology (Prerequisite EDU 115 or PSY 100)			
CS121 (B)/EDU 121 (LI) (3 cr) 20 hrs fieldwork	Psychology of the Exceptional Child (B)/Teaching Adolescents with Exceptionalities (LI)			
EDU 234 (2 cr) 20 hrs fieldwork	Sociological and Philosophical Foundations of Education			
EDU 240 (3 cr)	Adolescent Literacy			
EDU 360 (3 cr) 20 hrs fieldwork	Methods of Secondary Education			
EDU 361/363/364/365/366 (2 cr) 20 hrs fieldwork	Methods of Teaching (English/Social Studies/Math/Spanish/Science) in Secondary School			
EDU 473 (6 cr)	Supervised Teaching in Secondary Schools			
SPC 102 (3 cr)	Speech Communication			
SPC 115 or 205 (3 cr)	Voice and Diction OR Intercultural Communication			
SPC 217 (3 cr)	Oral Interpretation of Literature English majors only			

Note: EDU 360 and EDU 361/363/364/365/366 represent the "Senior Block" co-requisites, taken prior to EDU 473.

CERTIFICATION REQUIREMENTS

NYS Teacher Certification Examinations: Please submit a copy of the scores to the Education Office,
E304/Long Island; SAH 502/Brooklyn

NYSED MANDATED PROFESSIONAL REQUIREMENTS

Fingerprinting, Workshops in Child Abuse Prevention, Violence Prevention and Intervention, and Dignity for
All Students (DASA): Please submit a copy of workshop completion to the Education Office, E304/Long
Island; SAH 502/Brooklyn

NYSED MANDATED TWO SEMESTERS OF THE SAME FOREIGN LANGUAGE OTHER THAN ENGLISH (Sign
Language not accepted)

Course Descriptions

EDU 115 EDUCATIONAL PSYCHOLOGY

An introduction to the psychological foundations of education aimed at developing basic competence in the understanding of growth and development, the psychology of personality and adjustment, the assessment and handling of individual differences and the psychology of learning. Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required.
- Usually taken in sophomore year
- 3 hours a week, 1 semester, 3 credits. Fall (Brooklyn); Fall and Spring (Long Island)

CS 121 PSYCHOLOGY OF THE EXCEPTIONAL CHILD (BROOKLYN)/

EDU 121 TEACHING ADOLESCENTS WITH EXCEPTIONALITIES (LONG ISLAND)

An introduction and overview of the human development of persons with the full range of disabilities and special health care needs, also including the gifted, and the effect of those disabilities and needs on learning and behavior. Emphasis will consider skills in networking and collaborating with parents and multidisciplinary teams for services, and the necessity of following legislative procedures to access and maintain services. The course will address the utilization of assistive technologies that will maximize independence as well as concerns related to cultural diversity and inclusion. Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required.
- 3 hours a week, 1 semester, 3 credits. Fall and Spring

PSY 220 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

- Prerequisite: EDU 115 or PSY 100
- 3 hours a week, 1 semester, 3 credits. Fall and Spring

EDU 234 SOCIOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION

An inquiry into the process of education as seen by the historian, sociologist and philosopher. Examination of selected contemporary problems within a historical context, with emphasis on the needs of the urban school and a multicultural society. The effects of socioeconomic factors, violence/abuse and health and safety issues on student learning. Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required.
- Usually taken in junior year
- 2 hours a week, 1 semester, 2 credits. Spring (Brooklyn); Fall and Spring (Long Island)

EDU 240 ADOLESCENT LITERACY

This course will provide an introduction to teaching literacy in its broadest sense, the ability to communicate effectively and efficiently. Emphasis will be placed on the teaching of reading and writing at the secondary level content areas, with the integration of instructional technology. Students will learn to develop strategies for working with students with diverse needs and learning styles. Includes an e-portfolio assignment.

