

**BROOKLYN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK**

**SCHOOL OF EDUCATION  
STUDENT ADVISEMENT HANDBOOK  
FOR  
TEACHER CANDIDATES**

Welcome to the School of Education at Brooklyn College! Our Mission Statement and Conceptual Framework below summarize our guiding principles as a school of education. We encourage you to become familiar with the philosophy they express and to employ these principles in your own path toward teacher candidacy.

**MISSION STATEMENT**

The School of Education at Brooklyn College prepares teachers, administrators, counselors and school psychologists to serve, lead and thrive in the schools and agencies of this city and beyond. Through collaborative action, teaching and research, we develop our students' capacities to create socially just, intellectually vital, aesthetically rich and compassionate communities that value equity and excellence, access and rigor. We design our program in cooperation with Liberal Arts and Sciences faculties and in consultation with local schools in order to provide our students with the opportunity to develop the knowledge, proficiencies and understandings needed to work with New York City's racially, ethnically and linguistically diverse populations. We believe that teaching is an art that incorporates critical self-reflection, openness to new ideas, practices and technologies, and that focuses on the individual learner's needs and promotes growth. Our collective work is shaped by scholarship and is animated by a commitment to educate our students to the highest standards of professional competence.

**CONCEPTUAL FRAMEWORK THEMES**

- COLLABORATION
- SOCIAL JUSTICE
- CRITICAL SELF-REFLECTION AND REFLECTIVE PRACTICE
- DIVERSITY

## **What Programs are Available to Undergraduate Students in The School of Education?**

The School of Education at Brooklyn College offers the following majors for undergraduate students:

- Early Childhood Education (Birth-Grade 2)
- Early Childhood/Special Education (Birth-Grade 2).
- Childhood Education (Grades 1-6)
- Bilingual Childhood Education (Grades 1-6)

The School of Education offers sequences of courses that lead to Initial Certification in the following areas:

- Adolescence Education- Grades 7-12: English, Mathematics, Modern Languages, Science (Biology, Chemistry, Physics), Social Studies
- Special Subjects - Grades K-12: Music, Physical Education

## **When Should I Begin Taking Courses In My Education Major?**

Students who wish to become teacher candidates and pursue a degree in early childhood, childhood or bilingual childhood education may begin their education sequence after completing at least 30 credits. This usually happens during the lower sophomore semester. All students who wish to become teacher candidates must have completed English I and have a cumulative index of 2.5 or higher before receiving permission to register for education courses. Students who do not have the required GPA of 2.5 or higher are recommended to continue taking core requirements or concentration requirements until they meet the prescribed GPA standard.

## **When Should I Begin Taking Courses in a Program in Adolescence Education and Special Subjects?**

Students who wish to become teacher candidates in an adolescence education or special subjects program may also begin taking education courses in their sophomore year. You are also required to have completed the above English I requirement and to have a cumulative GPA of 2.5. The courses in Adolescence Education and Special Subjects programs vary and students should meet an advisor in their major and an advisor in room 2105 James Hall for specific details.

## **What Should Transfer Students Do?**

Transfer students who wish to major in education should speak to an advisor in room 2105 James Hall before registering for courses. Bring copies of any transcripts along with course descriptions of any education courses that you have taken. During your second semester at Brooklyn College you should

receive an official evaluation of credits from the office of Transfer Student Services located in room 1120 Boylan Hall.

### **What Should Evening and Part-Time Students Do?**

It is recommended that you work closely with an advisor in room 2105 James Hall. The narrow range and inflexibility of schedules of many part-time students requires the preparation of a plan of study in advance to ensure that courses needed for completion of the major or program will be available each semester.

### **What Is The Course of Study For Someone Who Intends to Teach in Early Childhood or Childhood Education?**

The course of study consists of three strands: 1) general college requirements (Core, English 1& 2, Speech and a Foreign Language); 2) a thirty credit concentration in a discipline or an interdisciplinary program, and 3) the major consisting of education courses accompanied by courses in mathematics, humanities, social sciences, and general science. In order to facilitate and assure the timely completion of your education major, concentration and core requirements, it is important to select courses very carefully in order to avoid taking an excess number of credits that cannot be used to complete any of these three areas. Do not take electives without making sure that these courses can be used to meet the 120 credits needed for graduation from our New York State approved programs.

