



ELEMENTARY EDUCATION,
LITERACY, *and* EDUCATIONAL
LEADERSHIP DEPARTMENT

BUFFALO STATE • The State University of New York

Masters Including Initial Teacher Certification (MIITC)

Childhood Education Initial (CEI) Teaching Certification (Grades 1-6) M.S.Ed.

For additional information:

<http://elementaryeducation.buffalostate.edu/>

(716) 878-5916

Bacon Hall 302

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Welcome to the Elementary Education, Literacy and Educational Leadership Department

This handbook provides information about the Masters Including Initial Teaching Certification (MIITC) program. This program is designed for those who hold undergraduate degrees in one of the liberal arts and sciences. It leads to an M.S. in education and eligibility to apply for initial certification in childhood (Grades 1-6) education from the New York State Department of Education. To receive initial certification, students must pass the applicable New York State certification exams and fulfill other New York State certification requirements. Teaching is such a rewarding profession, and teachers change lives every day. The MIITC program at Buffalo State prepares candidates with the knowledge, skills and experience to be successful in the elementary school classroom. The Buffalo State teacher education program is based on the clinically rich Professional Development School model (PDS), providing many opportunities for authentic classroom experiences. For more information about the PDS schools and this award-winning program, please go to the website: <http://pds.buffalostate.edu/>.

The program includes two intensive methods courses, EDU 511 Methods of Teaching English/Language Arts and EDU 682 Teaching Mathematics in the Elementary School. Each of these 6 credit courses include a 40-hour (minimum) field experience requirement. These courses are usually taken together as a block during the second semester of the program but can be taken separately. Each field experience is completed by spending one full day working in an elementary classroom for each class, usually Monday and Tuesday, at one of the Buffalo State Professional Development Schools (PDS). All arrangements for the field work are made by the Buffalo State course instructors. Teacher candidates will work with one classroom teacher for both classes for the whole semester, and the instructors are at the school while candidates are doing field work.

If a candidate is currently working full-time in an elementary school classroom (grades 1-6, working with general education students), the candidate may be eligible to apply for an alternative field placement where fieldwork is completed in the job setting. Substitute teaching does not qualify.

During the final semester of the program candidates will complete student teaching. Student teaching is 16 weeks of full-time field experience. Candidates are assigned one placement for 16 weeks or two placements for 8 weeks each. Student teaching is also completed at a Buffalo State PDS School. Candidates are placed at a school with 3-5 other student teachers, and the college supervisor will spend at least one full day each week at the school working with student teachers and conducting formal and informal observations. This cohort model of peer and faculty-supported student teaching distinguishes Buffalo State's program from other student teaching models.

This handbook is divided into sections:

1) Welcome and General Information for Teacher Education at Buffalo State	pg. 3
2) How do you apply to the MIITC program?	pg. 5
3) What are the academic and course requirements for these programs?	pg. 7
4) What are the required exams and seminars for certification?	pg. 15

We intend to provide you with excellent instruction, a theoretical and strategic foundation, and the opportunities to observe and learn from excellent teachers. Should you have any questions please contact us at 716-878-5916 or check out our website at <http://elementaryeducation.buffalostate.edu/>.

Admission to the Program

Who can apply?

Students who hold a bachelor's degree from an accredited college or university with an academic major in one of the liberal arts or sciences with a minimum cumulative GPA of 3.0 (4.0 scale) are considered for admission.

When do I apply?

Applications for the program are accepted any time.

Admission Requirements

1. A bachelor's degree from an accredited college or university with an academic major in one of the liberal arts or sciences.
2. A minimum cumulative GPA of 3.0 (4.0 scale)
3. Meeting with a department advisor to review college transcripts to determine eligibility prior to applying to the program.
4. A well-crafted statement addressing reasons for seeking childhood/early childhood certification, related professional experiences, and professional goals. The statement will be evaluated according to the following criteria:
 - i. Organization
 - ii. Conventions of language
 - iii. Content
5. Three references that attest to the applicant's potential as a graduate student. References will be emailed a form to complete from the Buffalo State Graduate School. We strongly recommend that one of your references write a letter on your behalf. Please note that at least one reference must be from a supervisor or director who can speak to your professional skills.

These are the minimum criteria for admission; satisfaction of these criteria does not guarantee admission to the program. In addition, all applicants should review the **Admission to a Graduate Program** website: <https://ecatalog.buffalostate.edu/graduate/admission-graduate-program/#>.

