



**Mathematics, Science, and
Technology Education
Partnership**

IRG Section VI

Internship Program

Table of Contents

Overview

Implementation (2004-2008)

Sample Agendas - Summer Training Programs

Sample Agendas - Monthly Internship Meetings

Sample Agenda - Professional Development Meetings

Appendix:

1. Compensation Schedule & Requirements
2. Time Reporting Log
3. Daily Journal
4. CSTEP Participant Interest Survey #1
5. CSTEP Monthly Feedback
6. CSTEP Facilitator Survey
7. CSTEP Faculty Survey

Overview of MSTP Internship Program

The mission of the MSTP Internship Program was to increase the diversity of the teaching workforce in New York State by recruiting CSTEP (Collegiate Science and Technology Entry Program) students and engaging them in the implementation of the Project model. Students were required to be New York State residents, a member of a definite ethnic minority group, or a student who met the economic criteria of the CSTEP. CSTEP is a New York State Education Department mandate which began in 1986 to encourage and increase underrepresented minorities and income-eligible college students pursuing degrees in scientific, technological, engineering, health, and health related professions, including many areas where licensure is required. CSTEP students were recruited from Hofstra University, Stony Brook University, Nassau County Community College, and Suffolk County Community College.

The MSTP Internship Program is designed to expose college students to careers as mathematics and science educators and at the same time provide middle school students with mentors and role models.

2004-2008 Implementation of the MSTP Internship Program

In order to participate as an MSTP intern, each new cohort of twenty CSTEP students attended a mandatory three day summer training program (late August) on the Stony Brook Campus. Prepaid lodging and meals were provided; travel costs were reimbursed. During each academic year, eight monthly internship meetings were held at Stony Brook University. Interns were invited to MSTP professional development conferences at Brookhaven National Laboratory, Hofstra University, and Stony Brook University.

MSTP faculty attended some of the monthly meetings. Interns and faculty benefited from the interactive nature of these meetings. The interns shared their positive experiences and concerns. The faculty members shared their teaching experiences and wisdom. The meetings were led by the workshop facilitator.

Interns chose the school in which they would like to intern from the list of ten participating schools, and could intern during one or several semesters, e.g., fall, winter, or spring. Each semester, interns' and teachers' schedules were coordinated by the internship program coordinator and the contact person at the school in order to arrange a weekly assignment.

The project contracted with a car service which met Stony Brook University's personal liability insurance requirements. Interns were responsible for reserving their own prepaid transportation or they could drive themselves or take public transportation to the school to which they were assigned. Students were reimbursed for out of pocket travel expenses at the end of each semester. Weekly reminders were emailed to interns informing them of the need to make travel reservations. They were also emailed regarding school closures and upcoming project meetings to which they were invited. The internship program coordinator frequently communicated with the contact people at the schools to insure that interns were fulfilling their assignments.

Interns received a stipend at the end of each semester upon the completion of specific participation requirements. A Compensation Schedule and Requirements list was given to each intern prior to the start of each academic year. Time Reporting Logs were completed by each intern for each day the student interned or attended a project related meeting. Journals were completed for each day the student interned. The logs and journals were required to be submitted to the internship program coordinator in order for a stipend to be issued. Random journal entries were shared with the MSTP Project Evaluation Team.

In an effort to determine the effectiveness of the teacher training components of the MSTP Internship Program and to promote improvement, interns, faculty, and the workshop facilitator responded to ongoing surveys designed by the MSTP Project Evaluation Team.

MSTP Summer 2007 Internship Program Workshop Schedule August 27, 28, and 29 at Stony Brook University, Harriman Hall, Room 304

	8:30 – 9:00 a.m.	9:00 – 10:30 a.m.	10:30 a.m. – 12:00 Noon	12:00 Noon – 1:00 p.m.	1:00 – 2:30 p.m.	2:30 – 4:00 p.m.
August 27 (Monday)				Welcome Lunch! Tyrone Bennett Introductions and Overview of the MSTP Project	Getting to Know You Returning Interns Share Experiences	Dr. Thomas Liao <i>Workshop: Exploring the Fiji Water Bottle : MST Integration Activities</i>
August 28 (Tuesday)	Breakfast	Tyrone Bennett Role of the Intern in the Middle School Internship Requirements and Stipends	Dr. David Ferguson <i>Workshop: Combinatorics: Sophisticated Ways of Counting</i>	Lunch	Linda Padwa, Science Education Program Dr. Robert Scheidet, Professional Education Program <i>Workshop: Effective Teaching</i>	Richard Feldman <i>Workshop: Interacting with Students and Teachers in the Middle School</i>
August 29 (Wednesday)	Breakfast	Tyrone Bennett Jacqueline Kampf Internship Assignments	10:30 – 11:00 a.m. Q&A	11:00 - 11:30 a.m. Dr. Bernard Maskit, Mathematics Education Program	11:30 a.m. – 12:00 Noon Q&A Thank you!	

The Science, Mathematics and Technology of the Fiji water bottle

Inquiry Materials: Fiji water bottle, globe, medicine dropper, business reply envelopes

Inquiry Questions:

[1] Where in the world is Fiji? What is its Longitude and Latitude?

Estimated Location: Longitude _____ Latitude: _____

Actual Location: Longitude _____ Latitude: _____

[2] How did captains of sailing ships use an accurate clock [chronometer] to determine Longitude?

[3] What does a mg/l measure?

[4] What elements make up Fiji water?

[5] What does pH measure and what is the pH of Fiji water?

[6] How do bar codes work? What is the difference between UPC and USPC codes?

[7] How does the diving toy made with a bottle and medicine dropper work? How can the concept of density be used to explain the operation of the toy?

