

**HUNTER COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK
SCHOOL OF EDUCATION**

**MASTER OF SCIENCE
IN
EARLY CHILDHOOD EDUCATION
BIRTH TO 2nd GRADE**

PROGRAMS 1 & 2

A GUIDE TO CLINICAL EXPERIENCES

- **Fieldwork within Course**
- **Pre-Student Teaching**
- **Student Teaching**
- **Supervised Practicum**

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Notes:

Check your Hunter College e-mail account at least once a week for important announcements and information not included in this guidebook.

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Evidence-Based Practices

The School of Education grounds its course content in the best field-based research and practice. Faculty review findings from their respective disciplines to provide our candidates with the strategies needed for effective instruction. Our candidates master the theory and practice of effective pedagogy in their subject areas, and acquire the tools for reflection on and improvement of their professional work. They achieve a solid foundation in the history, philosophy, psychology, sociology and methodology of education that enriches their teaching. Candidates gain expertise in analyzing and using assessment of student performance to guide their instruction and create optimal learning environments for students.

Integrated Clinical Experiences

The School of Education ensures that its candidates understand and experience the realities of school contexts. We establish strong connections with partnering schools in New York City and surrounding areas. We provide extensive fieldwork with supportive supervision in these schools. Our candidates engage in carefully sequenced and comprehensively assessed clinical experiences prior to their graduation.

Educating a Diverse Student Population

The School of Education provides its candidates with the critical skills and understanding necessary to be responsive to the multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities and prior knowledge. We teach candidates to create humane and ethical learning communities in their classrooms and schools. They gain the ability to collaborate successfully with parents, families, community members, school faculty and staff in order to provide this support.

Use of Technology to Enhance Learning

The School of Education prepares candidates with the practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings and for a broad spectrum of learners. Formative and summative assessments of our candidates' technology competencies are a critical component of preparing them for tomorrow's schools. We believe that appropriate uses of educational technology enhance learning, assessment and communication.

Hunter College Mission

(excerpted from official text)

Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing and social work. The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student's rational, critical and creative powers. It includes a broadening and deepening of outlook: an awareness of one's own and other cultures as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

School of Education Mission

The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators and counselors. Our commitment is to educating these candidates — future professionals who will make a significant impact on the academic achievement, as well as the intellectual, social and emotional development of their students.

Vision Statement

We envision a School of Education in which candidates are immersed in research-based, clinically grounded, culturally competent and technology-rich programs. We are focused on enabling these candidates to achieve substantive learning gains for the students and schools they will serve.

Goal

Our goal is to prepare candidates who will demonstrate, through their professional commitments and practices, those multiple competencies that promote effective learning.

The Purpose of the Guidebook

This guidebook is to provide you, our teacher candidates, the information you need regarding your clinical experiences in the Early Childhood Education program. You may also find more information specific to the early childhood program on the Hunter College Graduate Catalog (<http://registrar.hunter.cuny.edu/subpages/collegecatalog.shtml>).

Clinical experience is a critical component of your teacher training, distinct from your other course experiences at Hunter. A sequence of clinical experience courses is designed to provide teacher candidates with varied opportunities to engage in the real world of classrooms, centers, and schools, and to work with teams of professionals and families. Through these experiences, you are expected to gain practical experience and insights into the care and education of young children from birth through 2nd grade.

Students must have either a pre-student teaching (ECC 712) or a student teaching experience at each of the three grade levels: Pre-Kindergarten (Birth - Age 4), Kindergarten, Grades 1-2.

This guidebook is intended to serve as a guide to gaining clinical experience through the following sequence of courses:

Fieldwork Within Courses

- ECF 700: Child Development (15 hours)
- ECC 703: Early Childhood Curriculum (20 hours)
- ECC 708: Children with Special Needs: Birth through Grade 2 (15 hours)

For the above-referenced courses that require the completion of specific fieldwork hours, please contact the Early Childhood Program Coordinator or the course professor.

Pre-Student Teaching, Student Teaching, and Supervised Practicum

- ECC 712: Pre-Student Teaching Field Placements in Early Childhood (50 hours)
- ECC 716: Student Teaching Experiences in Early Childhood (40 days)
- ECC 717: Supervised Practicum in Early Childhood (on the job)
- ECC 718: Early Childhood Student Teaching (20 days)

In order to register for any of the above fieldwork, student teaching and/or practicum courses you must complete an application, which is available online, <http://www.hunter.cuny.edu/school-of-education/current-students/early-childhood-clinical-experiences/documents-and-forms>.

