



New Paltz
STATE UNIVERSITY OF NEW YORK

SCHOOL OF
EDUCATION



PICTURE YOURSELF HERE

ELEMENTARY SCHOOL TEACHER,
STEM COORDINATOR, HIGH SCHOOL
SCIENCE TEACHER, SPECIAL EDUCATION
TEACHER, LITERACY SPECIALIST,
PRINCIPAL...

IF YOU WANT TO BECOME HIGHLY QUALIFIED
IN YOUR CERTIFICATION AREA AND WANT
EXTENSIVE EXPERIENCE WORKING WITH
CHILDREN AND YOUTH PRIOR TO YOUR
STUDENT TEACHING . . . SUNY NEW PALTZ
CAN GIVE YOU BOTH.

SCHOOL OF EDUCATION

programs rely on a foundation of liberal arts and sciences courses. Students complement pedagogical learning with subject matter expertise in their chosen academic major. Prior to student teaching, our students spend time in classrooms being guided by experienced master teachers and college faculty.

20

Class sizes in the School of Education average fewer than 20 students. Students complement pedagogical learning with subject matter expertise in their chosen academic major. Students in fieldwork, classes and student teaching placements get **individual attention and support** from supervising faculty who guide them through the teacher candidacy process.

85.8%

School of Education undergraduates enjoy an 85.8% **pass rate** on the highly rigorous performance-based edTPA certification exams.

5

The School of Education's most recent NCATE reaccreditation report earned it a **rare five commendations**.



LONG A CORNERSTONE OF THE NEW PALTZ TRADITION OF **ACADEMIC EXCELLENCE,**

the School of Education is committed to the preparation of skilled and dedicated teachers. Today, the School of Education continues its legacy of innovation and excellence in the development of caring, reflective professionals who are committed to critical inquiry and intellectual development, professional skills and dispositions, culturally responsive practices and social justice.

DEPARTMENTS AND PROGRAMS / The School of Education

The two academic units within the School of Education, the Department of Teaching & Learning and the Department of Educational Foundations & Leadership, offer courses preparing new teachers and supporting them as they move forward in their careers.

www.newpaltz.edu/schoolofed

UNDERGRADUATE PROGRAMS

Accepted undergraduate students select to work toward their degrees and initial teacher certification in either Early Childhood/Childhood Education or in one of several academic subjects taught in middle and high schools.

Bachelor of Science in Early Childhood/Childhood Education, leading to dual teacher certification in Birth-Grade 2 and Grades 1-6

Bachelor of Science in Adolescence Education in Biology, Chemistry, Earth Science (geology), English, Mathematics, Physics or Social Studies (history).

GRADUATE PROGRAMS

As one of the leading Schools of Education in New York State, we offer a number of programs to help current and future teachers develop as professionals and fulfill professional certification requirements. Concentrations include:

Childhood Education: Early Childhood, STEM (Science/Technology/Engineering/Mathematics) or Reading Literacy

Adolescence Education: Biology, Chemistry, Earth Science, English, Mathematics or Social Studies

Literacy Education: B-6 or 5-12

Special Education: Early Childhood, Childhood or Adolescence

Second Language Education

School Leadership

After earning a master's degree and professional certification, students may apply to earn a Certificate of Advanced Study to work as a School District Business Leader or School Building Leader. The School of Education also offers a Masters of Professional Studies in Humanistic/Multicultural Education, which does not lead to teacher certification but is essential to success OR valued in the human services field.

CONTACT

School of Education
State University of New York at
New Paltz
800 Hawk Drive
New Paltz, NY 12561-2442
p: (845) 257-2800
f: (845) 257-2799
Old Main, 114
schoolofed@newpaltz.edu

THE SCHOOL OF EDUCATION offers baccalaureate and master's degrees in early childhood/childhood and adolescence education, master's degrees in literacy, special education, and humanistic multicultural education, as well as certificates of advanced study in educational leadership. Most programs lead to New York State teacher and leader certification. Graduates are well-grounded in content, theoretical and historical perspectives, pedagogy and clinical practice.

Housed in Old Main with state-of-the-art classrooms and expanded curriculum materials and literacy centers, the School of Education offers students the opportunity to work with talented faculty and connect theory with practice.