- Prerequisite: EDU 115
- 3 hours a week, 1 semester, 3 credits. Spring (Brooklyn); Fall and Spring (Long Island)

EDU 250 INTRODUCTION TO MIDDLE SCHOOL

Participation in this course of study will extend the knowledge and expertise of prospective secondary level educators in middle-level school philosophy. The middle school child requires an educational program developmentally responsive to the needs and characteristics of young adolescents that is appropriate and tailored for their academic, physical, and psychosocial development. The historic evolution of middle level education, the NYS Essential Elements of Middle School, as well as the academic structure and organization of middle schools shall form the core of this course of study.

- Prerequisite: EDU 115
- 3 hours a week, 1 semester, 3 credits. Spring (Brooklyn); Fall and Spring (Long Island)

EDU 251 LITERACY ACQUISITION: MIDDLE SCHOOL YEARS

This course introduces students to different theories of literacy acquisition/development at the middle school level. The following topics are also introduced: the evolution of American reading instruction, language acquisition, linguistic universals, emergent literacy, creating classroom environments that facilitate literacy acquisition/development, formal vs. informal literacy assessment practices, specific reading/writing approaches in the content area, and assessment and instructional strategies that address different aspects of the reading process. Each of these topics will be viewed through the lens of the middle school adolescent perspective.

- Prerequisite: EDU 115
- 3 hours a week, 1 semester, 3 credits. Spring (Brooklyn); Fall and Spring (Long Island)

EDU 256 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

A study of the theory, methods and materials used in the teaching of English to speakers of other languages. Topics include the cultural, psychological and linguistic considerations in teaching/learning a second language and the place of ESL in bilingual education.

Departmental approval required

- 3 hours a week, 1 semester, 3 credits
- Offered when there is sufficient demand.

Senior Methods Block: EDU 360 and EDU 361-366 --- To Be Taken Concurrently

The general and special methods courses, taken together just prior to student teaching, are considered an integrated block to help teacher candidates develop competence. The total experience includes regular fieldwork in one or more schools where students observe, tutor and assist with small groups, and begin to teach.

EDU 360 METHODS OF SECONDARY EDUCATION

A combined College field course seeking to develop competence in areas of common concern to secondary school teachers: curriculum, methods, materials of instruction, planning, assessment, content reading strategies, classroom management, study skills and technology. Microteaching and classroom fieldwork and practice.

Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required
- Prerequisites: Departmental approval, EDU 115, PSY 220, CS/EDU 121, EDU 234, EDU 240
- 3 hours a week, 1 semester, 3 credits. Fall
- Also offered in Spring for English, mathematics and history majors on Long Island

EDU 361 METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOL

A study of aims, curriculum, methods and materials for the teaching of the language arts: composition, literacy, language, technology, literature and reading. Fieldwork and practice in teaching.

Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required
- Prerequisite: Departmental approval
- Corequisite: EDU 360 in content area
- 2 hours a week, 1 semester, 2 credits. Fall (Brooklyn); Fall and Spring (Long Island)

EDU 363 METHODS OF TEACHING HISTORY AND SOCIAL STUDIES IN SECONDARY

SCHOOL A study of objectives, values and problems of teaching history and social studies; curriculum and materials; classroom strategies and techniques including written, oral and performance-based assessment, content reading and technology. Fieldwork and practice in teaching. Includes an e-portfolio assignment.