Additional Admissions Information

Each applicant will be evaluated in terms of his or her baccalaureate degree, academic performance, recommendations, and substance, the quality of the personal statement, and experience working with children, especially in a classroom setting. Teacher Candidate Dispositions can be found in the [Buffalo State Conceptual Framework](#). Candidates who do not qualify for acceptance to Buffalo State may work toward meeting the necessary requirements and apply again.

Distribution Requirements

New York State Education Department requires all Childhood teachers to have completed a “content distribution” which is 6 credits each of English, Social Studies, Math (college algebra or above), and Science. All candidates must complete this content distribution before beginning student teaching. Two years of high school foreign language or two semesters in college are also required.

Graduate Scholarships

Buffalo State offers a variety of scholarship opportunities for current and newly admitted students. These scholarships are based on specific criteria which includes; academic merit, financial need, field of study, or a combination of criteria. Scholarship funding is made possible through donations from alumni and friends of the college who value a Buffalo State education.

The Financial Aid office keeps up-to-date records on all scholarships available to students. Please visit their [website](#) for more information. You can find information about graduate scholarships [here](#). Department awards and scholarships are described [here](#).

New York State offers the Masters-in-Education Teacher Incentive Scholarship Program that provides eligible students with a full-tuition scholarship for a master's degree at a State University of New York (SUNY) or City University of New York (CUNY) college or university. The scholarship requires an undergraduate grade point average(GPA) of 3.5 or above. More information can be found [here](#).

Academic Requirements

The master's degree allows candidates to be recommended to the state of New York for initial certification. The MIITC program has 45-48 graduate credits. Some students are required to take undergraduate content courses to fulfill the NYSED Content Distribution requirement as part of their program.

Full-time students can complete the program in three semesters if they take some courses during the summer and January-Term. Alternatively, students may slow their pace by attending classes part-time.

The initial courses in the program (first semester for full-time students) are offered in the evenings, 4:30-7:00 PM, Saturdays, and a few online options. Summer courses can be during the day, evening, or online.

Program Requirements*

Seminar (3 credit hours)		
EDU 501	SEMINAR FOR THE REFLECTIVE TEACHER (to be taken early in the program)	3
Literacy Course (3 credit hours)		
EDU 546	THEORY, RESEARCH, AND PRACTICE IN ENGLISH LANGUAGE ARTS INSTRUCTION (Must be taken prior to EDU 511)	3
Multicultural Perspectives and Diversity Course (3 credit hours)		
EDU 620 or EDU 509	TEACHING AND LEARNING IN DIVERSE CLASSROOMS INTRODUCTION TO THE GIFTED, TALENTED AND CREATIVE LEARNER	3
Foundation Course (3 credit hours)		
SPF 503	EDUCATIONAL PSYCHOLOGY (Undergraduate equivalent is acceptable)	0-3
Exceptional Education Course (3 credit hours)		
EXE 500 or EXE 502	INDIVIDUALS WITH SPECIAL NEEDS CONTINGENCY MANAGEMENT (EXE 502 is taken if the candidate has taken an intro to special education course at the undergraduate level)	3

(continued on next page)		
Curriculum (6 credit hours)		
EDU 654	THEORY, RESEARCH, AND PRACTICE IN SOCIAL STUDIES INSTRUCTION	3
EDU 671	THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION	3
Methods and Practicum Courses (24 credit hours)		
EDU 511	METHODS OF TEACHING ENGLISH LANGUAGE ARTS (Prerequisites apply)	6
EDU 682	TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (Prerequisites apply)	6
EDU 500	PRACTICUM IN EDUCATION (student teaching course)	6
EDU 510	PRACTICUM IN CHILDHOOD TEACHING (student teaching course)	6
Master's Project (3 credit hours)		
SPF 690	MASTER'S PROJECT (Culminating Course)	3
Total Credit Hours		45-48

*Unmet distribution requirements in baccalaureate degree may require additional courses in addition to the program requirements.

Course Descriptions

EDU 501 - SEMINAR FOR THE REFLECTIVE TEACHER **3 credits**

Critical reading and interpretation of educational research literature; synthesis and assessment of educational research literature as related to the enhancement of teaching and learning processes and experiences of elementary teachers. Participants reflect on ways to investigate and improve their own practice.