Investigating Bar Code Design

Part A: Cracking the USPS Bar Code

Data Collection and Analysis

Zip+4 numbers	Bar Code	Binary Code
1		
2		
3		
4		
5		
6		
7		
8		
9		
0		

Part B: Use of Redundant Bits

[1] How is extra bit per bar code used to detect errors? _____

[2] What is the check digit? _____

[3] How is check digit used by the scanning machine to detect errors?

Data Collection and Analysis

Sum of Zip+4 numbers	Check Digit	Sum of Columns 1 and 2

Prof. T. Liao, SUNY at Stony Brook



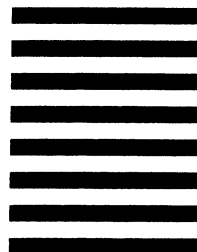
NO POSTAGE
NECESSARY IF
MAILED IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS PERMIT NO. 515 MARION, OH

POSTAGE WILL BE PAID BY ADDRESSEE

**E THE
ENVIRONMENTAL
MAGAZINE**

SUBSCRIPTION DEPARTMENT
P.O. BOX 2047
MARION, OH 43306-2147



Teacher Education Programs at Stony Brook University

Through the Teacher Education Programs at Stony Brook University it is possible to earn certification as a teacher of Science (biology, chemistry, earth science, physics, or general science), Mathematics, English, Social Studies, Foreign Languages, and TESOL (Teaching English to Students of Other Languages).

Certification can be earned through undergraduate or graduate programs. In addition, there are combined 5 year BA or BS/MAT degree options in most of the disciplines.

Where to Get Information:

Professional Education Program: This website serves as both an instructional and informational resource for current and potential undergraduate, graduate and post-graduate students, as well as for experienced K-12 and University educators across disciplines. <http://www.pep.sunysb.edu/>

School of Professional Development: SPD graduate programs are for those looking for advanced degrees in education. Students interested in entering the Master of Arts in Teaching programs, or the 5 year combined programs, should apply through SPD. <http://ws.cc.stonybrook.edu/spd/graduate/index.html>

LIGASE (Long Island Group Advancing Science Education): for information on programs for science teachers and students.
<http://www.stonybrook.edu/ligase>

Other Departmental web sites – see the PEP web site for these links.

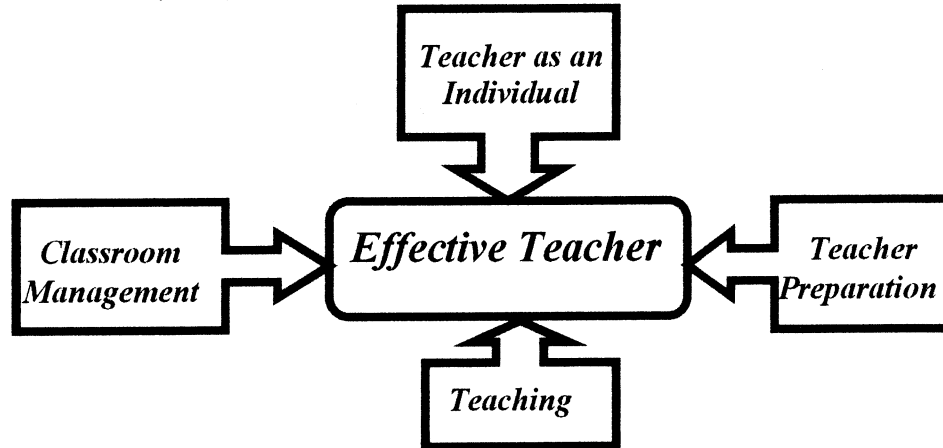
For information about the Science and Mathematics Programs contact:

Science Education Program: Linda Padwa: Linda.Padwa@stonybrook.edu
Dr. Keith Sheppard: Keith.Sheppard@stonybrook.edu
(Science Education Office, Life Sciences 001; 631-632-7075)

Mathematics Education Program: Dr. Bernard Maskit: Bernard.maskit@stonybrook.edu

EFFECTIVE TEACHING

Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them.



Teacher as an Individual

- ✚ Role of caring
- ✚ Emphasis on loving children
- ✚ Fairness and respect
- ✚ Listening
- ✚ Understanding
- ✚ Being a motivator

Classroom Management

The conductor manages the various sections to produce a harmonious sound, much like the teacher conducts the components of a classroom to create the buzz of students engaged in learning.

- ✚ Consistent, proactive discipline
- ✚ Room arrangement
- ✚ Creation of routines
- ✚ Envision and organize the learning environment to run smoothly
- ✚ Having “eyes behind your head”
- ✚ Increase student engagement

Teacher Preparation

- ✚ Identify clear objectives for each lesson
- ✚ Plan instructional strategies that meet individual needs
- ✚ Use student data to inform instruction
- ✚ Consider student learning styles and attention spans
- ✚ Rehearse the lesson

Teaching

- ✚ Perfect your style of teaching
- ✚ Link instruction to real life
- ✚ Communicate high expectations coupled with motivation
- ✚ Flexibility coupled with a repertoire of approaches
- ✚ HAVE FUN!

Highlights of the program

The **Secondary Mathematics Teacher Education Program** is available for majors in Mathematics or Applied Mathematics and Statistics. The employment rate of our graduates is near or at **100%**.

The program leads to New York State Certification for Teaching Mathematics in Grades 7 – 12.

The program combines courses in **mathematics, education**, and **mathematics education** with a major focus on **field experiences** which integrate research on teaching and learning mathematics with mathematics teaching practice. Coursework culminates in a semester of **student teaching** in both middle school and high school.

The program is aligned with standards of the following **professional organizations**:

- National Council for Accreditation of Teacher Education
- National Council of Teachers of Mathematics
- Interstate New Teacher Assessment and Support Consortium

For More Information

The Secondary Mathematics Teacher Education Program is part of Stony Brook's Professional Education Programs (PEP).

The PEP mission is to develop teacher candidates' disciplinary research skills, reflective practices, partnership, and collaboration and ensures the combination of disciplinary academic rigor with the study and application of pedagogical theory and practice.