A minimum of 20 hours of fieldwork is required

- Prerequisite: Departmental approval
- Corequisite: EDU 360 in content area
- 2 hours a week, 1 semester, 2 credits. Fall (Brooklyn); Fall and Spring (Long Island)

EDU 364 METHODS OF TEACHING MATHEMATICS IN SECONDARY SCHOOL

A study of objectives and methods of teaching mathematics; recent curricular developments in pedagogy, content reading and technology, and their impact on methodology; assessment techniques. Fieldwork and practice in teaching. Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required
- Prerequisite: Departmental approval
- Corequisite: EDU 360 in content area
- 2 hours a week, I semester, 2 credits. Fall (Brooklyn); Fall and Spring (Long Island)

EDU 365 METHODS OF TEACHING MODERN LANGUAGES IN SECONDARY SCHOOLS

A study of objectives and methods of modern languages; recent curricular developments in pedagogy, content reading and technology and their impact on methodology; assessment techniques. Fieldwork and practice in teaching. Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required
- Prerequisite: Departmental approval
- Corequisite: EDU 360 in content area
- 2 hours a week, I semester, 2 credits. Fall

EDU 366 METHODS OF TEACHING SCIENCE IN SECONDARY SCHOOL

A study of aims, methods and materials for teaching the physical and biological sciences. Content reading, technology and application of assessments for both lab and written work. Fieldwork, demonstrations and practice in presenting lessons. Includes an e-portfolio assignment.

- A minimum of 20 hours of fieldwork is required
- Prerequisite: Departmental approval
- Corequisite: EDU 360 in content area
- 2 hours a week, I semester, 2 credits. Fall

EDU 473 SUPERVISED TEACHING IN SECONDARY SCHOOLS

Fieldwork and supervised practice teaching a minimum of five mornings a week in a secondary school for a full semester. Students will have experience in grades 7-9 and 10-12. Concurrent group and individual conferences, reports, self-evaluation, content reading strategies and drug and alcohol education, as well as fingerprinting and workshops in child abuse and SAVE. Includes an e-portfolio assignment.

- Prerequisites: Two approved speech courses
- Approval of Faculty Recommendations Committee
- 1 semester, 6 credits, Fall and Spring

Senior thesis should be completed PRIOR TO the Student Teaching Semester

Secondary Education ASSESSMENT POINTS: Initial Certification Programs

The chart below provides an overview of the assessments used by the department to assure program quality. Each assessment point highlights the candidate's progression within the program, including the requirements for program progression.

Assessment Point 1	Assessment Point 2	Assessment Point 3		Assessment Point 4
Application for admission to Education Program Sophomore Year	Admission to methods block (360/361-366) End of Junior Year	Application for student teaching Fall/Spring Semester Senior Year	Certification recommendation Program Completion	jPost-graduation
Faculty recommendations	Transcript review	Three faculty recommendations	2.8 GPA, overall	Candidate surveys
2.8 GPA, overall	2.8 GPA, overall	Statement of professional philosophy	2.8 GPA, education courses	Employer surveys
2.8 GPA, education courses	2.8 GPA, education courses	Field Reflections/Timesheet	2.8 GPA, major	
2.8 GPA, major	2.8 GPA, major	Field Evaluations	Field Reflection/Timesheet	
Writing assignment	Field Reflections/Timesheets	Transcript review, including a 2.8 cumulative GPA, a 2.8 GPA in the Secondary Education sequence, a 2.8 GPA in your major & 3.0 GPA in required speech courses & Methods	Summative Evaluation by cooperating teachers and EDU field supervisor	
	Field Evaluations	Submission of résumé		
Gatekeeper: Chairperson or designated faculty	Gatekeeper: Chairperson or designated faculty	Gatekeeper: Chairperson or designated faculty	Gatekeeper: Chairperson or designated faculty	Departmental review

Below is a list of the required performances that distinguish the St. Joseph's College Teacher Education Program. Upon completion of the program, a teacher candidate will successfully demonstrate the skills, knowledge and dispositions associated with each performance. In addition, each performance is aligned with professional standards for teacher education.

