

New York University Bulletin



UNDERGRADUATE 2010-2012

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Applied Psychology

Art

Education

Health

Media

Music



NYU Teacher Education

*Childhood, Early
Childhood, and Special
Education*

Educational Theatre

English Education

*Foreign Language
Education*

Mathematics Education

Music Education

*Science Education: Biology,
Chemistry, Earth Science,
and Physics*

Social Studies Education

Skills for the Present, Vision for the Present and the Future

The Steinhardt School of Culture, Education, and Human Development is committed to preparing teachers who meet the highest standards of their profession. Teachers graduating from our programs know their subjects and how to teach them. They know children and adolescents and how to help them learn. They understand the complex realities of 21st-century schooling and are prepared to succeed in helping all children grow and develop. This moral commitment to equity and social justice is accompanied by a deep commitment to excellence. The NYU teacher is a life-long learner who will keep meeting the ever-new challenges of teaching.

NYU's teacher education curricula recognize that education today is marked by competing demands and ongoing disagreements about methods and goals. To prepare teachers to work effectively in this exciting but difficult environment, we have designed our teacher education curricula to ensure that each of our graduates will have the understandings and the skills they need to succeed. In order to do so, we do

not hide from the hard issues facing teachers: we embrace them so that they can be understood.

NYU teachers are the embodiment of self-renewing people who develop throughout their career in collaboration with, and as an influence on, a growing circle of colleagues. NYU teachers are encouraged to work adeptly with change by understanding it as an intrinsic element of their personal and professional lives. NYU teachers have continually displayed their ability to remain committed to working in the dynamic environment of the classroom.

One of the central features of the NYU teacher education curricula is that they are strongly rooted in the schools. From the first semester of the first year of study at NYU, all future teachers observe and gradually participate in the processes of teaching and learning with children and adolescents. Whether students are studying learning theory or curriculum or methods, the questions asked and the issues posed derive from and in turn are tested in the crucible of practice. The extent and duration of these field experiences gradually increase, climaxing in at least two full-fledged student teaching experiences

in two different schools during the senior year.

In order to develop all of the competencies and understandings necessary to be a professional teacher, NYU's teacher education curricula embody both shared learning experiences and those tailored for each particular curriculum. In addition to the professional education curricula, each undergraduate program requires that all students take approximately half of their program of study in liberal arts to ensure a broad-based understanding of those arts and sciences. The general liberal arts requirements are described beginning on page 108.

With some minor modifications (depending on the level and subject of certification sought), the undergraduate curricula share the same pedagogical core. This set of learning experiences provides future teachers with a deep understanding of learners and learning, knowledge and knowing, teachers and teaching, and schools and schooling grounded in practice so that students will be able to enact their understandings after they graduate. The pedagogical core is completed by study in the subject or subjects that students will teach and

by specific curriculum and methods courses dedicated to each of the certification levels and subject matters.

Pedagogical Core

Year One: In the first semester, each new teacher education student takes a special section of the New Student Seminar designed to introduce students both to NYU and to the profession they have chosen. Students concurrently enroll in Field Observations in Schools and Other Educational Settings, which arranges guided visits to schools and nonschool settings, and also in panels and roundtables with current teachers and educators that address a variety of social issues that inform and shape education in New York City. In the second semester, students engage in exploring their own learning histories and placing them in the contexts of schooling in Inquiries into Teaching and Learning I. This course is the keystone of our efforts to help make NYU teachers into the thoughtful, reflective professionals they must become if they are to succeed in contemporary schools. A particular focus of this course is the acquisition and development of language in its social con-

text and its implications for all teachers of all subjects. This course is currently situated off-campus in public schools and is taught by a team comprised of an NYU faculty member and a New York City classroom teacher.

Year Two: The second semester of this year is devoted to understanding the processes of human growth and development both in and out of the school. In Human Development, each participant develops a broad understanding of how humans grow from conception to death in psychological terms, including how we learn, how our minds work, how our bodies influence our minds, and how development is influenced by the family, school, and work environments we live in. The first half of the semester addresses the above issues across the lifespan while the second half involves a choice of an Educational Development module that focuses on one of the developmental levels that students can be certified to teach—early childhood, childhood, or early adolescence/adolescence. The focus is on understanding the particular characteristics of kids at the developmental levels students have

chosen. The modules share a commitment to exploring and understanding the wide range of human development at all ages from a multicultural as well as a learning point of view. The course includes a field experience that students satisfy with a weekly presence in nonschool settings and school settings.

Year Three: The core experiences during this year and the next begin to interact more specifically with the particular requirements of the specialization students choose in terms of level and subject or subjects to be taught. Both of the curricula that prepare people to work with younger children have as a mission that all of our graduates in early childhood and childhood education will be prepared to teach special education children as well as general education kids. This manifests itself in an integrated set of learning experiences for each level that looks at language and literacy development, content (e.g., mathematics, social studies, science, the arts), curriculum, and instruction for all children and the legal and theoretical foundations of special education. These experiences are closely tied to an increasingly intense set of

field experiences in a variety of schools and classrooms.

Most students intending to teach at all levels also take Education as a Social Institution, which involves students in seeing how schooling is structured in our society. Students visit school board meetings; explore how policy is made concerning testing, tracking, and special education; and explore the worlds of schools outside the classroom.

In addition to learning about using technologies in teaching their particular subjects in the appropriate curriculum and methods courses, secondary education students also take a Language Acquisition and Literacy Education course. The language and literacy course is based on the mutually supporting premises that children who cannot read and write will have a difficult time learning the subjects of the secondary curriculum and that reading and writing are themselves powerful learning tools across the curriculum.

Year Four: The key learning experiences of the final year are the two student teaching placements, where students make the final transition to being the teachers they have been preparing to

be. While all experienced teachers recognize that we keep learning to teach throughout our teaching careers, the supervised student teaching experiences (with their associated seminars) provide the nurturing environments that make the successful transition from student to professional possible.

Growing out of and feeding back to the student teaching experiences are instructions on campus in a variety of areas including, particularly, at all levels, courses on the adaptation of instruction for special education students in main-

stream classrooms. Building on the language and literacy course of the previous year as well as the development courses, students develop appropriate strategies for working with all the children in their classes.

Our Program, Our Faculty, and You

The NYU teacher education faculty is committed to making the professional preparation an intellectually exciting and personally rewarding experience. We believe that teachers can have an enormous impact on the future, and, even though the job is difficult

and the support is not always what it should be, we know that NYU teachers continue to have a powerful impact on the worlds and lives of children and adolescents. We welcome students to the quest.

Our programs reveal a sense that NYU teacher education graduates will be the stars of the teaching profession in the future and that to earn the star status, they will have to understand all of the tensions embodied in the lines that make up the star. For example, to take one of the lines, an NYU teacher will

understand that effective teaching depends on both knowing the content one teaches and how to teach it (pedagogy) and that knowing and doing are inseparable in this interaction. Or, to take another line, NYU teachers will be prepared to teach in the real world of schools (what is) while all the time striving toward what it might be. They can do both because they have explored the context of real schools and how their own autobiographical learning history enhances and constrains their teaching practice in such schools.