For more information, visit the appropriate web site:

<http://www.math.sunysb.edu>

<http://www.pep.sunysb.edu>



Stony Brook University

Dr. Bernard Maskit
Director of Mathematics Education

For more information please contact:
Gabrielle Tobin

Mathematics Education Administrator

Phone: 631-632-8278

Fax: 631-632-7631

Email: gtobin@math.sunysb.edu



Stony Brook University

Secondary Mathematics Teacher Education Program



**Mathematics teachers
are in high demand!**

**Plan for a career
teaching math in middle
school or high school.**

Why be a mathematics teacher?

You can have a **professional, well-compensated** career in education and make a real difference in your community. Students in our schools need your understanding of mathematics to help them become proficient in mathematics. In turn, their proficiency in mathematics will provide them with choices and opportunities they would not otherwise enjoy.

New York State has an **immediate critical** need for certified mathematics teachers in middle schools and high schools. Salaries for beginning mathematics teachers have risen substantially in the past few years. The shortage of certified mathematics teachers statewide numbered about 4,000 in 2000 (New York State Education Department) with about 10% of those on Long Island and about 70% in New York City.

The need for mathematics teachers on Long Island is substantial, and in New York City it is critical. Stony Brook can provide student teaching placements in Nassau or Suffolk counties or in Manhattan.

Mathematics Teacher Education at Stony Brook University

Admission to the mathematics teacher education program is usually at the end of your sophomore year. You must major in Mathematics or Applied Mathematics and Statistics. Prior to admission you must complete the following courses with an average of B or better and no grade less than a C:

One Year of Calculus

Either

MAT 125, 126, 127
OR MAT 131, 132
OR MAT 141, 142
OR AMS 151, 161

Introductory Linear Algebra

MAT 211 OR AMS 210

Language, Logic, and Proof

MAT 200

Application to the Program

This must be submitted to the Director of Mathematics Education and includes:

Application form

Essay: Select one theme and one pathway from the Conceptual Framework and explain how these two concepts will guide you in your development as an effective educator in your chosen field (2-3pages). The Conceptual Framework can be found at: <http://ws.cc.stonybrook.edu/pep/CA1KQT57.htm>

Transcripts: Copies are acceptable

Students must be accepted into the program in order to enroll in the mathematics education courses (MAE designations)

Mathematics Courses

MAT 203 or MAT 205 or AMS 261 – Calculus III
MAT 312 /AMS 351 – Applied Abstract Algebra
MAT 319 – Analysis
MAT 360 – Geometry
MAT 336 – History of Mathematics
AMS 310 – Probability and Statistics

Note: Calculus IV (MAT 303, MAT 305, or AMS 361) and Advanced Linear Algebra (MAT 310) are required for mathematics majors.

Mathematics Education Courses

MAE 301 – Foundations of Secondary School Mathematics

MAE 311 – Introduction to Methods of Teaching Secondary School Mathematics

MAE 302 – Methods and Materials for Teaching Secondary School Mathematics

MAE 312 – Microteaching

MAE 330 or MAT 331 or CSE 114

MAE 447 – Directed Readings in Mathematics Education

Education Courses

PSY 327 – Human Growth and Development in the Educational Context

SSE 350 – Foundations of Education

LIN 344 – Literacy Development

Student Teaching

MAE 451 – Supervised Teaching in Middle School

MAE 452 – Supervised Teaching in High School

MAE 454 – Student Teaching Seminar

Stony Brook University Mathematics Teacher Education Program

Dr. Bernard Maskit

Director of Mathematics Education

For more information please contact:
Gabrielle Tobin

Mathematics Education Administrator

Phone: 631-632-8278

Fax: 631-632-7631

gtobin@math.sunysb.edu



Mathematics, Science and
Technology Partnership

AGENDA

MSTP CSTEP Summer 2006 Workshop
August 28th
Stony Brook University
Harriman Hall, Conference Room 304
12:00 Noon – 4:00 P.M.

12:00 Noon –
1:00 P.M.

Welcome Luncheon and Introductions

Dr. Thomas Liao, MSTP Project Director
Mr. Tyrone Bennett, Internship Coordinator
Mrs. Jacqueline Kampf, Project Administrator

1:15 - 2:45 P.M.

Dr. Thomas Liao

- “Using Math Analysis to Inform Technological Design”

2:45 - 2:50 P.M.

Break

2:50 - 3:50 P.M.

Dr. David Ferguson

- “Combinatorics: Use of Counting Techniques for Locks, Passwords, and Other Applications”

3:50 – 4:00 P.M.

Procedures & Wrap up



Mathematics, Science and
Technology Partnership

AGENDA

MSTP CSTEP Summer 2006 Workshop
August 29th
Stony Brook University
Harriman Hall, Conference Room 304
8:30 A.M. – 4:00 P.M.

8:30 - 9:00 A.M.	Breakfast
9:15 - 11:00 A.M.	Ms. Peggy Lomaga , Science Teacher, Longwood Jr. H.S. <ul style="list-style-type: none">• “Thermal Expansion of Materials”
11:00 - 11:10 A.M.	Break
11:15 A.M. - 12:00 P.M.	Mr. Tyrone Bennett , MSTP Internship Coordinator <ul style="list-style-type: none">• Procedures
12:00 - 1:10 P.M.	Lunch
1:15 - 1:45 P.M.	Ms. Linda Padwa , Director, Science Education Program <ul style="list-style-type: none">• Science Education Certification
1:45 - 1:55 P.M.	Break
2:00 - 3:30 P.M.	Mr. Oral Grant , Math Teacher, Wyandanch Middle School <ul style="list-style-type: none">• “Defining Pi”
3:30 - 4:00 P.M.	Procedures & Wrap up

Mr. Grant

7th grade Math

Name: _____

Questions:

To be answered by all students in the group.