Working collaboratively with regional school districts and professional organizations, the School of Education and its campus-based programs (e.g., the Literacy Center, Numeracy Club, etc.) prepare students to apply a wide range of evidence-based practices to meet the diverse needs of all learners.

EARLY CHILDHOOD/ CHILDHOOD EDUCATION DUAL CERTIFICATION PROGRAM (BIRTH-GRADE 2 AND GRADES 1-6)

Students in this program take a broad background of coursework geared to prepare them for teaching children from birth to grade 6. A strong fieldwork component provides a clinically rich program, with experiences in a wide variety of settings including preschools, after-school programs, elementary classrooms and middle school environments. The diverse experiences offered to students prepare them to support the learners of the 21st century. Those successfully completing this program earn a Bachelor of Science in Education and are qualified to receive certification from the State Education Department for both Birth through Grade 2 and Grades 1-6.

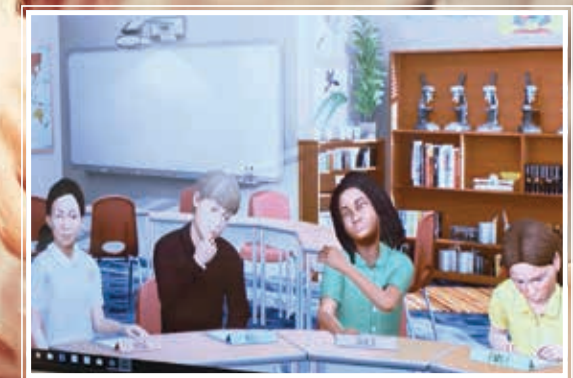
ADOLESCENCE EDUCATION CERTIFICATION PROGRAMS (GRADES 7 -12)

Adolescence Education programs offer instruction leading to New York State initial and professional certification to teach the following subjects: **Biology, Chemistry, Earth Science (geology), English, Mathematics, Physics and Social Studies (history)**. Three fieldwork experiences in middle and high school settings are carefully planned to allow students to understand the school, department and classroom. Those successfully completing this program earn a Bachelor of Science in Education and are qualified to receive certification from the State Education Department in their subject for Grades 7 – 12.



TeachLive™

As part of its Center for Innovation in Education, the School of Education is one of the first in the SUNY system to offer TeachLive™, a mixed-reality classroom simulator that allows teacher candidates to develop their teaching, classroom management, co-teaching and parent conference skills in an immersive virtual environment.



SUPPORTING EXCELLENT TEACHING

The SUNY New Paltz campus offers a range of modern learning spaces, including the Sojourner Truth Library, state-of-the-art computer labs, art studios, theaters, language centers and media facilities, all providing an environment conducive to effective study.

For more than 100 years, the School of Education has been located in the Old Main Building, one of the most beautiful and historic buildings on campus. A \$32 million renovation of Old Main brought high-tech classrooms, more and modern faculty offices, electrical upgrades and beautifully restored finishes to this campus landmark. The renovation is one of the most environmentally friendly projects the campus has undertaken. It is the first Leadership in Energy and Environmental Design-certified project on our campus.

THE EDUCATION COMMUNITY

The School of Education has developed strong partnerships with school districts in Hudson Valley counties as well as in New York City.

Each spring, school districts participate in Teacher Recruitment Day, an event designed to connect teacher candidates with school districts hiring for teachers and other teaching-related positions. Typically, over 100 school districts conduct on- and off-site interviews.

The School of Education is also a resource for the education community through ongoing collaborations with the Mid-Hudson Teacher Center, the Mid-Hudson

School Study Council, the Science and Technology Entry Program, the Mid-Hudson Migrant Education Tutorial and Support Services Program and the New York State Master Teacher Program.

FACULTY

Faculty members in the School of Education are well qualified and have active research agendas. They are committed to being caring, critical and reflective professionals responsive to the needs of a diverse society, which is the foundation of the unit's conceptual framework.

Our faculty have published widely as authors of books, chapters, monographs and peer-reviewed articles in international and regional journals. Several faculty serve on journal editorial review boards for major publications.

We offer opportunities for student participation in research and in scholarly and creative activity.

