

Applicant Name: \_\_\_\_\_

## **Admission Content Preparation Review Worksheet - Elementary Teacher Preparation Program**

The New York State Education Department (NYSED) and the Association for Childhood Education International (ACEI) have each articulated minimum requirements for the subject matter preparation of prospective elementary teachers. Our graduate teacher preparation programs assume that this preparation has been achieved for the most part during your undergraduate work. Therefore, at admissions we need to perform a transcript review to determine whether you have already met all these subject matter requirements or, if that is not the case, what coursework and/or other experiences you would need to complete before graduation in order to meet these requirements.

While our faculty is ultimately responsible for this transcript review, we would like to give you first the opportunity to document that you have met most, or possibly all, of the subject matter requirements. Sometimes course titles and numbers alone (as they appear in official transcripts) may be deceiving. Having taken those courses, you are in the best position to know which courses should or should not “count” as coursework in specific subject areas, as well as what specific content they covered.

Therefore, we are asking you to **complete Part A and Part B of this worksheet to the best of your ability and bring it with you to your admission interview**. Do not worry if you have questions about what specific topics really mean and/or where certain courses should be listed – you will have the opportunity to ask these questions at the interview and then modify/add to the worksheet as you wish. If needed, at the interview you will also be able to further explain how you completed the worksheet and/or to support your decisions with relevant documentation (e.g., course descriptions and syllabi of relevant courses, specific projects or assignments within a course, etc.).

This form includes three parts:

- Part A articulates the relevant New York State certification requirements in terms of subject matter coursework, and asks you to list information about all the courses you have taken in the subject matter(s) you are going to teach. This section of the worksheet will help the reviewer evaluate the extent to which you have already met these certification requirements.

- Part B articulates what your professional organization believes elementary teachers should know about the subject matter they teach – that is, the specific areas within the various subject areas that elementary teachers are responsible for that with which you should be familiar by the time you begin teaching. In this case, we ask you to identify courses and other relevant experiences that contributed to your preparation in each particular area, as well as your assessment of the strength of your preparation in that area at this point in time.
- Part C will be completed by the interviewer after your admission interview. Here the interviewer will record his/her final recommendations about what additional subject matter coursework and/or other experiences – if any – you will need to complete, if admitted, before you can be recommended for teaching certification.

**(A) New York State Requirements**

New York State requires teacher candidates seeking certification in Childhood Education to have completed a B.A. or B.S. with a major in one or more liberal arts or sciences, and to have the necessary content knowledge to assist students at the childhood level in meeting the New York State Learning Standards for that level in the areas of: the arts; career development and occupational studies; English language arts; health, physical education & family and consumer science; languages other than English; mathematics, science and technology; and social studies.

To help us evaluate the extent to which you have already met these requirements, please list in the table below all the college-level content courses (or equivalent) that you have already completed, or will have completed by the time you start the teacher preparation program, along with all the other information requested. If you are not sure whether a specific course should “count” as a content course, put a question mark (?) in the first column. Please also indicate coursework related to one or more of the following core content areas: English language arts (by putting “A” in the first column); mathematics (by putting “M” in the first column); science (by putting “S” in the first column); and social studies (by putting “S” in the first column).

**Undergraduate degree & major:** \_\_\_\_\_

**Institution:** \_\_\_\_\_

**Overall GPA:** \_\_\_\_\_



## **(B) Professional Organization Recommendations**

The Association for Childhood Education International (ACEI) has identified a number of key content areas, and concepts/topics/areas within each, that elementary teachers should be proficient in – as in order to effectively teach students this content, the first step is to make sure that the teacher understands it! These content standards have been identified in the first column of the table below.

For each of these content standards, please indicate in the second column of the table the courses listed in Part A that addressed it; if there are experiences other than coursework that contributed to your learning about this content, please indicate them as well in this column as well (e.g., using this content knowledge in other courses; teaching this content; independent reading/research; relevant high school courses; work experience, etc.).

Please note that content knowledge in each of the areas identified below is a graduation, not an admission, requirement. There will be some opportunities offered in your methods courses to deepen your content preparation in at least some areas – either through class activities or by selecting a specific focus in independent and/or group projects. When needed, M.S. applicants can be requested to take some additional courses in conjunction with their program, when needed to address some critical gaps, or to complete some additional readings and/or projects in order to address gaps in content preparation identified in this transcript review. Therefore, do not worry if at this stage you need to leave some areas in the table blank.