Figure 1. List of Teacher Candidate's Required Performances

Name of Assessment	Assessment Type or Form	When Assessment is Administered
1. Technology project (e.g. WebQuest, PowerPoint, etc.)	Project	EDU240
2. Lesson plan	Project/activity	During required courses EDU360 and EDU361-366 EDU473
3. IEP Project	Project/activity	CS121(B)/EDU121(LI)
4. Field Log/Journal	Report	During fieldwork (100 hours prior to student teaching; EDU115, CS121(B)/EDU121(LI), EDU234, EDU360 and EDU361-366
5. Professional philosophy	Paper	EDU234 EDU473
6. Teaching performance	Activity	EDU473
7. Reflections on fieldwork and student teaching	Paper	During EDU115, CS121(B)/EDU121(LI), EDU234, EDU361-366 and EDU437
8. Student teaching evaluation a. Seminar instructor b. Cooperating teacher	Assessment of student teaching	EDU473

Figures 1 and 2 delineate the requirements and courses for both the 100 hours of fieldwork (pre-student teaching) and student teaching.

Figure 1 Pre-Student Teaching Fieldwork

Requirements (Hours; Performance; Assessment)	Initial Teaching Certification
Hours	Minimum of 100 hours - divided among five courses, 20 hours per course (EDU 115, CS121 (B)/EDU 121 (LI), EDU 234, EDU 360, EDU 361-366)
Placement	Field placement Coordinator in consultation with school and teacher candidate
Evaluation	Incorporated into each of the five courses aligned with the 20 hours of fieldwork
Field Reports/Reflections	Reflections/Commentaries are required for each of the listed courses.

Note: All teacher candidates are encouraged to have a placement in one high-needs classroom.

Figure 2 Student Teaching

Requirements (Hours; Performances; Assessment)	Initial Teacher Certification (SJCNY)
Hours	From the opening of the school day until approximately 1 pm (the earliest) and later when college course schedule does not conflict.
Placement	Field placement Coordinator in consultation with school districts, ensuring middle school and high school experiences
College Supervision	Minimum of four formal observations – Two by Education Department faculty and two by faculty representing the candidate’s major content area.
Evaluation	SJC faculty from Liberal Arts and Education Departments, as well as the cooperating teacher(s).
Seminar	One seminar class, on campus, each week of the semester. Filed Log/Journal checked by seminar instructor as well as summative evaluations by the cooperating teacher(s) and reflections by the student teacher.

STUDENT TEACHING OVERVIEW

Requirements for entry into student teaching

- 2.8 GPA (Overall)
- 2.8 GPA in major
- 2.8 GPA in education course work
- 3.0 GPA in Methods block
- 3.0 GPA in required speech course work
- Completed application, including three faculty recommendations, and review of transcript
- Candidate's dispositions

Student Teaching

The student teaching experience is the final phase of the teacher preparation program. Typically, students complete their student teaching in the senior year. The student teaching experience is invaluable – ideally an experience during which the cooperating teacher, student teacher and the College supervisors work collegially and cooperatively to prepare the student teacher for employment in grades 7-12. It is imperative that student teachers continually strive to establish and maintain a dynamic, comfortable and positive relationship with the cooperating teacher by:

- Establishing a smooth transition into the school community and the classroom environment, including familiarity with building policies and procedures
- Planning, in collaboration, units and lessons to meet the needs of all students
- Developing a viable and effective classroom management plan

Student Teaching Hours

From the opening of the school day (approximately 7:30 am) to 1 pm and later of the college course schedule does not conflict, and from the first day of the semester to the day before SJC final exams (study day). Some schools/districts require student teachers to remain for the entire academic semester of the school, and when possible, student teachers are encouraged to continue in this experience beyond the end of the college semester.

ROLE OF THE COOPERATING TEACHER

The role of the cooperating teacher is a critical one and is the foundation of a successful experience. The cooperating teacher provides student teachers with an opportunity to put into practice the skills, dispositions and methods they have developed in their college course work. More information about the role and responsibilities of the cooperating teacher can be found in the Student Teacher Handbook.