- 1) How are *radius* and *diameter* related?
- 2) Define *diameter*:
- 3) Define *circumference*:
- 4) What is the diameter of a circle with a radius of 20mm?
- 5) What is the radius of a circle with a diameter of 19cm?
- 6) Find the circumference of a circle with a radius of 12mm (show your work).
- 7) Find the circumference of a circle if the diameter is 17cm (show your work).

8) Based on your knowledge of circles, state whether the following values would give you a circle.

<i>Circle</i>	Circumference	Diameter	c/d	Answer (Yes or No)
<i>X</i>	36	11.4545		
<i>Y</i>	21	8		
<i>Z</i>	44	14		

Once you are grouped. In each group will assign:

- A Recorder (1 person) _____
- A Reader (1 person) _____
- An Activator (2 people) _____, _____

The activator does the physical work of cutting and measuring.

Each group will remain at a station for 8 minutes to complete each section of the chart.

OBJECTIVES: The students will:

1. Measure the circumference of an object to the nearest millimeter.
2. Measure the diameter of an object to the nearest millimeter.
3. Explain how the number 3.14 for pi was determined.
4. Demonstrate that by dividing the circumference of an object by its diameter you end up with pi.
5. Discover the formula for finding circumference using Pi, and demonstrate it.

Materials Required

- six or so circular objects of various sizes
- string
- scissor
- rulers
- paper
- pencils
- student worksheets
- overhead transparency of student worksheet
- computer with spreadsheet program

Instructions:

- 1) Trace out the circular edge of your object.
- 2) Find the center of the circular object.
- 3) Measure and record the diameter chart.
- 4) Measure and record the radius on the chart.
- 5) Using the string, find the circumference of the circle and record it on the chart.
- 6) Using the calculator, compute the value of the *circumference* divided by *diameter*.
- 7) ***Answer all assigned questions.***

Mr. Grant

Milton L. Olive

7th Grade Math

Reader:	
Recorder:	
Activators (2):	_____

The activator does the physical work of cutting and measuring.

Number	Object	Radius (mm)	Diameter (mm)	Circumference (mm)	Circumference Divided by Diameter
1.	A				
2.	B				
3.	C				
4.	D				
5.	E				
6	F				



Mathematics, Science and
Technology Partnership

AGENDA

MSTP CSTEP Summer 2006 Workshop
August 30th
Stony Brook University
Harriman Hall, Conference Room 304
8:30 A.M. – 12:00 Noon

- | | |
|-------------------------|---|
| 8:30 – 9:00 A.M. | Breakfast |
| 9:15 - 10: 45 A.M. | Mr. Tyrone Bennett , MSTP Internship Coordinator <ul style="list-style-type: none">• Journal Writing• Time Sheets• Stipend Forms• Assignments |
| 10: 45 – 10:55 A.M. | Break |
| 11: 00 – 11:30 A.M. | Dr. Bernard Maskit , Director, Mathematics Education <ul style="list-style-type: none">• Mathematics Education Certification |
| 11:30 A.M. – 12:00 Noon | Procedures & Wrap up |



Mathematics, Science and
Technology Partnership

MSTP CSTEP Meeting
Harriman Hall room 304
Stony Brook University

October 19, 2007

12-2pm

Agenda

1. Present assignments and school changes updated
 - a. Must submit all schedules
2. Peer Review of Last month meeting with Faculty
 - a. Experiences at the schools
 - b. Faculty input
 - c. Suggestions to be made with Faculty
3. Are you smarter than a 7th grader?
 - a. Math exam test
4. Time sheets and Journal collections
 - a. Must be handed in on time or delays stipends
5. Adjournment

Name: _____

5th Grade Homework.

___ 1) Solve: $12 - 6 - 4$

A) 2

C) 9

B) 10

D) 3

___ 2) Solve: $12 - (6 - 4)$

F) 2

H) 10

G) 1

J) 14

___ 3) Solve: $18 - (12 - 4)$

A) 9

C) 10

B) 2

D) 6

___ 4) Solve: $37 - 12 - 5$

F) 29

H) 20

G) 30

J) 19

___ 5) Solve: $18 - (3 + 4)$

A) 19

C) 25

B) 10

D) 11

___ 6) Solve: $4 + [6 - 5(4 - 3)]$

F) 8

H) -5

G) 5

J) 15

___ 7) Solve: $2(8 - 5)$

A) 11

C) 6

B) 2

D) 8

___ 8) Solve: $5(7 + 2)$

F) 45

H) 40

G) 37

J) 3

___ 9) Solve: $(8 - 4)^2$

A) 6

C) 0

B) 12

D) 8

___ 10) Solve: $5 + 2(7 + 1)$

F) 20

H) 50

G) 21

J) 56

___ 11) Solve: $16 - 3(5 - 3)$

A) 62

C) 10

B) 4

D) 26

___ 12) Solve: $7 + 2(4 - 2)$

F) 16

H) 13

G) 11

J) 19

___ 13) Solve: $17 - 5 \cdot 2$

A) 4

C) 26

B) 24

D) 7

___ 14) Solve: $3 + 5(2 + 8 - 3)$

F) 38

H) 18

G) 68

J) 56

___ 15) Solve: $7 \cdot 3 + 2(3 + 2)$

A) 31

C) 28

B) 64

D) 29



Mathematics, Science and
Technology Partnership

MSTP CSTEP Meeting
Harriman Hall room 304
Stony Brook University

December 7, 2007

12-2pm

Agenda

1. Winter break assignments
2. Time sheets and Journal collections
 - a. Must be handed in on time or delays stipend
3. Peer Review of internship
 - a. Experiences at the schools
4. Teaching Careers
 - a. Applying for certification
 - i. Math
 - ii. Science
 - b. Input from faculty
5. MSTP/CSTEP Project Survey
 - a. Complete and discuss impact of programs
6. Adjournment



Mathematics, Science and
Technology Partnership

MSTP CSTEP Meeting
Harriman Hall room 304
Stony Brook University

March 7, 2008

12:30 – 2:30 pm

Agenda

1. Spring semester assignments review
 - a. Submit updated schedules
2. Peer Review of internship
 - a. Experiences at the schools
3. MSTP/CSTEP Project Survey
 - a. Complete and discuss impact of programs
4. Recruiting MSTP Interns for Y6 of the MSTP Internship Program, "Family Math Project" (Fall 2008/Spring 2009).
 - a. See hand out
5. Time sheets and Journal collections
 - a. Journals
 - b. Must be handed in on time or delays stipends
6. Adjournment



MSTP “Family Math Project”

YOU can make a difference in a child’s future!