EDU 620 - TEACHING AND LEARNING IN DIVERSE CLASSROOMS **3 credits**

Culturally sensitive pedagogy and research relative to effective teaching and learning for diverse student populations: collaborating with parents; developing a community of learners; consideration of culture, power, and class; cooperative learning in culturally diverse classrooms; contextual teaching and learning.

EDU 509 - INTRODUCTION TO THE GIFTED, TALENTED AND CREATIVE LEARNER **3 credits**

Introduction to giftedness, talent development, and creativity in students, examining both the historical foundations and the current state of the field. Examines characteristics and identification of academically gifted, creative, and talented students from diverse backgrounds and areas of ability who learn at a pace and level that are significantly different from classmates.

SPF 503 - EDUCATIONAL PSYCHOLOGY **3 credits**

Psychological theories and principles of teaching and learning and their application to the classroom; effects of student and classroom characteristics on effective instruction; utilization and interpretation of assessments of learning.

EXE 500 - INDIVIDUALS WITH SPECIAL NEEDS **3 credits**

(Candidates should not take EXE 500 if they have taken an equivalent course at the undergraduate level.)

Traditional and evolving concepts of exceptionalities; characteristics of individuals with exceptionalities; implications for schools and society.

EXE 502 - CONTINGENCY MANAGEMENT **3 credits**

(Prerequisite: EXE 500 or EXE 100, Graduate Standing or completion of the requirements for provisional/initial certification as a childhood teacher)

Procedures and strategies for managing the behavior of students with special needs in educational settings; prevention of undesirable classroom behavior; assessment and remediation of behavior problems; effective delivery of instruction.

EDU 654 - THEORY RESEARCH AND PRACTICE IN SOCIAL STUDIES INSTRUCTION **3 credits**

A study of goals in elementary social studies and their relationships to organizational concerns, approaches, methods, techniques, media and evaluation; the review and development of appropriate research for application to elementary social studies teaching.

EDU 671 - THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION **3 credits**

Construction of science ideas in informal and formal social settings; demonstration and evaluation of exemplary science teaching methods; research focusing on elementary students' formal and naive science understanding.

EDU 546 - THEORY, RESEARCH, & PRACTICE IN ENGLISH LANGUAGE ARTS INSTRUCTION **3 credits**

(Must be taken prior to EDU 511)

Review of theory and research pertaining to the concepts underlying ELA curriculum, texts and assessment for the P-6 learner. Research investigating the connections between ELA theory and practice.

EDU 511 - METHODS OF TEACHING ENGLISH LANGUAGE ARTS **6 credits**

(Prerequisite: EDU 546 with a grade of B or better)

Building methodological practice from the theoretical scaffold of literacy knowledge and teaching. Students participate in elementary classroom practice for **at least 40 hours** while exploring in-depth curricular, theoretical, and practical educational frameworks. Participants learn and practice the pedagogy required for teaching English language arts across the curriculum; plan, implement, and evaluate lessons incorporating the New York State standards for English language arts; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective techniques for instructional organization in an elementary school. **EDU 511 meets in the evening; students are also expected to spend one full day each week (usually on Tuesday) in a PDS school.**

EDU 682 - TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL **6 credits**

(Prerequisites: EDU 501 and either EDU 546 or EDU 513; EDU 546 with a grade of B or better)

Mathematics curriculum course for elementary teachers. Students participate in elementary classroom practice for **at least 40 hours** while exploring in-depth curricular, theoretical, and practical educational frameworks. Participants learn and practice the pedagogy required for teaching mathematics across the curriculum; plan, implement, and evaluate mathematics lessons incorporating New York State and national standards for mathematics; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective techniques for instructional organization in an elementary school. **EDU 682 meets in the evening; students are also expected to spend one full day each week (usually on Monday) in a PDS school.**

EDU 500 - PRACTICUM IN EDUCATION **6 credits**

Supervised teaching experience five full days a week for 40-80 days accompanied by weekly one-hour seminars and other seminars as scheduled. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required.

EDU 510 PRACTICUM IN CHILDHOOD TEACHING **6 credits**

*(Prerequisites: EDU 511 and EDU 682 with grades of B or better)*Supervised teaching experience five full days a week for approximately seven consecutive weeks accompanied by weekly one-hour seminars and other seminars as scheduled. Effective demonstration of content knowledge, pedagogical

preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required.