ROLE OF THE STUDENT TEACHER

The student teaching experience provides an opportunity to learn and function within the total school environment. It is strongly recommended that the student teacher participates from the beginning of the school day, including after-school meetings, conferences and activities whenever appropriate. More information about the role and responsibilities of the student teacher can be found in the Student Teacher Handbook.

Teacher candidates must dress in a professional manner when doing fieldwork and student teaching. Needless to say, all tattoos and body art must be covered, and piercings must be avoided.

In addition, teacher candidates must honor all their commitments with regard to attendance, assignments, duties, and writing field journals/logs and lesson plans. If illness arises, the teacher candidate must call the school the cooperating teacher and the seminar instructor before the school day begins.

NYSED Codes for Secondary Education

In addition, when using the online application process for teacher certification, you will use the appropriate codes that identify your degree and your content specialty. Please see the tables that follow, and be sure to use the table that applies to your campus because each campus has different codes.

Codes for the Brooklyn Campus are:

Program Code	Program Title	HEGIS	Degree Awarded	Title	Certificate/ License Type
22985	Biology	0401	B.A.	Biology 7-12	Initial
22986	Biology	0401	B.S.	Biology 7-12	Initial
22993	Spanish	1105	B.A.	Spanish 7-12	Initial
22991	English	1501	B.A.	English Language Arts 7-12	Initial
22983	Mathematics	1701	B.A.	Mathematics 7-12	Initial
22984	Mathematics	1701	B.S.	Mathematics 7-12	Initial
22989	Chemistry	1905	B.A.	Chemistry 7-12	Initial
22990	Chemistry	1905	B.S.	Chemistry 7-12	Initial
22994	History	2205	B.A.	Social Studies 7-12	Initial

Codes for the Long Island Campus are:

Program Code	Program Title	HEGIS	Degree Awarded	Title	Certificate/ License Type
22987	Biology	0401	B.A.	Biology 7-12	Initial
22988	Biology	0401	B.S.	Biology 7-12	Initial
29557	Spanish	1105	B.A.	Spanish 7-12	Initial
22992	English	1501	B.A.	English Language Arts 7-12	Initial
22981	Mathematics	1701	B.A.	Mathematics 7-12	Initial
22982	Mathematics	1701	B.S.	Mathematics 7-12	Initial
35406	Chemistry	1905	B.S.	Chemistry 7-12	Initial
22995	History	2205	B.A.	Social Studies 7-12	Initial

APPENDICES

Application for Admission to the Adolescence Teacher Education Program

PLEASE TYPE OR PRINT LEGIBLY

Name _____ Student ID No. _____
(First) (Middle) (Last)

Date of Birth _____ Sex _____ Expected Date of Graduation _____

Home Address _____

City, State and Zip Code _____

Home Phone () _____ Cell Phone () _____ E-mail _____

(Your SJC e-mail address will be used to contact you.)

Current Academic Status (place a check mark in the appropriate location):

Sophomore _____ *Junior* _____ *Senior* _____ Major _____

Desired Certification Area (check one) _____Biology _____Chemistry (Brooklyn only)

_____English _____Math _____Social Studies _____Spanish

Are you a transfer student? _____Yes _____No

If yes, where have you transferred from? _____

Number of credits in your academic major you earned there? _____ GPA in major _____

List **Education** courses transferred to St. Joseph's College, if any:

Course number	Course Credits	Course title

NOTE: The application process for admission to the Adolescence Teacher Education Program will include a transcript review. Please attach a copy of your transcript(s) to this application form along with a record of your prior completed fieldwork. Fieldwork completed prior to coming to SJC must be verified.

The Education Department will complete the information below.