The MSTP Project is recruiting current and former MSTP CSTEP Interns to participate in a Family Math Project during the period September 2008 – March 2009.

This is a partnership of middle school teachers and counselors, parents, middle school children, and MSTP CSTEP interns. The mission of the project is to train parents of middle school students and MSTP CSTEP interns to be trainers of other parents and their middle school children (all from participating MSTP Project schools). The purpose of the training is to prepare middle school students for “successfully completing” the 6th, 7th, and 8th grade New York State Mathematics Exams in March 2009.

- The Kick Off Workshop is scheduled to be held on September 20, 2008 at Brookhaven National Laboratory, Upton, NY, 9:00 a.m. – 12:00 Noon.
- From September – December 2008, we expect to hold a total of four workshops (inclusive of September 20).
- From early January – early March 2009, we expect to hold 6 - 8 workshops.
- All workshops will be held on Saturdays, 9:00 a.m. – 12:00 Noon, (exact locations in Nassau and Suffolk County to be announced). A continental breakfast will be provided.

Compensation at \$15.00 per hour (including travel time) will be paid at the end of each semester. Stony Brook interns will be reimbursed for travel expenses or provided with transportation when the workshop is held off the Stony Brook campus. For Hofstra interns, the same applies when you travel off the Hofstra campus.

If you are interested in participating in the MSTP Family Math Project, please print your name, email address, and telephone number on the sign up sheet.

We hope you will join us!

For additional information, please contact:

Jacqueline Kampf, MSTP Internship Program Coordinator (Email: Jacqueline.Kampf@stonybrook.edu;
Phone: 631-632-6744)



Mathematics, Science and
Technology Partnership

MSTP CSTEP Meeting
Harriman Hall room 304
Stony Brook University

April 11, 2008

12:30 – 2:30 pm

Agenda

1. Summer assignments requests
 - a. Submit updated schedules
2. Peer Review of internship
 - a. Experiences at the schools
3. Teaching, Math & Science Careers
 - a. Discussion on certification process
4. MSTP Family Math Project
 - a. See hand out
5. Activity on Math-Infusion
 - a. Mr. Tyrone Bennett
 - b. Prof. Rich Feldman
6. Time sheets and Journal collections
 - a. Journals
 - b. Must be handed in on time or delays stipends
7. Adjournment



NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS

2007–2008 Registration Information

The New York State Teacher Certification Examinations™ (NYSTCE®) include the following tests:

► **For individuals seeking teaching certificates:**

Liberal Arts and Sciences Test (LAST)
Assessment of Teaching Skills—Written (ATS–W)
Content Specialty Tests (CSTs)
Bilingual Education Assessments (BEAs)
Communication and Quantitative Skills Test (CQST)
Assessment of Teaching Skills—Performance (ATS–P) (Video)

► **For individuals seeking a teaching assistant certificate:**

Assessment of Teaching Assistant Skills (ATAS)







Visit www.nystce.nesinc.com


With just a click of your mouse, you can:


- Find all the information you need to register
- Register online quickly and easily
- Check your registration status
- Make changes to your registration
- Find materials to help you prepare for the test
- Get your test scores as soon as they are released


Registration Schedule for 2007–2008

(for all tests except the Assessment of Teaching Skills—Performance)

Test Date (Saturday)	Regular Registration Deadline  	Late Registration Deadline (additional fee applies)  	Emergency Registration Period (additional fee applies)		Score Report Date (unofficial scores available by 5:00 p.m.)
					
Aug. 25, 2007	July 20, 2007	Aug. 3, 2007	Aug. 3–21, 2007	Aug. 8–21, 2007	Sept. 24, 2007
Oct. 13, 2007	Sept. 7, 2007	Sept. 21, 2007	Sept. 21–Oct. 5, 2007	Sept. 26–Oct. 5, 2007	Nov. 12, 2007
Dec. 15, 2007	Nov. 9, 2007	Nov. 23, 2007	Nov. 23–Dec. 7, 2007	Nov. 28–Dec. 7, 2007	Jan. 18, 2008
Feb. 23, 2008	Jan. 18, 2008	Feb. 1, 2008	Feb. 1–15, 2008	Feb. 6–15, 2008	March 24, 2008
April 5, 2008	Feb. 29, 2008	March 14, 2008	March 14–28, 2008	March 19–28, 2008	May 5, 2008
May 31, 2008	April 25, 2008	May 9, 2008	May 9–23, 2008	May 14–23, 2008	June 30, 2008
July 12, 2008	June 6, 2008	June 20, 2008	June 20–July 4, 2008	June 25–July 3, 2008	Aug. 11, 2008



 To register on the Internet, your registration must be completed by 5:00 p.m. eastern time on the registration deadline for the period.

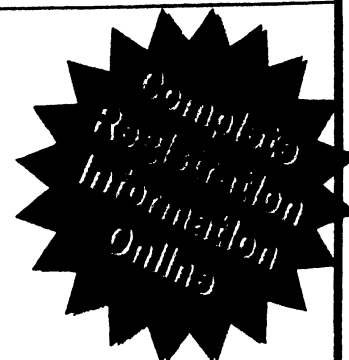
 To register by mail during the regular registration period, your registration materials must be **postmarked** by the regular registration deadline. During the late registration period, your registration materials must be **received** by the late registration deadline.