Finally, in the third column we ask you to provide a self-evaluation of how confident you feel about your preparation in each of the areas identified as important by (ACEI), using the following scale:

- 1:** Little to no knowledge of this content – *in which case additional coursework covering this content is likely to be required for the first four standards, and additional reading and experiences for the other standards.*
- 2:** Content is relatively familiar – *in which case it is likely that additional readings and experiences in this area, but no additional coursework, will be required.*
- 3:** Sufficiently confident about this content.
- 4:** Very well versed in this content.

<b>Content Standards:</b>	<b>Relevant coursework or other experiences:</b>	<b>Self-rating</b>	<b>Interviewer's Comments &amp; Rating</b>
1. English language arts – candidates demonstrate a high level of competency in use of the English language arts.	<i>(Addressed in part in EDU427-Theory&amp;Practice in Teaching &amp; Learning Literacy in Elementary School)</i>		
2. Science – candidates know and understand fundamental concepts in the subject matter of science – including physical, life and earth and space science – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use to build a base for scientific and technological literacy.	<i>(Addressed in part in EDU429-Theory&amp;Practice in Teaching &amp; Learning Science in Elementary School)</i>		

**Self-rating scale:** **1:** Little to no knowledge of this content. **2:** Content is relatively familiar. **3:** Sufficiently confident about this content. **4:** Very well versed in this content.

Content Standards:	Relevant coursework or other experiences:	Self-rating	Interviewer's Comments & Rating
<p>3. Mathematics – candidates know and understand the major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra.</p>	<p><i>(Addressed in part in EDU430-Theory&amp;Practice in Teaching &amp; Learning Mathematics in Elementary School)</i></p>		
<p>4. Social studies – candidates know and understand the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas.</p>	<p><i>(Addressed in part in EDU428-Theory&amp;Practice in Teaching &amp; Learning Social Studies in Elementary School)</i></p>		

**Self-rating scale:** **1:** Little to no knowledge of this content. **2:** Content is relatively familiar. **3:** Sufficiently confident about this content. **4:** Very well versed in this content.

Content Standards:	Relevant coursework or other experiences:	Self-rating	Interviewer's Comments & Rating
5. The arts – candidates know and understand – as appropriate to their own knowledge and skills – the contents, functions, and achievements of dance, music, theater, and the several visual arts.	<i>(Addressed in part in EDU480-Theory&amp;Practice in Teaching &amp; Learning The Arts in Elementary School)</i>		
6. Health education – candidates know and understand the major concepts in the subject matter of health education.	<i>(Addressed in part in EDU429-Theory&amp;Practice in Teaching &amp; Learning Science in Elementary School and EDU428-Theory&amp;Practice in Teaching &amp; Learning Social Studies in Elementary School)</i>		
7. Physical education – candidates know and understand – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life.	<i>(Addressed in part in ED400-Topics in Teaching and Schooling)</i>		

**Self-rating scale:** **1:** Little to no knowledge of this content. **2:** Content is relatively familiar. **3:** Sufficiently confident about this content. **4:** Very well versed in this content.

**( C ) Summary Evaluation -- TO BE COMPLETED LATER BY THE INTERVIEWER**

Based on the information and documentation you have provided, as well as the discussion that took place during the admission interview, the interviewer will determine which of the following categories apply to your situation:

\_\_\_ The applicant’s previous coursework and experiences meet and/or exceed all NYS and professional organization requirements. No additional experience is required.

\_\_\_ The applicant’s previous coursework and experiences, combined with the experiences that will take place as part of our teacher preparation program, will be sufficient to meet all NYS and professional organization minimum requirements by graduation. No additional coursework in the subject matter is required, although the candidate is recommended to do some independent work to strengthen his/her understanding of the following content areas:

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\_\_\_ The applicant’s previous coursework and experience, combined with the experiences that will take place as part of our teacher preparation program, are not yet sufficient to meet all NYS and professional organization minimum requirements. The following additional coursework and experiences will need to be completed to meet these requirements:

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