

## *Printable on Graduate Work in Education - Advising and Resources*

To make an appointment with a UAR Advisor for academic planning, help with the application process and with the essay/personal statement; quarterly workshops; go to the UAR Sweet Hall, 1st Floor, or make an appointment by using our online appointment request web form at [uar.stanford.edu](http://uar.stanford.edu).

## INTRODUCTION

This brochure is for students interested in graduate study, research, teacher training, or careers in education. For further information make an appointment with an academic advisor in the UAR (Undergraduate Advising and Research Programs).

At the end of the brochure there is specific information on the programs offered through the Stanford School of Education which is consistently one of the finest programs in the country. Selected other programs are also listed.

## CHOOSING A PROGRAM

### TEACHER EDUCATION

#### *Elementary (multiple subject) and Secondary (single subject) Level Credential Programs*

Elementary and secondary teacher training programs are similar. For early childhood to secondary teaching, education school programs provide fundamental theoretical information and practical training for certification as a professional. Most states require a license to teach in the public school. In California, a teaching credential must be earned post baccalaureate. California has reciprocity agreements for elementary and secondary teaching with 30 other states.

#### *Course Work*

The preparation includes course work in developmental theory (stages of physical and psycho-social development in children); educational foundations (the history and philosophy of education in America) and content knowledge (how to teach specific subjects).

#### *Field Experience*

Teaching experience is gained through student teaching under the supervision of experienced teachers who help translate graduate class theories into real lessons (see copies of requirements from the State Commission on Teacher Credentialing or in catalogs from programs of interest).

#### *Program Quality*

Quality teacher education programs link education theory and practice. Research the reputation of certain programs. Take the time to explore your interests and to find the credential program that fits your needs.

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## MASTER'S DEGREES

Master's programs in education can be combined with credential programs or are separate programs for teachers who want to become more proficient at what they do, who want to move into educational administration, or who want to do research in education leading to doctoral degrees.

### *Course Work*

A master's program generally consists of 30 semester or 45 quarter units of course work including educational foundations and areas of focus or specialization. For instance, you can earn a master's degree in the teaching of mathematics, teaching the emotionally handicapped, junior high school administration, or school counseling. Depending upon the program, master's degrees have a culminating activity such as a research project, thesis, portfolio, or comprehensive exam. Again, programs vary and should be investigated for variety of offerings, quality of experience of graduates, and for leadership in providing training to face the next frontier of our society--high quality education for the nation's diverse population. Most education schools contain three broad areas of education:

- Curriculum & Instruction, Administration, and Counseling & Educational Psychology.
- Variations and specializations from subareas of these broad areas are separate programs with a research focus like Stanford's Social Sciences in Education (SSE) or
- International Comparative Education (ICE).

### *Curriculum and Instruction*

In this area, students learn the organization and structure of curricula in the subject areas of interest. Pedagogical methods and what components combine to make a strong curriculum are also stressed as are the elements of training for teaching.

### *Administration & Policy Analysis*

Such programs aim to train leaders who will affect the nature of educational organizations. Students learn about the politics, economics, and sociology of educational institutions. Topics can include school finance, organizational decision-making, and supervision as they apply to all levels of schooling and all levels of school administration (local, state, and federal). These programs generally require experience in the field.

### *Counseling & Educational Psychology*

Many schools of education have a division for those who want to counsel students in the schools. These master's degrees lead to jobs in elementary, secondary, and college settings as guidance counselors, school psychologists, career counselors or academic advisors to name a few possibilities. Some psychology background or at least a year of related experience is needed for admission.

## DOCTORAL DEGREES IN EDUCATION

### *Ph.D. Programs*

The Ph.D. in Education is a research-oriented degree, preparing the recipient to teach teachers and to do research on the theoretical aspects of education. In many cases, these doctorates are earned by former educational practitioners - teachers, counselors, or educational administrators - who want to become expert in the particular area they want to teach or research. In rare cases, undergraduates apply for the degree directly out of college.

### *Ed.D. Programs*

Doctor of Education (Ed.D.) degrees are earned by educational practitioners. The difference in these programs has to do with the practical application of theoretical ideas. While some Ed.D.'s teach, these doctorates are more likely to be used by workers in the field--school administrators, district superintendents, state officials, to name a few. In some cases—Harvard is one—schools of education do not offer a choice and confer only the Ed.D. Again, few undergraduates apply directly to achieve this degree.