Almost all education courses require a field placement in order to complete the New York State Certification requirement of field experience prior to student teaching. Candidates should take into consideration that time needs to be set aside for a variety of field experiences when planning schedules.

The sequence of courses varies from major to major. A checklist of courses needed for certification can be obtained in room 2105J.

### **What is a Concentration?**

All candidates majoring in early childhood, childhood and bilingual childhood must take 30 credits in a liberal arts and science discipline or interdisciplinary program. A listing of specific courses for areas of concentrations for education majors can be found in the College Bulletin. A grade of C or better must be attained for each concentration course, except for Mathematics and Psychology which require a grade of C- or better, or the course cannot be used towards the concentration. Courses with less than a grade of C must be repeated and completed with a minimum grade of C, except as noted.

A concentration in Puerto Rican & Latino Studies is mandatory for candidates majoring in bilingual education.

Another option available to education majors is to choose a second major in a Liberal Arts or Science discipline (please meet with an advisor to discuss whether this is possible within the 120 credits).

If you receive TAP you must declare both your major and your concentration in order to avoid problems with TAP.

### **What Index is Needed to Move Through My Education Program ?**

Maintenance of a cumulative grade point average of 2.5 is necessary at the time of registration. If your index falls below a 2.5 index you will not be given permission to register for education courses.

Although a cumulative 2.5 index is required for entrance into the School of Education and to continue taking courses in the education core, registration and permission to enter into student teaching requires an education index of 3.00 and an cumulative index of 2.75 for candidates majoring in Early Childhood and Childhood education. Therefore, it is recommended that you maintain a higher index in order to meet the requirements for entry into student teaching.

Candidates in Adolescence Education or Special Subjects must have a cumulative index of 2.5 or higher in the major and an education index of 2.50 or higher to enter into Education 64.1 and Education 69. Permission to enter into the first semester of student teaching requires a cumulative index of 2.75 or higher, an education index of 2.75 or higher, a 2.75 or higher in the major and completion of 24 credits in the major. Entry into the second semester of student teaching requires a cumulative index of 2.75 in the major and an education index of 3.0.

You should monitor your academic standing very closely to avoid being blocked from entering the first semester of student teaching because of academic issues after having accumulated a significant number of credits. Any student who experiences difficulty maintaining the required index to meet the standards for each major or program will not be allowed to continue in the program. Early childhood and childhood education major majors will be advised to consider changing their concentration into a new major.

### **What are Dispositions and when are these assessed?**

The preparation of teacher candidates in the Brooklyn College School of Education focuses on the development of knowledge, skills and dispositions. Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities. Successful

progress in the School of Education depends on your academic performance and on the demonstration of dispositions that are aligned with the Conceptual Framework. The assessment of dispositions occurs mid-semester and end of semester in several key courses. All candidates read and sign a dispositions statement that explains the purpose of the assessment. The assessment process involves your self -assessment and faculty assessment of your disposition. A copy of the Dispositions of Teaching statement and the dispositions rubric can be found at the end of this handbook.

### **How Do I Register for an Education Course?**

Permission must be entered in the computer by advisors in room 2105 James before registering by telephone or through the Brooklyn College web site.

Applications for course permission are available in that office approximately 3 weeks prior to the start of registration. Please note that permission is not registration, and that it is your responsibility to register by telephone or the Brooklyn College web site. You must verify with your instructor at the beginning of the semester that your name is on the class roster. Students whose names do not appear on rosters by the second week of class will not be permitted to remain in the class.

### **What Is Student Teaching and When Do I Take It?**

Student teaching is an intense experience requiring teaching, lesson planning, related preparation and seminars each week. Plan your schedule well so that you have time to complete classroom assignments and attend weekly seminars. All required education coursework prior to student teaching should be completed before permission is granted for student teaching.