FIELDWORK

Active engagement in field experiences increases knowledge of the classroom and enhances the student teaching experience. Fieldwork also allows teacher candidates to start developing diverse professional networks that will serve them well when beginning the job search process.

Fieldwork requirements vary depending on the major, but all students will complete at least two semesters of fieldwork totaling a minimum of 100 hours of classroom experience.



STUDENT TEACHING
The Field Placement Office places students in the Mid-Hudson Valley, Lower Hudson Valley, NYC, Long Island, Utica and Australia. Generally, placements are in 45 and 50 school districts in any given semester.



THE STUDENT TEACHING EXPERIENCE

Teacher candidates complete a semester of student teaching in their final semester of study. **This is the opportunity most teacher candidates have been waiting for—the chance to apply their knowledge and skills in the actual classroom setting.** Each student teaching experience is unique to the individual, but all teacher candidates complete two different placements within one academic semester.

An important aspect of the student teaching experience is the support provided to School of Education teacher candidates through the School's strong supervision program. Each candidate is paired with a Student Teacher Supervisor, who is an ongoing resource for the candidate. Supervisors visit the school sites multiple times during each placement, evaluating the placement and providing encouragement and feedback to the teacher candidate.

STUDENT TEACHING IN NEW YORK CITY

A number of School of Education students each semester choose to complete their student teaching in New York City. SUNY New Paltz works with the SUNY Urban Teacher Education Center to provide students with the support necessary for successful student teaching experiences in New York. More information is provided at suny.edu/sutec.

CENTER FOR INNOVATION IN EDUCATION AT NEW PALTZ

The Center for Innovation in Education is designed to support clinically rich preparation and ongoing development of teachers and school leaders. The Center brings 21st century instructional technology to the wider education community in the region. Inquiry-based teaching and learning are focused in: multi-disciplinary collaborative curriculum development,



The Center for Innovation (CIE)

integrating digital pedagogies and collective critical thinking; **TeachLive™**, a mixed-reality, avatar-based simulated classroom or other school experience; and 3D printing.

LITERACY CENTER

The Literacy Center's mission is to provide literacy instruction to children in our local communities and to offer our graduate literacy specialist candidates clinical opportunities in the diagnosis and intervention of reading and writing difficulties.

Literacy instruction includes teaching children and adolescents, as well as consultation with teachers on literacy issues across the curriculum. Faculty leading these graduate candidates also act as a link between school districts and community organizations interested in reading and writing excellence and promote evidence-based practices derived from current research in literacy education and assessment.

The Literacy Center currently provides literacy diagnostic and intervention services for local children and adolescents. Faculty and staff, community members, local school districts, graduate assistants, work-study students, and volunteers all contribute to the success of this program.

KAPPA DELTA PI EDUCATION HONOR SOCIETY

Kappa Delta Pi is an international education honor society providing and rewarding professional development for teacher candidates. The student-run organization has active service and community programs, including literacy programs in local elementary schools. Membership is competitive and offers multiple opportunities for professional growth.

The Zeta Zeta Chapter of Kappa Delta Pi has been active on the New Paltz campus for more than half a century.

THE HUDSON VALLEY WRITING PROJECT AT SUNY NEW PALTZ IS A PROFESSIONAL DEVELOPMENT ORGANIZATION WHOSE PURPOSE IS TO IMPROVE THE TEACHING OF WRITING AND TO PROMOTE LITERACY DEVELOPMENT AT ALL LEVELS OF EDUCATION, PRE-KINDERGARTEN THROUGH COLLEGE.

The Hudson Valley Writing Project at SUNY New Paltz, a site of the National Writing Project, provides powerful learning opportunities for working educators and pre-service teachers. Through this robust professional network, teachers collaboratively study and practice exemplary literacy skills with colleagues. SUNY New Paltz undergraduate and graduate students gain access to workshops, mentor relationships and community reading and writing groups. The Hudson Valley Writing Project's popular Saturday Seminars and summer programs for young writers have brought writing more fully into the lives of thousands of teachers and students in our region.