## OTHER TEACHING OPPORTUNITIES

### *Teach for America*

Teach for America gives students an opportunity to teach in the school year that follows the completion of their baccalaureate degree. The goal of TFA is to help meet the teacher shortage in challenging low income urban and rural schools with highly capable people as teachers. Students sign a two year contract, have a brief summer training program and begin teaching in the fall. During those two years while they teach, students may be enrolled in classes that may lead to a credential, masters or both. We recommend that students who have a serious interest in teaching as a profession consider a credential or MA program prior to teaching rather than TFA. TFA is often a transition job for students before another career. It is recommended that students who are considering TFA discuss this decision with an academic advisor and also with current TFA teachers.

[www.teachforamerica.com](http://www.teachforamerica.com)

### *Teaching in Urban Districts on an Emergency Credential*

There are about 30,000 such teachers in California currently.  
You need to:

Have a BA or BS

Pass the CBEST Test

Be enrolled in a credential program (there are many part-time programs that you can be in while you are teaching).

### *Teaching in a Private School*

Some private schools will hire you without a teaching credential.

### *Teaching Abroad*

Peace Corps

Teaching Overseas (English as a second language). If you want to teach your subject matter overseas, you will need to have two years of teaching experience.

For further information on these other teaching opportunities, contact Kathy Campbell at the Career Development Center ([kathy.campbell@stanford.edu](mailto:kathy.campbell@stanford.edu), 5-2817).

## UNDERGRADUATE PREPARATION

### *Secondary Teaching*

In California the single subject credential must be earned to teach in departmentalized programs in middle school or junior and senior high school. Once the first subject credential is obtained, others can be added, provided you can show your knowledge of the subject you want to teach. Subject matter competency, needed for initial entry into credential programs, can be verified by passing the CSET or by completing an approved subject matter program. Stanford offers this in English, Spanish and Physics.

### *Elementary Teaching*

For students interested in teaching in self-contained classrooms (generally pre-K-5), the multiple subject teaching credential must be obtained. Undergraduate preparation for this credential requires a broad liberal arts and sciences background, and the knowledge to teach a wide range of subjects. Subject matter competence can be verified by passing the CSET.

### *Honors in Education (at Stanford)*

The School of Education offers an Undergraduate Honors Program for students interested in research or a practicum projects in an area of education. Interested students apply for entry during the junior year. Approved course work in three designated areas is required. A directed reading project as well as a directed research or practicum project under the supervision of a faculty member in Education is also required. Honors students present the results of their work at a mini-conference during spring quarter. For more information contact the Honors Program Director in the Cubberley Education Bldg.

Note: Information on Stanford's Elementary and Secondary STEP program and STEP Coterminal Program is located at the end of this document.

## **ADMISSIONS**

Admission to schools of education is determined by several factors including academic record (generally a 3.0 GPA in major field), test results, letters of recommendation, and a statement of purpose. Schools of education have deadlines similar to most other graduate programs. Applications are generally submitted the winter before the school year you plan to attend, except some schools that continue to accept applications up until the beginning of classes. Check schools of interest for application deadlines. With good planning you can begin taking steps to get into graduate school at the end of your junior year (see TIMETABLE).

A useful resource is the Guide to Applying to Fellowships, Scholarships, and Graduate Schools, a pamphlet available at the Undergraduate Advising and Research Office (UAR), Sweet Hall, 1<sup>st</sup> floor.

## TESTING

### *Graduate Record Exam (GRE)*

Some teacher education programs require the general knowledge test of GRE. Check catalogs to see if this or other tests are required for admission. Take the GRE at the end of your junior year or, at the latest, in December of your senior year, to make sure test scores arrive before application deadlines (see TIMETABLE). *Please note: SUSE coterminal program applicants are not required to take the GRE.*

[www.ets.org/gre](http://www.ets.org/gre)

### *California Basic Educational Skills Test (CBEST)*

The CBEST is basic test of reading and math required of all California teachers. Most schools require you to take the CBEST before admission. Consult the CBEST web site and prep materials, but this test ought to be easily passed by any Stanford senior who wants to teach.

[www.cbest.nesinc.com](http://www.cbest.nesinc.com)

### *California Subject Examinations for Teachers (CSET)*

If you are interested in elementary education, you must take the CSET: Multiple Subjects, which consists of three separate subtests – I: Reading, Language, and Literature and History and Social Science; II: Science and Mathematics; and III: Physical Education, Human Development and Visual and Performing Arts. This test is composed of both multiple-choice and constructed-response questions.

If you are interested in middle or high school teaching, you must demonstrate your competence in the area in which you want to teach by either completing a state approved program in that area or taking the Single Subject CSET in that discipline. Each CSET: Single Subjects consists of two to four separate subtests; most subtest contain both multiple-choice and constructed-response questions.