Student teaching (supervised teaching in a designated school) is taken during the last two semesters of the education sequence. Early Childhood majors take one semester of student teaching. The total experience will cover at least two of three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2.

Childhood and Bilingual Childhood majors entering student teaching take one semester of student teaching in grades 1-3 and 4-6.

Adolescence majors take two semesters across high school grade levels and Special Subjects majors take two semesters, one in elementary or middle school and the other in a high school setting.

Any candidate who is currently a paraprofessional working for the Department of Education or teaching in a private school may utilize this position as the student teaching site at the discretion of the program head of their respective major.

All candidates must meet with the field coordinator in room 2107 James and an advisor in room 2105 James to insure that all field hours and education requirements and standards have been met prior to student teaching.

### **What is the Portfolio? How and When do I Complete This?**

Every education course you take provides you with many opportunities to develop knowledge, skills and dispositions to be a successful teacher candidate. All course assignments, readings, field experiences, exams and projects are a record of your journey through your teacher preparation program. The work that you include in your portfolio is organized around seven areas: the four Conceptual Framework themes: Collaboration, Social Justice, Critical Self Reflection and Reflective Practice, and Diversity, along with content knowledge and pedagogical knowledge. It is important that you save your work in every course you take as a 'course' portfolio. When you enter into student teaching you will begin to construct a student teaching portfolio. You will place evidence of the knowledge, skills and dispositions you have developed over time into this final, summative portfolio. Evidence can be your work in student teaching as well as any work completed in courses prior to student teaching. You decide what evidence to include with advisement from your student teaching seminar instructor. The summative portfolio is completed at the end of student teaching.

### **What is New York State Certification and What Do I Have to Do to Receive it?**

New York State Initial Certification enables candidates to teach full-time in a permanent position in New York State. Effective February 2, 2004 the requirements are as follows:

- 1) Completion of a New York State approved program including student teaching.
- 2) Passing scores on N. Y. State Teacher Certification Examinations:
  - (a) LAST - Liberal Arts & Sciences Test.
  - (b) ATS-W - Assessment of Teaching Skills Written.
  - (c) MULTI-SUBJECT Content Specialty Test. This test is required for Early Childhood and Childhood majors and Generalist in Middle Childhood Education (grades 5-9).
  - (d) CST - Content Specialty Test- required for Adolescence Education, Physical Education, Music, Health and Nutrition and Special Education.
- 3) Child Abuse Prevention & Intervention Workshop.
- 4) School Violence Prevention Workshop.

### **Applying for New York State Certification On-line**

As of September 2006 all candidates will apply for certification through an on-line process. Instructions for how to complete the on-line certification process are

written on an Instruction Sheet that is available in the Student Advisement Office, Room 2105James. All questions about the on-line process can be answered in that office.

### **What is a Teaching License?**

In addition to New York State Certification, you must also apply for a New York City license for a teaching position in the New York City Department of Education. Upon graduation, candidates can file an application at 65 Court Street. The following documentation is required: documentation of your degree from the Registrar, a letter from the Education office verifying certification, certificates of attendance of workshops and copies of test scores. A file number will be issued only after the application for a license has been processed and your fingerprints have cleared by both New York State and New York City. OPDC (occasional per diem) licenses are also available for students completing degrees but who are deficient in other areas.

### **When Should I be Fingerprinted?**

All applicants for employment with the New York City Department of Education must be fingerprinted. In addition, the 2000 SAVE Act requires that prospective employees and applicants for teaching certification undergo a fingerprint-supported criminal history background check at 65 Court Street or through your local police precinct. You may email the Office of School Personnel Review and Accountability (OSPRA) at [ospa@mail.nysed.gov](mailto:ospa@mail.nysed.gov) for fingerprinting packets. In order to allow time for clearance in Albany it is suggested that you schedule this at the beginning of your senior year.

Progress through all undergraduate teacher preparation programs consists of moving through four transition points that are described on the following pages.