 To register by telephone, you must call by 5:00 p.m. eastern time on the emergency registration deadline.

Please note not all tests are available on all dates, see www.nystce.nesinc.com for complete information.

Assessment of Teaching Skills—Performance (ATS–P) (Video) Schedule

Registration Deadline  	Submission Deadline	Score Report Date (unofficial scores available by 5:00 p.m.)
November 2, 2007	November 30, 2007	January 25, 2008
February 15, 2008	March 21, 2008	May 2, 2008
May 16, 2008	June 13, 2008	August 8, 2008



Permission is granted to New York State educators to photocopy this flyer for use within their institutions.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved. National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

NYSTCE, New York State Teacher Certification Examinations, and the NYSTCE logo are trademarks, in the U.S. and/or other countries, of the New York State Education Department and Pearson Education, Inc. or its affiliate(s). NES and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

NY-AF-200708-01



Mathematics, Science and
Technology Partnership

MSTP Retreat – Saturday, October 2, 2004

Hofstra University, Axinn Library, B.D.C., Room 246

Revised Agenda

- | | |
|--------------------|---|
| 8:30 - 9:00 a.m. | Continental Breakfast |
| 9:00 - 9:15 a.m. | Welcome and Overview - David Burghardt and Michael Hacker |
| 9:15 - 9:30 a.m. | Introduction of CSTEP students - Tom Liao, Tyrone Bennett and Mike Ayewoh |
| 9:30 - 9:45 a.m. | Findings from the summer - Bert Flugman |
| 9:45 - 10:00 a.m. | Break |
| 10:00 - 11:15 a.m. | M, S, T, in discipline teams review newly enhanced activities:
Principals and Social Workers/Guidance Counselors review parent outreach and CSTEP students entry into middle schools
Math and tech groups stay in Room 246
Science group meets in Chem/Physics building, Room 207
Principals and Social Workers meet in Gallon Wing, Room 242
CSTEP students meet in Gallon Wing, Room 240 |
| 11:15 a.m. - noon | Compensation, logs, recruiting parents, union issues, evaluation issues, Blackboard - David Burghardt, Michael Hacker and Nanette Wachter-Jurscak |
| Noon - 1:00 p.m. | Lunch |
| 1:00 - 3:15 p.m. | Teams refine their Planning Documents.
1:00 - 3:15 p.m. - CSSTs recast Implementation Plans and calendar for Year 2 using District and School Planning Documentation handout. (CSTEP Students to join the groups) |
| 3:15 - 3:30 p.m. | Wrap-up. |



Mathematics, Science and
Technology Partnership

MSTP Meeting for 1st and 2nd Wave Teachers Agenda
Saturday, September 24, 2005
Brookhaven National Laboratory
Berkner Hall

8:15 - 9:00 a.m. - Continental Breakfast (Teams set up posters summarizing their professional development experiences in lobby of Berkner Hall)

Child Care - Salon D

9:00 a.m. - Welcome - Mr. Ken White, Director of Science Education Programs, BNL (Auditorium)

9:10 - 9:45 a.m. - Dr. Steven Dewey, Senior Chemist at BNL and Research Professor of Psychiatry, NYU School of Medicine. Dr. Dewey is an expert on brain imaging and the results of substance abuse. (Auditorium)

9:45 - 10:15 a.m. – Questions and Answers (Auditorium)

Coffee break and observing posters between sessions.

10:30 – 10:45 a.m. Introduction - Project Goals - Dr. David Burghardt (Auditorium)
Evaluation Team - Documentation

10:45 - 11:30 a.m. - Panel Discussion 1- Beverly Clendening, Nanette Wachter and Theresa Vecchiarelli. (Auditorium)

Several models of math infusion will be presented. This discussion will be followed by an announcement of project support for Project teachers. (see Friday Afternoon Workshops for 1st and 2nd wave teacher handout of dates and times, teachers need to register)

Social Workers/Guidance Counselors, Administrators, and Parents - Further discussion of Dewey presentation. (Salon B)

11:30 - 12:00 noon - Panel Discussion 2 – Riverhead and Uniondale Team - Two Different Models of Workshops presented. (Auditorium)

12:00 - 12:05 p.m. - Renee Young - Model Building Exercise: Finding Common Ground (Auditorium)

Dr. Renee Young to prepare parents for team building activity to take place during lunch. (Salon B)

12:10 - 1:10 p.m. - Lunch, Team Building. Parents join their school district teams. (Cafeteria)

1:10 – 1:30 p.m. - Whole Group debriefing - Dr. Renee Young (Auditorium)

Parent Work Session – School based plans for 2005 – 2006 (Salon B)

1:30 – 1:45 p.m. - CSTEP Students - Year 3 - Mr. Tyrone Bennett (Auditorium)

1:45 – 3:00 p.m. - Using the Training Planning Template as a guide, develop the 3rd Wave Preliminary Planning grid for the first six days of professional development. Using the Recruitment and Outreach Template as a guide, develop the accompanying grid. These must be submitted by the end of the session. (see additional instructions below*) 2nd Wave teachers may develop Math Enhancement and Infusion Worksheet for their courses.