[www.cset.nesinc.com](http://www.cset.nesinc.com)

## LETTERS OF RECOMMENDATION

It is expected that you will have had some experience working with school-aged children while you are an undergraduate. You can be a coach, a tutor, a recreation leader, teacher intern, or any number of positions that give you experience in the field. Your undergraduate course work would show evidence of your interest and intellectual capacity for teaching.

Letters of recommendation can come from several sources: someone who has supervised your work with children, faculty members with whom you have worked, or your major advisor. Ask people who know you well to write for you. Schedule an appointment with them well in advance of the due date of the recommendation. Provide the recommender with written information about yourself, including your goals, your strengths, your accomplishments, as well as your statement of purpose. Let them know why you are interested in particular programs. Remember to thank recommenders for their time before and after they have written your recommendation.

## STATEMENT OF PURPOSE

Although an admissions committee considers the entire application, the statement of purpose is an important component of your application. From the statement, committees should be able to discern your motivation to teach, interest in the particular program for which you are applying and your style and competence in writing. Write this statement with care. It should not only impress the committee with your desire but also inform them about the unique qualities you bring with you into teaching. Once you have written a first draft and edited it yourself, ask a friend or advisor to look it over and critique it. Expect a statement with which you are ultimately satisfied to take several drafts.

The UAR (Undergraduate Advising and Research Programs Office) conducts workshops on writing personal statements. In addition, you can schedule an appointment with an advisor in the UAR for review of your personal statement. Finally, samples of successful personal statements are available in the UAR.

## HOW DO I PAY FOR IT?

### *Funding*

If you're academically qualified and willing to research all the sources of available aid, you should be able to attend the graduate school of your choice. Finding the financial aid package that is best for you can be daunting and a confusing experience--simply because information about graduate aid is scattered over many sources. These include a multitude of general guides and books available at the UAR, most libraries and bookstores, the Awards Database described below, the professors or graduate students in programs at Stanford who can provide valuable information, and the individual graduate programs to which you are applying. It is important that you communicate directly with each school to which you apply. Obtain all required financial aid forms and fill them out legibly and accurately. Applications submitted on time also have the greatest chance for success in funding.

### *WHERE THE MONEY IS*

Yearly costs for graduate study vary depending upon the institution and your individual needs and expenses. A realistic budget includes estimates for tuition, books, medical insurance, and living expenses. Sources of funding usually fall within three types of aid--grants and fellowships, work programs, and loans.

### *Loan Forgiveness*

An indirect source of funding is loan forgiveness. As incentive for teaching in areas of low income or teacher shortages (math, science, and bilingual for example), these programs forgive portions of your loan debt for each year that you teach in such areas. The following resources are good starting points in your search for adequate graduate school funding.

[www.csac.ca.gov](http://www.csac.ca.gov)

[www.ed.gov/offices/OSFAP/Students/](http://www.ed.gov/offices/OSFAP/Students/)

Peterson's Guide to Graduate Programs in Business, Education, and Law has a good introduction to financial aid for graduate and professional education. Start here for an overview of the process.

[www.peterson's.com](http://www.peterson's.com)

#### *SUSE Aid Programs*

If you plan to study at the Stanford School of Education (SUSE), the School of Education contains detailed information about "Financing Your Graduate Degree". You can pick up your copy from the School of Education Admissions Offices, Cubberley 102.

## **EDUCATION CAREER PLANNING RESOURCES**

#### *California Commission on Teacher Credentialing*

Box 944270, Sacramento, CA 94244-2700

Phone: (916) 445-0184

Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

Call or write for specific information or materials about earning a California teaching or administrative credential or which tests are needed.

#### *Career Development Center (725-1789)*

Talk to a counselor about public and private school teaching, teaching abroad, job openings, and career preparation.

#### *Peterson's Guide to Graduate Programs in Business, Education, and Law*

(available at the UAP) gives not only explanations of the fields and options but also indicates graduate schools that offer programs matching your areas of interest.

#### *Stanford School of Education Admissions Office (723-4794);*

Visit the Office to get current information and applications for co-terminal, and other graduate programs.

#### *Stanford School of Education Bulletin*

See Bulletin for specific information about graduate programs, application, and financial aid.

#### *Stanford Teacher Education Program - CERAS 310*

Learn about a teacher education program that leads to a California Single Subject Teaching Credential or an Elementary School Teaching Credential (K-8).

Contact: Gwyn Wachtel, [gwachtel@stanford.edu](mailto:gwachtel@stanford.edu)

#### *Undergraduate Advising and Research Programs - Sweet Hall (723-2426)*

See education reference materials. Talk to advisors who have been teachers.