## **CHECKLIST FOR TEACHER CANDIDATES**

### **Freshmen**

- \_\_\_\_\_ Enroll in as many Core classes as possible. Transfer students should check with the Office of the Registrar for exemptions to Core requirements.
- \_\_\_\_\_ Complete foreign language requirement if you did not pass a three year language Regents in high school (see Brooklyn College Bulletin).
- \_\_\_\_\_ Complete speech requirement if necessary.
- \_\_\_\_\_ Declare your concentration and begin concentration course if Core classes are not readily available during registration.
- \_\_\_\_\_ Register for English I.

## **TRANSITION POINT ONE**

### ENTRY INTO THE SCHOOL OF EDUCATION

- \_\_\_\_\_ 30 credits of the core and English I are completed with a cumulative index of 2.5.
- \_\_\_\_\_ Declare your education major on-line or in room 2105 James if you are sure of the course of study that you wish to pursue. Students interested in Adolescence Education and Special Subjects must declare a major in the department of their discipline, and must do this in order to receive permission to take Education 16 and Education 34.
- \_\_\_\_\_ Continue taking Core classes.
- \_\_\_\_\_ Start or continue taking courses in your concentration.
- \_\_\_\_\_ Complete Math 1.95 and English II. Please note that Core 5.2 is a pre-requisite to Math 1.95.
- \_\_\_\_\_ Take the LAST exam.

### TRANSITION POINT TWO CONTINUATION IN THE EDUCATION SEQUENCE OF STUDY

- \_\_\_\_\_ Education 16 and Education 34 are completed with a grade of C or higher.
- \_\_\_\_\_ Declare major if you have not already done so.
- \_\_\_\_\_ Continue taking the education courses that follow Education 16 and Education 34.
- \_\_\_\_\_ Complete Core requirements if you have not already done so.
- \_\_\_\_\_ Go to the Department of Education at 65 Court Street to be fingerprinted to meet both New York City and New York State Education Department requirements.
- \_\_\_\_\_ Continue to register for and take courses in your concentration.
- \_\_\_\_\_ Take the LAST exam if you have not already done so.

Complete this next step by the end of the semester prior to the semester you will enroll in student teaching.

- \_\_\_\_\_ File the application for the first student teaching experience in room 2309 James.

### TRANSITION POINT THREE ENTRY INTO THE FIRST SEMESTER OF STUDENT TEACHING

- \_\_\_\_\_ Meet with the field coordinator in room 2107 James to insure that all field hours have been met.
- \_\_\_\_\_ Meet with an advisor in room 2105 James to insure that you have the cumulative index of 2.75 and education index of 3.0 required of Early Childhood and Childhood majors.

- \_\_\_\_\_ Adolescence and Special Subjects candidates meet an advisor in 2105J to insure that you have a 2.75 index in the major and completed 24 credits in the major, and the 2.75 index in education courses and cumulative index of 2.75 have been met.
- \_\_\_\_\_ File an application in room 2309 James for the second student teaching experience in the semester before that experience ( Adolescence and Special Subjects majors only).
- \_\_\_\_\_ Take the ATS-W exam.

### **ENTRY INTO THE SECOND SEMESTER OF STUDENT TEACHING**

#### Adolescence and Special Subjects candidates only:

- \_\_\_\_\_ Meet an advisor in 2105J to insure that the 2.75 index in the major, the 3.0 index in education and the cumulative index of 2.75 have been met.
- \_\_\_\_\_ Take the ATS-W if you have not already done so.
- \_\_\_\_\_ Take the CST if it is offered in your discipline.

### **TRANSITION POINT FOUR EXIT AND RECOMMENDATION FOR CERTIFICATION**

- \_\_\_\_\_ Complete an application for initial state certification at the end of the semester in which you will graduate and return it to room 2105 James.
- \_\_\_\_\_ Meet with an advisor in 2105 James for an informal check that all requirements for graduation have been met and that you understand the requirements for New York State certification.
- \_\_\_\_\_ Apply for Senior Check in room 1118 Boylan Hall the semester before you plan to graduate.
- \_\_\_\_\_ Apply for graduation in 1118 Boylan Hall the semester in which you will graduate.