SCIENCE AND TECHNOLOGY ENTRY PROGRAM

Funded by the State Education Department, this program's mission is to enhance the math, science and technology skills of underrepresented and low-income students from local high schools. Its goal is to encourage students to continue their education after graduation in the fields of mathematics, science, technology and/or the



The Literacy Center



The Hudson Valley Writing Project

licensed professions where minorities are traditionally underrepresented. The School of Education has been a program center since 1986.

DEAN'S AWARD FOR EXCELLENCE IN TEACHING

Since 1984, the School of Education at SUNY New Paltz has collaborated with area school districts to recognize teachers in the Mid-Hudson Valley for being outstanding in their fields and endeavors. This annual award is bestowed on teachers who have been recommended by area school administrators and are selected by a committee of education faculty and professionals. As recipients of this award, each teacher receives an honorary appointment as an adjunct clinical professor with the School of Education.

NEW YORK STATE MASTER TEACHER PROGRAM

The New York State Master Teacher program is a community of outstanding STEM teachers sharing expertise in teaching math, science and technology content. SUNY New Paltz is home to the Mid-Hudson regional cohort, which has supported 140 Master Teachers since 2013 with 75 currently active program fellows. These are leaders in their schools and districts who share a passion for their own teaching and learning, and collaborate with colleagues and pre-service teachers to inspire the next generation of leaders in STEM education.

MID-HUDSON MIGRANT EDUCATION TUTORIAL AND SUPPORT SERVICES

This five-year, federally-funded program supports migrant students in meeting New York State's challenging content and performance standards in English language

arts and math. Tutors work with school and families to help migrant youth at every stage of their education, from successfully completing kindergarten to graduating from high school.

SELECTED RECENT FACULTY PUBLICATIONS

- **Karen Bell, Associate Professor, Department of Teaching & Learning**
Isabelle, A.D. & Bell, K.N. (2018). Sun catchers. In S. McMillen (Ed.), *Integrating math across the K-6 curriculum*. Reston, Virginia: National Council of Teachers of Mathematics (NCTM).
- **Lizabeth Cain, Assistant Professor, Department of Teaching & Learning**
Santoro, D.A. and Cain, L. (Eds.). (2018). *Principled Resistance: How teachers resolve ethical dilemmas*. Cambridge: Harvard Press.
- **Barbara Chorzempa, Associate Professor, Department of Teaching & Learning**
Chorzempa, B. F., Smith, M. D., & Sileo, J. M. (2019). Practice-Based evidence: A model for helping educators make evidence-based decisions. *Teacher Education and Special Education*, 42 (1), 82-93.
- **Beth Clark-Gareca, Assistant Professor, Department of Teaching & Learning**
Clark-Gareca, B. (2018). Research on English language tests and assessments, in *The TESOL encyclopedia of English language teaching*. Liontas, J. I. (Ed). Hoboken, USA: John Wiley & Sons, Inc.
- **Clark-Gareca, B. & Gui, M. (2018).** Chinese and American EFL teachers' beliefs about curricular and pedagogical practices: cross-cultural similarities and differences. *Language and Intercultural Communication*.