SPF 690 - MASTER'S PROJECT

3 credits

A study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions from the Educational Foundations Department.

MIITC students are working towards New York State certification in Childhood Education (Grades 1-6). Students who wish to add Early Childhood or Special Education must complete 6 additional credits per certification. Some courses that have been accepted in the past to fulfill the 6 credit Early Childhood requirement include: EDU 543, 626, 528, 611 and EXE 652. Some courses that have been accepted in the past to fulfill the Special Education requirements include: EXE 500, 501, 502, and 503.

Advisement

Upon acceptance into the program, you will be assigned an academic advisor who will help guide you through your coursework. You are required to attend advisory meetings each semester as requested by the program director. When contacting your advisor, please communicate your Banner number and give a brief description of your questions or requests.

Dr. D. Henry is the current advisor for all students in the CEI (MIITC) program. You can contact him at <HENRYD@buffalostate.edu>, or you can make an appointment to meet with him using his calendar app: https://calendly.com/henrydr/dhenry_appointments.

Degree Works

Buffalo State provides a degree audit system called Degree Works. Use Degree Works (DW) to track your progress toward graduation. Some common pieces of the program that need attention in DW are the following:

- Foundation Course (SPF 503): If you completed an undergraduate course that can be used for this requirement you should contact your advisor to have this requirement completed in DW.
- If you completed an introduction to special education as an undergraduate, then you will complete the EXE 502 course instead of EXE 500. This is a substitution that your advisor will need to complete in DW.
- Content Distribution Requirement: This requirement will be checked as completed once you have documents or completed all of the content requirements. Your advisor can help you understand your requirements.

Field Experience and Student Teaching

Field Experience Requirements (EDU 546, EDU 511, EDU 682)

The required early field experiences for this program are embedded into the EDU 546, EDU 511, and EDU 682 courses. The Elementary Education and Reading Department will not accept transfer credits to meet these requirements. Students must have a “B” or better in 546 and a “B” or better in each methods course (511 and 682) in order to move through the program and into student teaching.

[Course descriptions are available in this handbook.](#)

Only students who are formally admitted into the major may take these courses. If a student registers for one of these courses and then does not have a cumulative 3.0 GPA, the student will be asked to withdraw or be administratively withdrawn from the course.

Student Teaching

Student Teaching is the culminating teacher candidate experience where candidates are able to put into practice all of the knowledge and skills gained through the program.

Student Teaching is guided by the regulations presented in the **Student Teaching Handbook** distributed by the department. Teacher Candidate and Mentor Teacher Handbooks are available online at <https://elementaryeducation.buffalostate.edu/student-teaching>. Look under “For Teacher Candidates.”

Student teachers will attend a meeting the semester prior to student teaching. At that time the candidate will complete the following:

- [Student Teaching Application](#)
- Student Teaching Resume
- Request for Alternative Placement - *only for eligible teacher candidates*

Generally, the student teaching meeting will be held in September for the spring semester and February for the fall semester.

Student Teaching placements will be at approved Buffalo State PDS sites, and candidates will be assigned by the director of student teaching. Candidates are not able to select their own student teaching placement. During student teaching, you will follow PDS school’s schedule and calendar. You

will be placed at a school with 3-5 other student teachers, and your college supervisor will spend at least one full day each week at the school working with you and observing your progress. You are required to attend weekly seminars that are scheduled by your supervisor.

Student Teaching Grading Policies

Candidates earn either a "satisfactory" (S) or "unsatisfactory" (U) grade for student teaching. Candidates may not graduate from the program if they receive an "unsatisfactory" (U) grade. An appointment should be made with the Elementary Education, Literacy & Educational Leadership Department chairperson to discuss other career and course options.

Student Teaching Scholarships and Awards

There are several scholarships and awards offered to outstanding student teachers. Honors and award applications and application packet requirements can be found on the Scholarships and Awards section of the [EELEL website](#). Once you are on the Scholarships & Awards webpage, scroll down and click on the Honor or Award you are applying for and the application will open as a PDF file.

Some honors or awards require an application packet to be submitted (letters of recommendation and/or written components) in addition to the completed application. Application and application packet requirements are specific to each honor or award, so please read through each application file carefully.