#### Dispositions of Teaching Statement

Promoting dispositions requisite of those in the teaching profession is a fundamental responsibility of teacher education programs. To this end a dispositions rubric will be used by faculty and by every teacher candidate to assess your attitudes and behaviors as displayed in class and in field experiences. Attached is a copy of the rubric form that will be used at midterm and again at the end of this course. The score on the dispositions rubric will not affect your grade, but will help us, if necessary, work with you on improving those dispositions required of successful teachers.

I have read this information and I am aware of the role that my dispositions will play in progress through the teacher education program at Brooklyn College.

\_\_\_\_\_  
Candidate signature

\_\_\_\_\_  
Date

### DISPOSITIONS RUBRIC

Collaboration Critical Self-reflection and Reflective Practice Diversity Social Justice

DISPOSITION	BELOW EXPECTATIONS 1	MEETS EXPECTATIONS 2	EXCEEDS EXPECTATIONS 3	Candidate	Faculty
<b>Listens to others in class and in fieldwork. C</b>	Does not listen to others in class or field. Interrupts, dominates conversation, closed to diverse points of view	Listens to others in class and/or field. Responds appropriately to what others say. Open to other persons' points of view.	Listens to others in class, supporting differing views. Asks clarifying questions, about diverse views. Supports others.		
<b>Collaborates with others in class and in the field C</b>	Works poorly in small groups. Withdraws or dominates in group discussions. Blocks group progress.	Collaborates in small groups and group projects. Works with others' views and furthers group goals.	Fills many roles in small groups. Listens actively and engages in discussion. Shows leadership to further group goals.		
<b>Class work, writing, and fieldwork show appreciation, curiosity about subject matter and school populations CSR</b>	Interest limited to basic requirements. No interest in lives of students, school personnel, subject matter. Passive in class and in field.	Questions and comments show interest in students' lives, communities, schools, subject matter, Active in class and field.	Takes initiative in understanding students, schools, communities, subject matter.		
<b>Reflects on own attitudes and values about education, experiences in class and field CSR</b>	Superficial reflection on own experiences in field and class. Limited reflection on own values and views towards education.	Reflects critically on educational experiences in class and the field but only somewhat on own attitudes and values related to education.	Critically reflects on own values and attitudes relating to education. Reflective attitude towards fieldwork.		
<b>Empathetic dealings with other candidates, students, parents, school personnel D</b>	No effort to understand others' views/experiences or how own experiences shape one's views.	Attempts to understand and support others' views and experiences differing from one's own.	Sensitive to others' views. Checks understanding of what others say. Takes collegial stands.		
<b>Demonstrates professional demeanor in diverse class and field settings D</b>	No sensitivity to surroundings. Impolite and rude. Little seriousness of purpose in class.	Conduct appropriate to surroundings. Polite in diverse settings, Seriousness of purpose in class.	Treats others respectfully, professionally. Seriousness of purpose. Sensitive to and respectful of surroundings.		
<b>Demonstrates academic integrity in classwork and field logs. SJ</b>	Cheats or plagiarizes. No respect for one's own work or work of classmates, students or other professionals.	Consistently demonstrates academic integrity. Cites sources. Respects own work, and work of others.	Consistently demonstrates academic integrity. Respects own work, and is supportive of the work of others.		
<b>Fair, compassionate in classroom and field SJ</b>	Biased or insensitive to fellow candidates, students or school personnel.	Treats classmates and those in the field with equity and sensitivity.	Shows respect for and sensitivity to others in classroom and field. Advocates for fairness.		

### IMPORTANT WEB SITES

Brooklyn College Academic Program Information:  
[www.brooklyn.cuny.edu/apiindex.htm](http://www.brooklyn.cuny.edu/apiindex.htm)

Brooklyn College School of Education Website  
<http://depthome.brooklyn.cuny.edu/schooled/>

The NYC Department of Education [www.nycenet.edu](http://www.nycenet.edu)

The New York State Education Department  
[www.highered.nysed.gov/tcert/teach](http://www.highered.nysed.gov/tcert/teach)