- **April Coughlin, Assistant Professor, Department of Teaching & Learning**
Coughlin, A. B. (2018). Teaching on wheels: Bringing a disability perspective into the classroom. In M.S. Jeffress (Ed.). *International perspectives on teaching with disability* (pp. 17-34). London: Routledge.
- **Kiersten Greene, Associate Professor, Department of Teaching & Learning**
Greene, K., with Gorlewski, J. (2019). Collaboration in isolation: Policy paradox in edTPA. In Tuck, E. & Gorlewski, J. (Eds.). *Who decides who becomes a teacher? Schools of education as sites of resistance*. New York: Routledge.
- **Aaron Isabelle, Associate Professor, Department of Teaching & Learning and Associate Dean, School of Education**
Isabelle, A.D. & Bell, K.N. (2018). Sun catchers. In S. McMillen (Ed.), *Integrating math across the K-6 curriculum*. Reston, Virginia: National Council of Teachers of Mathematics (NCTM).
- **Isabelle, A. D. & Zinn, G. A. (2017).** SCI-BOOK: *Steps to STEM: Student science notebook*. Rotterdam, Netherlands: Sense Publishers.
- **Isabelle, A. D. & Zinn, G. A. (2017).** *Steps to STEM: A science curriculum supplement for upper elementary and middle school grades*. (Teacher's edition). Rotterdam, Netherlands: Sense Publishers.
- **Kathleen M. Lord, Associate Professor, Department of Teaching & Learning**
Noel, A.M., Lord, K.M., & Varga, L. (2019). Supporting second language vocabulary: A scenario from Hungarian preschools. *Kappa Delta Pi Record*, 55(1), 24-29.
- **Shannon McManimon, Assistant Professor, Department of Educational Studies & Leadership**
McManimon, S. K., Casey, Z. A., & Berchini, C. (Eds.). (2018). *Whiteness at the table: Antiracism, racism and identity in education*. Lanham, MD: Lexington Books.
- **Tom Meyer, Associate Professor, Department of Teaching & Learning**
Meyer, T., McCartney, C., & Hesse, J. (2018). Building Foundations for Principled Resistance. In D. A. Santoro & L. Cain (Eds.), *Principled resistance: How teachers resolve ethical dilemmas* (123-138). Cambridge: Harvard University Press.
- **Andrea M. Noel, Professor, Department of Teaching & Learning**
Noel, A.M., Lord, K.M., & Varga, L. (2019). Supporting second language vocabulary: A scenario from Hungarian preschools. *Kappa Delta Pi Record*, 55(1), 24-29.
- **Gowri Parameswaran, Professor, Department of Educational Studies & Leadership**
Parameswaran, G. (2018). Colonialism: A gift that keeps on giving. In Singer, S. E. and Harkins, M. J. (Eds), *Educators on Diversity, Social Justice and Schooling: A reader* (pp. 120-140). Toronto: Canadian Scholars Press.
- **Michael S. Rosenberg, Professor, Department of Teaching & Learning**
Bradshaw, C.P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsiveness and student engagement through double check coaching of classroom teachers: An efficacy study. *School Psychology Review, Volume 47* (No. 2), pp. 118-134.
- **Larson, K. E., Pas, E. T., Bradshaw, C.**

P., Rosenberg, M. S., & Day-Vines, N. L. (2018). Examining how proactive management and culturally responsive teaching relate to student behavior: Implications for measurement and practice. *School Psychology Review, Volume 47* (No. 2), pp. 153-166.

- **Lindsey Russo, Associate Professor, Department of Teaching & Learning**
Russo, L. (2019). Play Diplomacy: Bridging cultural differences in pedagogy, learning and understanding. *Play, Policy and Practice Connections, National Association for the Education of Young Children, Vol. XIX*, Issue 2, April 2019.
- **Jane Sileo, Associate Professor, Department of Teaching & Learning**
Chorzempa, B. F., Smith, M. D., & Sileo, J. M (2019). Practice-Based evidence: A model for helping educators make evidence-based decisions. *Teacher Education and Special Education, 42* (1), 82-93.

AT A GLANCE

Character: Very selective, 4-year, residential, regional, state assisted university, liberal arts/professional studies.

Location: New Paltz, NY, a small, historic village (population of 14,000) in New York State's Hudson Valley region, midway between Albany and New York City.

Faculty: 357 full-time and 301 part-time with 82% of faculty holding a Ph.D. or terminal degree.

Campus: 257 acres and 49 buildings.

Enrollment: 6,642 Undergraduates (6,167 full-time and 549 part-time), and 1,050 graduate students (484 full-time and 566 part-time).

Academic Structure: College of Liberal Arts and Sciences; School of Business; School of Science and Engineering; School of Education; School of Fine and Performing Arts; The Graduate School.

Average Class Size: 69% of our classes have fewer than 30 students; 92% of classes are fewer than 40 students.

Social Mobility Index: Listed in the top 3% on the 2019 Social Mobility Index
www.socialmobilityindex.org



**EXPERIENCE
NEW PALTZ VIDEO:**
www.newpaltz.edu/admissions



APPLYING:
www.newpaltz.edu/admissions

FINANCIAL AID:
www.newpaltz.edu/financialaid

VISITING:
www.newpaltz.edu/visitus

INTERACTIVE MAP:
www.newpaltz.edu/map



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800 Hawk Drive

New Paltz, NY 12561-2442

845.257.2800

admissions@newpaltz.edu

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