Applications (with attached Degree Works print-out) for each honor or award must be submitted by November 1 or April 1 of your student teaching semester. You have until November 15 or April 15 of your student teaching semester to submit the rest of the application packet (letters of recommendation, written components, etc.) for each honor or award.

Applications and application packets can be hand delivered to Bacon 302 (Attn: Rosemary Arioli) OR scanned and emailed to Julie Wholf (dorshejm@buffalostate.edu). If emailing, please put "Honors and Award Application" in the subject line of your email and make sure your full name is included on all attached documents.

Alternative Field Placements

High quality, mentored field experience is at the heart of our Childhood Education program. Teacher Candidates who are employed as a teacher aide or teacher assistant in a general education classroom, Grades 1-6, can apply to use this position as an alternate placement for methods and/or student teaching. The ideal alternative placement is one where you are working in a single classroom that has general education students in Childhood (grades 1-6), where you are working with an experienced, certified teacher who is willing to be your mentor, and where you will be able to practice your teaching.

Because this experience must be mentored and fulfill the NYSED requirements of the program, **the following positions are examples that are not acceptable for alternate placements:** Lead teacher of record*, building-based substitute teacher, daily substitute teacher, self-contained special education teacher aide/assistant (12:1:1, 8:1:1, etc.), or intervention room aide/assistant (AIS/RTI Reading or Math).

- Those in alternative placements are encouraged to only take one methods course (EDU 511 or EDU 682) in a semester. You need permission by the course instructors and program director if you want to take both courses with an alternative field placement.
- If a teacher candidate is employed in a departmentalized general education classroom (for example, 5th grade ELA) and the methods course is not in the content area where they are employed (for example, EDU 682), the placement will not be considered until a conference takes place involving the building principal, mentor teacher(s), course instructor(s), and program director. If the position is approved, it will be required that the candidate leave the employed position for at least 4.5 hours per week to gain experience with one mentor teacher in that subject area.
- Teacher candidates cannot switch from a PDS placement to an alternative placement after the first week of class.

*It may be possible for a teacher candidate to be the teacher of record in a charter school or parochial school. This requires a waiver from the Teacher Education Unit.

Alternative Field Placement Approval Process

1. **Approval of the school leader.** Candidates must receive approval to apply for the alternative field placement from the principal or school leader before completing the application. You can use this handbook to share details about what an alternative field experience entails.
2. **Request for Alternative Placement** – Candidates interested in completing their field experience outside of the assigned PDS site must apply for an alternative field experience: [Application](#)

The application must be submitted no later than one week before the semester begins in order to be considered.

3. **Committee Review** - All requests for alternative placements will be reviewed by a committee for preliminary approval, and final approval will be contingent upon agreement by the principal, mentor teacher, and committee no later than the end of the first week of the semester..
 - If the request is denied, the committee will notify the student that they must participate at the PDS site or postpone their methods class.
 - If preliminary approval is granted, see steps below:

- **Principal Agreement** - Course instructor will seek principal agreement (Google Form). Your instructor will communicate with the principal about requirements for alternative placement.
- **Mentor Agreement** – Instructor will seek mentor agreement (Google Form). Your instructor will communicate with the mentor teacher about requirements for alternative placement.
- **Final Approval** - Final approval will be emailed to the teacher candidate.

Teacher Certification

Please visit the [Buffalo State Teacher Certification website](#) for up to date teacher certification information.

Initial and Professional Certification

When you graduate and have completed all the teacher certification requirements, you will be issued an **Initial New York State Teacher Certificate**. This certificate is valid for five years and is the first step toward a Professional Certificate.

After your academic program has been officially listed as Awarded or Complete in BANNER and you have submitted your Release Authorization Form, your college recommendation will be posted onto your TEACH account. The Teacher Certification Officer will access and review your account to ensure you meet the qualifications. Certificates will be issued after you have completed all other requirements: New York State Teacher Certification Exams (NYSCTE), fingerprinting, etc.

Candidates are designated as Teachers with Initial Certification upon:

- 1) Successful completion of the required NYSTCE exams – AND
- 2) Completion of 6 required seminars/workshops – AND
- 3) Having met all of the NYS Teacher Certification requirements at the time of graduation for their appropriate major – AND
- 4) Having been officially awarded their degree by the college, at which time the SUNY Buffalo State Teacher Certification office recommends candidates for the Initial Certificate.