Date application was received _____ Date of candidate interview _____

Application components	Date received	Date reviewed
1. Student transcript(s)		
2. Essay: Why I am Becoming a Teacher		
3. 2.8 GPA, overall*		
4. 2.8 GPA, education courses *		
5. 2.8 GPA, major *		

Overview for 100 Hours of Fieldwork

Candidates preparing to teach in the secondary schools (Grades 7-12) are required to observe classrooms (educative settings) for 100 hours prior to student teaching. The 100 hours is divided among five education courses. Each course requires that you spend two periods a week in a school setting for a minimum of 10 weeks. This preliminary experience is intended to introduce you, as a professional, to a school setting in which you observe and work with secondary school teachers and students. The experience will provide you with an opportunity to integrate theory and practice, and to test out your interest and aptitude for teaching. All teacher candidates are required to have at least one high school (9-12) and one middle school (7-8) experience. All teacher candidates are encouraged to have placement in one high-needs classroom. These experiences prepare you gradually to assume the role of teacher.

Process Overview

1. We will send an official letter to the school requesting your placement. Frequently students know administration and faculty at the school who facilitate this placement. When accepted, you are responsible to contact the school to arrange a specific time for your weekly visits.

There is a second letter of explanation for you to take to the school for the cooperating personnel.

2. Once your hours in the school are arranged, please be faithful to this arrangement. If you must be absent for a serious reason, call the school and leave a message for the teacher. Since holidays, field trips or other school events may alter the schedule, you should check each week to ascertain that your group will be there the following week.
3. Ordinarily, you will spend the time observing the teacher. You may at times, however, be assigned to work with a student or groups or to perform another assigned task. Use every opportunity to learn.
4. Directions for the field reports for EDU 115, 121, 234, 360, 361-366 and CS 121 will be distributed with your course outline. For each 20 hours of fieldwork, you will also submit a reflection for the total experience.
5. Submit your field reports as instructed. Keep all your reports together so that at the end of the semester you can present them with an evaluation of the experience. Each entry in the field journal will include a response to the following three questions:
 - a. What did I learn about the act of teaching?
 - b. What did I learn about the learners and the learning process?
 - c. What are the implications of my learning (responses to questions 1 and 2) for my future work as a teacher candidate?
6. The teacher(s) with whom you worked, or the chairperson, will submit an evaluation of your experience.

Candidate's Reflection on the Fieldwork Experience

Directions: Compose a three to four page reflection on your experiences during the field observations. Please include a discussion of: (a) impact upon your professional philosophy; (b) your professional growth and development (impact on your future teaching; impact on your understanding of learning and curriculum planning); (c) the quality of your interaction with your cooperating teacher(s); (d) your ability to establish rapport with the students; (e) your preparation for fieldwork observations; and (f) your overall evaluation of the observation experience. Your reflection will be typed using 8.5" x 11" paper with one-inch margins. Thank you.

Date

Name

School site

Subject

Cooperating teacher

Grade level(s)

Evaluation of Candidate's Fieldwork Experience by the Cooperating Teacher

Candidate's Name _____

Dates Attended _____

School _____ Subject _____

Cooperating Teacher _____ Grade Level(s) _____

Approximate Time Spent at the Field Site _____

Activities the candidate engaged in:

The candidate has completed 20 periods of fieldwork Yes No

Any comments on the candidate's performance during this fieldwork experience will be appreciated. (Please use additional paper, if needed.) Thank you.

Signature of cooperating teacher _____ Name (print) _____

Date _____ Title _____

E-Portfolio Information

Starting in Fall 2011, all students in the Teacher Education programs are required to purchase, create, and maintain an e-portfolio to document accomplishments throughout the programs. The requirements of the Adolescence Education e-portfolio are as follows:

Course Number	Assignment
EDU 115	Final Reflection
CS/EDU 121	IEP Project
EDU234	Philosophy of Education
EDU240	Technology Project
EDU360	Lesson Plan
EDU 361/363/ 364/365/366	Lesson Plan
EDU 473	Philosophy of Education
	Lesson Plan
	Final Reflection
Course in Major	Thesis

If a student does not submit any e-portfolio assignment for any course, he/she will earn a grade of Incomplete until the e-portfolio submission is complete.