Discuss graduate school application, undergraduate preparation, or opportunities in the field.

## **USEFUL WEB SITES:**

US Department of Education

[www.ed.gov](http://www.ed.gov)

California Commission on Teacher Credentialing

[www.csac.ca.gov](http://www.csac.ca.gov)

CalTeach (California Center for Teaching Careers)

[www.calteach.com](http://www.calteach.com)

Petersons – Guide to U.S. Accredited Colleges (searchable database of colleges)

[www.petersons.com](http://www.petersons.com)

BrainTrack – Over 5300 links to higher education institutions in 152 countries.

[www.braintrack.com](http://www.braintrack.com)

American Association for Employment in Education

[www.aeee.org](http://www.aeee.org)

## SELECTED PROGRAMS:

### STANFORD UNIVERSITY SCHOOL OF EDUCATION (SUSE)

Stanford students trying to decide on graduate school in education are fortunate. Stanford's own education school is one of the country's best. SUSE provides opportunities for undergraduates to participate in graduate level courses, visit with leading researchers, and meet with current grad students.

#### *SUSE Graduate Programs*

<http://ed.stanford.edu>

Stanford's variety of credential, master's, and doctoral programs are detailed in the SUSE Bulletin, obtainable at the SUSE Admissions Office in Cubberley Hall. Of particular interest to undergraduates is the coterminal Stanford Teacher Education Program (STEP). Another coterminal program that is of interest to student with an interest in educational policy is the Program in Policy, Organization and Leadership Studies (POLS).

#### *Stanford Teacher Education Program (STEP)*

<http://suse-step.stanford.edu>

Contact: Gwyn Wachtel, Coordinator of STEP Outreach ([gwachtel@stanford.edu](mailto:gwachtel@stanford.edu))

The Stanford Teacher Education Program (STEP) aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students.

STEP Elementary Multiple Subject is a coterminal program for Stanford undergraduates. Students complement the undergraduate major of their choice with courses such as child development and educational foundations as well as field work, community projects and seminars. The fifth year of study involves intensive student teaching in select local public schools along with credential coursework on topics such as classroom management, cultural diversity, and curriculum and instruction in literacy, science and mathematics. Upon graduation, teacher candidates are awarded both a Master of Arts in Education and a preliminary\* California Multiple Subject teaching credential. A bilingual emphasis on the elementary credential is available for candidates who are proficient in Spanish and meet additional requirements.

STEP Secondary Single Subject is a 12-month, full-time program leading to a Master of Arts in Education and a preliminary\*California Single Subject Teaching Credential. Students earn their credential in one of the following areas: English, World Language, History-Social Science, Mathematics or Science. After a summer at a local middle school, teacher candidates are placed in year-long field placements under the guidance of expert cooperating teachers in local middle schools and high schools. Teaching responsibilities gradually increase during the year with the candidates' growth and development. Coursework includes adolescent development, classroom management and curriculum and instruction in the chosen field of study. Stanford undergraduates may apply to STEP Secondary Single Subject through the coterminal teaching program.

- The preliminary teaching credential precedes the clear credential, as determined by the State of California.

***Program in Policy, Organization, and Leadership Studies (POLS)***

<http://ed.stanford.edu/suse/programs-degrees/apa.html#pols>

Contact: Stephen Davis, Director (724-3794)

Drawing upon an interdisciplinary knowledge base, the Program in Policy, Organization and Leadership Studies (POLS) emphasizes the organizational and policy context of education – and the knowledge and skills leaders need to be effective in such a complex environment. The goal of the program is to prepare students to act as successful participants, leaders and change agents in a range of educating institutions, including traditional, charter, and private schools, non-profit organizations, businesses, colleges and universities, and public sector agencies. POLS is a nine-month program designed to be a rigorous and flexible curriculum framed around a set of core courses that can be tailored to suit students' professional interests and institutional foci.

In addition, the School of Education admits a small number of undergraduates into the following other coterminal degree programs:

Curriculum Studies and Teacher Education (CTE)  
International Comparative Education (ICE)  
Learning, Design and Technology (LDT)  
Social Sciences in Education (SSE)

For more information on these programs consult:

<http://ed.stanford.edu/suse/programs-degrees/ma-program.html>

**Other programs that have interested Stanford students:**

**Higher Education:**

Harvard – EdM

University of Maryland – M Ed in College Student Personnel

University of Vermont - M Ed Program in Educational Leadership

**Masters in Education:**

Mills College  
UC Berkeley

**Credential Programs:**

San Jose State University  
San Francisco State University