Professional Certification:

Since you will have earned your Master's Degree through the MIITC program, New York State Professional Certifications will be issued after: 3 years of teaching and an approved application through the Buffalo State Teacher Certification Office.

IMPORTANT: You have 5 years from Initial Certification to achieve Professional Certification.

Initial Certification Checklist

- TEACH Account:** This should be done PRIOR to student teaching. Create your TEACH account on www.highered.nysed.gov/tcert/teach. Be sure to record your username and password and keep it in a safe place for future reference.
- Fingerprint Clearance:** This should be done **PRIOR** to student teaching. Apply and submit application and fee on www.IdentoGo.com. Use ORI Code: TEACH and contact MorphoTrust at 877-472-6915 for more information.
- Examinations:** EAS, and CST. Registration and preparation materials are available online at: www.nystce.nesinc.com
- Seminars/Workshops:** All teacher certification candidates who are applying for Initial Certification through Buffalo State's Teacher Certification Office are required to complete the following seminars. These seminars are required for graduation.
 - S.A.V.E.
 - Child Abuse Identification
 - Alcohol & Other Drugs
 - Fire & Arson
 - DASA Training (Anti-Bullying)
- Program:** Verify ALL program requirements are met on Degree Works. Apply for graduation through the appropriate college office by the appropriate deadline for your expected degree conferral date.
- Certification Application:** Apply and pay for the appropriate certificate(s) on TEACH. Directions to apply for Initial Certification may be found on the Teacher Certification office webpage at <http://teachercertification.buffalostate.edu/> under "QUICK LINKS."
- Release Authorization:** Complete and sign a Release Authorization form and submit it to the Teacher Certification Office in Chase Hall Room 222.

*****All requirements are subject to change at any time and without notice*****

New York State no longer prints paper certificates for Initial Certification. Your certification status may be verified on TEACH. Once your certificate is listed on your TEACH account as "issued" it is considered a valid NYS teaching certificate.

Additional Certifications

Once you have been issued at least one NYS teaching certificate, you may wish to apply for additional certificates. To do so, you will need to apply for additional certificates through a BOCES Regional Certification Office. BOCES will complete an official evaluation and send you a letter telling you which requirements are missing*. Upon completion of the missing requirements, the evaluation may be updated at no additional cost. More information can be found on the Buffalo State Teacher Certification Website: <https://teachercertification.buffalostate.edu/additional-certificates>.

TEACH Accounts and Fingerprinting

What is TEACH and why do I need to register?

The TEACH system is the NYS certification system. This is designed for various users to perform various functions regarding teacher certification and fingerprinting. For students working toward a career in education, the TEACH system is an online profile where you store all of the information NYS will need to grant your certification (i.e. certification test scores, fingerprint processing, etc.). It is also where you will go to apply for your certification. Once your account is set up, you can use TEACH to complete the application for your fingerprinting, complete your certification application, check your test scores, obtain your control number after your certification has been issued, and view/update your professional development record. Make sure you follow the step-by-step instructions on this website to apply for certification as the details are tricky and hard to fix if you make a mistake: <https://teachercertification.buffalostate.edu/initial-certification-0>.

When should I set up my TEACH account?

You can set up your TEACH account at any time during your program, however, you will need an account to start the process of fingerprint clearance. This process can take time, so the earlier you set up your TEACH account, the better off you are. Waiting may cause delays in obtaining your certification. You also need to set up your TEACH account prior to graduation and submit your [Release Authorization Form](#) so that the college can submit the “college recommendation” to your account verifying that you completed the program.

Required Seminars/Workshops:

Check your Degree Works to see which seminars/workshops are required in order to complete your program.

Here is the information about seminars:

<https://teachercertification.buffalostate.edu/seminars-and-workshops>.

These are required for graduation AND for certification.

Buffalo State College Teacher Certification Office Resources including links for fingerprinting:

Contact the certification officer for the latest information about certification, seminars/workshops, and answers to all your certification questions:

Patricia A. Recchio, M.S., Ed.