(Amityville - Salon A, Brentwood - cafeteria, Freeport – Salon C, Hempstead – cafeteria, Longwood – Berkner Hall Auditorium, Riverhead – Cafeteria, Roosevelt – Cafeteria, Uniondale – Science Bldg. – Auditorium, William Floyd – Science Bldg. classroom, Wyandanch – Cafeteria)

Parent Work Session – School based plans for 2005 – 2006 (Salon B)

***Before leaving the meeting, please have a team representative pick up the final 3rd Wave Planning Grid and the Final Recruitment and Outreach Grid and Worksheets. The final 3rd Wave Planning Grid and the Recruitment and Outreach Grid and Worksheets are due by October 24th. These should be worked on by all the CSST members. Please send or fax (516 463-4430) to Lois Miceli. You may download both forms from Blackboard.**

3:00 – 3:15 p.m. - Final questions and answers. (Auditorium)

APPENDIX

MSTP Internship Program Compensation Schedule & Requirements for the 2007-2008 Academic Year:

Compensation at \$10.00 per hour and out-of-pocket travel reimbursements will be paid at the end of each semester (summer, fall, winter, spring) upon completion of the following mandatory training and meeting obligations and the submission of Time and Effort Reporting Logs and all Journal Entries to:

Jacqueline Kampf
Department of Technology and Society
Stony Brook University
350 Harriman Hall
Stony Brook, NY 11794-3760

Prerequisite for Prospective Interns: Attendance at Summer 2007 Internship Program Workshop at Stony Brook University (SBU), Harriman Hall, Room 304:

August 27 (Mon.): (4 hours)	12:00 Noon - 4:00 p.m.	Welcome Luncheon and Introductions; Math & Science Workshops
August 28 (Tue.): (7.5 hours)	8:30 a.m. - 4:00 p.m.	Breakfast; Procedures; Math Workshop; Lunch; Math & Science Workshops
August 29 (Wed.): (3.5 hours)	8:30 a.m. – 12:00 Noon	Breakfast; Assignments; Math Workshop; Q & A; <i>Thank you!</i>

(There is a \$50.00 Bonus for attending all of the above 15 workshop hours.)

Fall 2007 Semester Requirements (30 – 40 hours):

- Ten weekly 3 - 4 hour visits to middle schools per semester (schools and dates to be determined)
- Attendance at monthly MSTP meetings at SBU (Fridays, 9/21, 10/19, 11/16, and 12/7, 12:00 Noon – 2:00 P.M.; lunch is provided)
- **Mandatory:** submission of copy of each journal entry and time log at each monthly meeting (Please see page 2 regarding the journal requirement.)
- **voluntary attendance at special MSTP events (to be announced)**

Spring 2008 Semester Requirements (30 – 40 hours):

- Ten weekly 3 - 4 hour visits to middle schools per semester (schools and dates to be determined)
- **Attendance at monthly MSTP meetings at SBU (Fridays, 2/8, 3/7, 4/11, and 5/9, 12:30 – 2:30 P.M., Harriman Hall, Room 304; lunch is provided)**
- **Mandatory:** submission of copy of each journal entry and time log at each monthly meeting (Please see page 2 regarding the journal requirement.)
- **voluntary attendance at special MSTP events (to be announced)**

For additional information, please contact:

Jacqueline Kampf, MSTP Internship Program Coordinator (Email: Jacqueline.Kampf@stonybrook.edu;
Phone: 631-632-6744) (page 1; please see reverse side for page 2)

The Mathematics, Science, and Technology Partnership (MSTP) Project is a research project. Our evaluators need specific information regarding the internship experiences of our interns. This feedback is included annually in reports to the federal funding institution, the National Science Foundation. Journal entry forms are provided at each meeting and are available at the MSTP Office located in Harriman Hall, Room 350. Journals must address the following and anything else you'd like to share.

- At which grade level were the students with whom you worked?
- Did you work with the students one-on-one, in groups, or in another arrangement?
If in another arrangement, please explain.
- Which topics did you cover with the students?
- Were the students receptive to the instruction you provided?
Please explain your response.
- Did you see evidence of student learning that you attribute to your work with the students (e.g., did the students appear to understand the mathematical concepts taught in class)? This can be assessed by their ability to apply said mathematical concepts to solve various problems.
Please explain your response.
- What would you do differently next time, if anything?

Journal entries for each day that you intern must be given to Jacqueline Kampf in order for a stipend to be issued to you for your participation in the MSTP Internship Program.

Be sure to keep a copy of each journal entry and time log for your records.

MSTP CSTEP Daily Journal

Date: ____ / ____ /200__

ABOUT YOUR EXPERIENCE:

Please check the grade level(s) of the middle school students with whom you worked.
(Please check all that apply.)

☐ 5th grade ☐ 6th grade ☐ 7th grade ☐ 8th grade ☐ Other

If other, please explain.

Did you work with the students one-on-one or in groups?

☐ One-on-one ☐ In groups ☐ Both one-on-one & in groups ☐ Other

If other, please explain.

Which topics did you cover with the students?

Were the students receptive to the instruction you provided?

☐ Yes ☐ No

Please explain your response.

Did you see evidence of student learning that you attribute to your work with middle school students? (e.g., Did the students appear to understand the mathematical concepts taught in class?) This can be assessed by their ability to apply said mathematical concepts to solve various problems.

☐ Yes ☐ No

Please explain your response.

What would you do differently next time?

CSTEP Participant Interest Survey #1

February 8, 2008

Please keep all responses anonymous.

Gender: ☐ Male ☐ Female

Status/Year:

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate Student

Major: _____

Year in CSTEP: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year or more

College ☐ Stony Brook ☐ Hofstra ☐ Other (*Specify*) _____

Do you have any personal experience teaching, outside of CSTEP?

() Yes () No

If so, please describe:

Do you have any experience in any other teaching related activities (e.g., tutoring)?

() Yes () No

If so, please describe:

Are you already participating in any other program that relates to teaching or working in schools?

() Yes () No

If so, please describe:

Please respond to each statement below on a scale from 1 (*not at all*) to 7 (*very*):

	<i>Not at all</i> (1)	(2)	(3)	(4)	(5)	(6)	<i>Very</i> (7)
How familiar are you with the tasks a teacher's job entails?							
How familiar are you with current training and certification requirements necessary to be hired as a public school teacher in New York State?							
How confident do you feel about working with middle school students?							
At this point, how interested are you in becoming a teacher?							

