

MSED SECOND LANGUAGE ED RESIDENCY

Program Overview

Program Coordinator	So Lim Kim, (845) 257-2826, kims23@newpaltz.edu
Program ID	065R
Credits	39
Program Length	The MSED Second Language Education Residency program must be completed within 5 years.
Modality	In-person
Full-time/Part-time	Part-time
Transfer Credits	6
Capstone	Practicum
Licensure/Certification	ESOL all grades Initial Professional

Program Description

The Master of Science in Education Second Language Education Residency is a 39-credit program designed specifically for school district employees holding an appropriate liberal arts degree with twelve credits in a language other than English who have not had a formal background in education and who wish to prepare for a teaching career in educating linguistically and culturally diverse students.

Upon successful completion of the program, candidates will be recommended to the New York State Education Department for Initial/Professional Certification in ESOL all grades.

Admission Requirements

- Applicants must be working within a school district and have the support of the district.
- A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education and general science component.
- Write an admissions essay responding to the following prompt:
 - Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?
 - As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience***
- Three academic or professional recommendations are required.
 - One letter should be from school district leadership acknowledging support for your participation in the residency program.
 - The remaining recommendations should be from professors with whom you have taken courses, preferably in your major field.
- Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent

professional references (e.g., job supervisor). We will not accept references from friends or family members.

Application Deadlines

May 15

Fall Admission

Accepting on a rolling basis until the program is full. However, students who submit after the deadline may get news of acceptance after advanced registration and some classes may be full.

Curriculum Requirements

Code	Title	Credits
Core Courses (26 Credits)		
SED573	Teaching English as a New Language I	3
SED507	Fieldwork I Second Language Education	1
EED581	Foundations of Bilingual/Bicultural Education	3
SED578	Second Language Learning	3
SED577	Applied Linguistics for Teachers of English as a New Language (ENL)	3
SED576	Teaching English as a New Language II	3
SED509	Fieldwork II Second Language Education	1
SED575	Teaching Literacy in English as a New Language	3
SED580	English Grammar for Teachers of English as a New Language (ENL)	3
EDI798	Principles of Research	3
Additional Courses (6 Credits)		
SED560	Technology in the Classroom	3
SPE565	Teaching in Inclusive Classrooms	3
Student Teaching (7 Credits)		
SED579	Practicum in Teaching English as a Second Language	6
SED607	Practicum Seminar: Second Language Education	1
Total Credits		39

Program Requirements

This program requires a minimum of 1000 hours in an educational setting. As a result, part of your teacher preparation program will be conducted in the professional field under supervision while working with students and cooperating teachers. The required practica are offered during the spring and fall. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment to your daily schedule.

Residency Experiences

To ensure candidates acquire the competencies to perform various teaching/leadership roles and implement a variety of instructional strategies, all candidates accepted into the Second Language Education Residency graduate program will complete 1000 hours of clinical experiences across practicum experiences (SED579) and two fieldwork experiences (SED507 and SED509). Residency candidates will complete a minimum of 15 hours in clinical experiences related to teaching students with disabilities during Fieldwork 1 and Fieldwork II.

The fieldwork experiences in the MSED Second Language Education Residency program help teacher candidates connect coursework with

school and classroom settings. Each course during the residency integrates field experiences with course assignments, discussions and/or readings. As part of residency placement, teacher candidates are expected to visit a variety of classroom settings and grade levels within their content area to ensure they experience the full range of developmental levels required by the certificate sought.

Requirements for Completion of Degree

Candidates are required to:

- File a “plan of study” during the first semester after matriculation.
- Any deficiencies in the candidate’s previous training shall be removed by early advisement with the Second Language Education program advisor.
- Completion of prescribed course work and other requirements within five years after matriculation.
- Maintain a cumulative grade point average of 3.0 or better with no more than two grades below B-.
- Successful completion of practicum during the final semester of study.

Graduation Checklist

- Apply for graduation via [my.newpaltz.edu#under “Graduation” tab](http://my.newpaltz.edu#under%20%22Graduation%22%20tab) according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#).
- Contact your advisor if you need to amend your plan or [process transfer credit](#).
- Ensure that you are in [good academic standing](#) with a GPA (Grade Point Average) of 3.0 or higher and that you are making satisfactory academic progress towards your degree completion.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) outlined in the Program Overview.

Additional Requirements

In addition to degree requirements, candidates must meet several New York State certification requirements which include:

1. Attending a number of workshops, designed to assist teachers in
 - a. preventing violence in the schools (S.A.V.E)
 - b. recognizing symptoms of child abuse and neglect,

- c. providing a safe and supportive learning environment through the training for Dignity for All Students Act (DASA), and
 - d. by completing the Health & Safety training.
2. Satisfying the New York State Certification Testing requirements, which include:
 - a. Content Specialty Test (for initial certification)

MSED Second Language Education Residency

Candidates who successfully complete all required components of the Second Language Education Residency program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in TESOL methods and content.
- **Planning:** Be able to plan lessons in TESOL that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning; differentiate and adapt assessments for ELLs through logical decision-making, consider assessment data when making instructional decisions; and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, demonstrate the ability to respond appropriately to challenges that arise in teaching, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.