Chase Hall 222

Phone: (716)878-6121

Email: teachercertification@buffalostate.edu

Website: <http://teachercertification.buffalostate.edu>

NYS Teacher Certification Examinations

All teacher candidates are required to successfully complete specific exam requirements to be eligible for NYS Teacher Certification. Most will need the following:

Educating All Students (EAS):

- The Educating All Students test consists of selected-response items and focused constructed-response assignments.
- *Take this exam after EDU 546 (for ELL info) and after EXE courses (for special education info).*

Content Specialty Test (CST):

- Take after EDU 682 and EDU 511
- **Multi-subject:** For Childhood:
 - This test includes three parts:
 - **Part One:** Literacy and ELA;
 - **Part Two:** Mathematics;
 - **Part Three:** Arts and Sciences (Transitional)
- You must take and pass all three parts to qualify for certification in this field. You may take one, two, or all three parts at one test appointment. Note that there are four Multi-Subject tests available for four different grade levels (Early Childhood, Childhood, Middle Childhood, and Adolescence). Each Multi-Subject test has three parts. Part Three is shared by all four Multi-Subject tests; therefore, if you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

You may take the exams at any time; however, your academic advisor and/or department may have more specific suggestions for when you should complete them.

EXAM REGISTRATION

To **REGISTER** for an exam, go to the NYSTCE website: <http://www.nystce.nesinc.com/> and click on “Register”. Be sure to select SUC Buffalo State (#735) as your reporting school when registering for an exam.

Computer-Based Testing

Computer-based testing (CBT) is available at Pearson authorized test centers (225 in the US). Registration for computer-based testing is available only by selecting "Register Now" on the NYSTCE website. Learn about the Pearson testing experience here: <http://www.pearsonvue.com/ppc>

PREPARATION

Preparation is the key to success! To **PREPARE** for the exams, go to the NYSTCE website: <http://www.nystce.nesinc.com/> and click on “Prepare.” The preparation resources include:

- **Study Guide** – includes a description of the exam and some sample questions.
- **Testing Framework** – explains how the test and the questions were designed and outlines what percentage of questions relate to specific competencies.
- **Tour the Center** – describes what to expect when you go in to take your test.
- **CBT Tutorial** – outlines the computer-based testing process and reviews the testing software navigation

These preparation materials are interactive and don’t always work well with all devices. Be sure to allow yourself enough time to access the materials on a different device if you are unable to access them with the first device you try.

Our students give advice about preparing for exams on this web page (scroll down): <https://elementaryeducation.buffalostate.edu/advisement>.

EXAM SCORE REPORTING ON TEACH

In order for exam scores to appear properly in your TEACH account, all account information in your NYSTCE (Pearson) account must match exactly what is listed in your TEACH account (full name, Social

Security number, date of birth). The name listed in both accounts must contain the same exact information (e.g., - middle initial, hyphenated names must be the same, last name, no nicknames, etc).

First, you must login to both accounts and make sure that all information matches exactly. If your accounts don't match, you must change your NYSTCE (Pearson) account to match what is listed in your TEACH account. This should solve the problem. Exam scores are continuously transmitted between the NYSTCE system and the TEACH system.

It is your responsibility to ensure that your information matches across both accounts, to make sure that the exam result(s) are transmitted properly. If you have any questions about how to get your scores transmitted to your TEACH account, you can contact NYSTCE (Pearson) at: (800) 989-8532.

Sample Full-Time CEI/MIITC Semester-by-Semester Schedules

Four semesters (plus summer and j-term)	Semester 1	Semester 2	Semester 3	Semester 4	<p>* Additional courses in the program are EXE 500, SPF 503, EDU 620, EDU 654, EDU 671, EDU 690, and any content distribution courses that you are required to complete.</p> <p>These courses can also be taken in summer and January terms if they are available.</p>
	EDU 501 EDU 546 *1-2 additional courses by advisement	EDU 511 (6 cr) *1-2 additional courses by advisement	EDU 682 (6 cr) *1-2 additional courses by advisement	Student Teaching EDU 500 EDU 510	

Three semesters (plus summer and j-term)	Semester 1	Semester 2	Semester 3	<p>* Additional courses in the program are EXE 500, SPF 503, EDU 620, EDU 654, EDU 671, EDU 690, and any content distribution courses that you are required to complete.</p> <p>These courses can also be taken in summer and January terms if they are available.</p>
	EDU 501 EDU 546 *2-3 additional courses by advisement	EDU 511 (6 cr) EDU 682 (6 cr) *0-1 additional courses by advisement	Student Teaching EDU 500 EDU 510	

If Early Childhood or Special Education classes are taken, the timelines may differ from what is listed above.