What subject area(s) and grade level(s) would you be most interested in teaching?

Please describe what you believe a teacher's job entails on a daily basis.

What skills do you feel a teacher needs to be successful?

Below are some reasons people have reported for becoming a teacher.
How important is each to you in your considering becoming a teacher?

	<i>Not at all important (1)</i>	<i>(2)</i>	<i>Somewhat important (3)</i>	<i>(4)</i>	<i>Very important (5)</i>
Influencing the future					
Reward from helping others					
Instilling love of learning					
The daily schedule/hours of work					
The yearly schedule/vacation time					
Career stability					
Salary/Benefits					
Working with diverse student populations					
Doing something meaningful					
Making my family proud					
Advancing appreciation of content area					
Work environment of a school					
Professionalism					

What do you hope to learn or gain through your participation in CSTEP?

ABOUT TODAY'S WORKSHOP:

As a result of *today's* workshop, how well do you understand the following?

	<i>(I do NOT understand)</i>		<i>(I SOMEWHAT understand)</i>			<i>(I CLEARLY understand)</i>	
	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>	<i>(7)</i>
Goals of MSTP							
Different approaches to Mathematics Instruction							
Benefits of infusing Math into Science and Technology							
Math needs of middle school students							
The role of CSTEP students in MSTP							
What will be expected of me in the district							

Was more time needed to discuss any topics? ☐ Yes ☐ No

If so, please explain:

Overall, how useful did you find *today's* CSTEP meeting?

Not at all ← (1) (2) (3) (4) (5) (6) (7) → *Very*

Please feel free to add any additional thoughts or comments.

CSTEP Monthly Feedback

Date: ____ / ____ /200__

Gender: ☐ Male ☐ Female

Status/Year:

☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate Student

Major: _____

Year in CSTEP: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year or more

College: ☐ Stony Brook ☐ Hofstra ☐ Other (*Specify*) _____

ABOUT YOUR PARTICIPATION:

What years have you been involved in MSTP?

☐ 2003 – 2004 ☐ 2004 – 2005 ☐ 2005 – 2006 ☐ 2006 – 2007 ☐ 2007 – 2008

Which district/school did you work with this month? _____

How many times did visit the middle school this month? _____

Which classes did you work with or observe?

☐ Math ☐ Science ☐ Technology ☐ None of these

In the past month, how much time did you spend at the school doing each of the following activities?

Activity	<i>None (1)</i>	<i>(2)</i>	<i>Some (3)</i>	<i>(4)</i>	<i>A Great Deal (5)</i>
Observing a classroom lesson					
Working with an after school program					
Providing extra help during class					
Acting as a Teacher/classroom aide					
Helping with an MST Club					
Teaching or tutoring in the content area					
Managing students' behavior					
Other (<i>specify</i>): _____					

Have you been involved in infusing any Math topics into Science and/or Technology activities? Please explain.

**to be administered MONTHLY, from the 2nd meeting of the semester on*

Please describe one experience at the school that was very meaningful for you this month. Why was it meaningful?

What has been most challenging about being an MSTP CSTEP student?

Please respond to each statement below on a scale from 1 (*Never*) to 7 (*Always*):

	Never (1)	(2)	(3)	(4)	(5)	(6)	Always (7)
How often do you encounter a teaching situation that you are not sure how to handle?	(1)	(2)	(3)	(4)	(5)	(6)	(7)
In such situations, how often is guidance available?	(1)	(2)	(3)	(4)	(5)	(6)	(7)
How often do you consult with your cooperating teacher?	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Please respond to each statement below on a scale from 1 (*not at all*) to 7 (*very*):

	Not at all (1)	(2)	(3)	(4)	(5)	(6)	Very (7)
At this point, how interested are you in becoming a teacher?							

ABOUT TODAY'S WORKSHOP:

As a result of *today's* workshop, how well do you understand the following?

	(I do NOT understand) ← (1) (2)		(I SOMEWHAT understand) (3) (4)		(I CLEARLY understand) (5) (6) (7) →	
Goals of the project						
Different approaches to Mathematics Instruction						
Benefits of infusing Math into Science and Technology						

**to be administered MONTHLY, from the 2nd meeting of the semester on*

	<i>(I do NOT understand)</i>		<i>(I SOMEWHAT understand)</i>			<i>(I CLEARLY understand)</i>	
	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>	<i>(7)</i>
Math needs of middle school students							
The role of CSTEP students in the project							
What is expected of me in the district							

Was more time needed to discuss any topics? ☐ Yes ☐ No

If so, please explain:

Overall, how useful did you find *today's* CSTEP meeting?

Not at all ← (1) (2) (3) (4) (5) (6) (7) → *Very*

Please feel free to add any additional thoughts or comments.

CSTEP Facilitator Survey (Tyrone Bennett)

March 7, 2008

Date of Workshop: _____	Time of Workshop: _____
Location of Workshop: _____	
TOTAL # of ALL Participants: _____	
Total # of Student Participants: _____	Total # of Faculty Participants: _____
Total # of "Other" Participants: _____	Please describe "Other": _____

ABOUT THE WORKSHOP:

What did you do in today's workshop?

Do you feel the students are prepared to work with middle school students on math?

☐ Yes ☐ No

Please explain your response.

What challenges are the participants experiencing?

What changes or enhancements would you like to make for the next meeting?

Did you distribute any materials at today's workshop?

☐ Yes ☐ No

If so, what did you distribute? Please send us a copy.

CSTEP Workshop – Faculty Survey

April 11, 2008

ABOUT THE CSTEP EXPERIENCE:

Do you feel the students are prepared to work with middle school student on math?

☐ Yes ☐ No

Please explain your response.

What unique contributions will the CSTEP students bring to the middle schools?

From what you know about the districts, what are the most important things the CSTEP students will learn or experience?