For the fall term the application deadline is April 1 and for the spring term, November 1.

Should you need any additional information, clarification, or advisement on any aspect of your clinical experiences, please contact Ileana Infante, Director of Early Childhood & Childhood Clinical Experiences, iinfante@hunter.cuny.edu.

NAEYC Standards for Early Childhood Professional Preparation Programs

The early childhood programs prepare our teacher candidates to become informed, dynamic, and reflective professionals who are qualified to serve young children, their families, and communities as well as the field of early childhood education. Early childhood teacher candidates are expected to meet the core standards of the National Association for the Education of Young Children (NAEYC). The NAEYC core standards and their corresponding key elements are listed below:

Standard 1: Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b. Knowing and understanding the multiple influences on early development and learning.
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2: Building Family and Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics.
- 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c. Involving families and communities in young children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.
- 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.
- 3d. Knowing about assessment partnerships with families and other professional colleagues to build effective learning environments.

Standard 4: Using Developmentally Effective Approaches

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
- 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d. Reflecting on own practice to promote positive outcomes for each child.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

Standard 7: Early Childhood Field Experiences

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

Overview of Clinical Experience Courses

Fieldwork Within Courses

Clinical experience is a critical component of your teacher training, distinct from your other course experiences at Hunter. A sequence of clinical experience courses is designed to provide teacher candidates with varied opportunities to engage in the real world of classrooms, centers, and schools, and to work with teams of professionals and families. Through these experiences, you are expected to gain practical experience and insights into the care and education of young children from birth through 2nd grade.

All teacher candidates are required to take the following three classroom-instruction-based courses and to complete a total of 50 hours of fieldwork as a part of these courses:

- ECF 700: Child Development (15 hours of fieldwork)
- ECC 703: Early Childhood Curriculum (20 hours of fieldwork)
- ECC 708: Children with Special Needs (15 hours of fieldwork)

For more details on the above-referenced courses, please contact the Early Childhood Program Coordinator or the course professor.

Students must have either a pre-student teaching (ECC 712) or a student teaching experience at each of the three grade levels: Pre-kindergarten (Birth – Age 4), Kindergarten, Grades 1-2.

Pre-Student Teaching (50 hours)

Pre-student teaching clinical experience is required only for teacher candidates enrolled in the Early Childhood Program 1 for students without prior teaching certification. Students register for the following 1-credit course:

- ECC 712: Pre-Student Teaching Field Placements in Early Childhood

This course consists of a 15-hour seminar plus a total of 50 fieldwork hours in early childhood classrooms in one of the three following age/grade levels: Pre-Kindergarten (Birth – Age 4), Kindergarten, and grades 1-2).

Student Teaching and/or Supervised Practicum

Student teaching is required for all teacher candidates in both Early Childhood Programs, 1 and 2. To fulfill this student teaching requirement the following two options are available, depending on your employment situation.

Option 1: Student Teaching (40 days)

Teacher candidates **who are not currently teaching** will be placed in a site selected by Hunter to complete their 40 days of student teaching. Students should register for the following 3-credit course:

- ECC 716: Student Teaching Experiences in Early Childhood

The course consists of a 30-hour seminar plus a total of 40 days of a college supervised experience in early childhood programs, with 20 consecutive teaching days at each of two of the three following age/grade levels: Pre-K (Birth – Age 4), Kindergarten, and grades 1-2.

Option 2: Supervised practicum (full semester) + Student Teaching (20 days)

Teacher candidates **who are currently teaching** as lead teachers or as full-time associate/assistant teachers in early childhood classrooms will complete a supervised practicum in their own classroom. Students should take the following 1-credit course:

- ECC 717: Supervised Practicum in Early Childhood

The course consists of a 15-hour seminar plus a college supervised practicum on the job. If you are eligible for Option 2, in addition to ECC717 you must complete 20 days of student teaching at a site selected by Hunter. You will be placed you in a different age/grade level than the one you currently teach. Therefore, students must also take the following 2-credit course:

- ECC 718: Early Childhood Student Teaching (20 days)

The above course consists of a 15 hour seminar plus 20 student teaching days at one of the three following age/grade levels: Pre-K (Birth – Age 4), Kindergarten, and grades 1-2. This course is usually offered during the summer and is open only to students who have taken ECC 717.

Chart of Clinical Experience Courses: Overview of Within Course Fieldwork

Course #	ECC 700 (3 credits)	ECC 703 (3 credits)	ECC 708 (3 credits)
Course Title	Child Development: Birth to Age 8	Early Childhood Curriculum: Birth to Grade 2	Children with Special Needs
Class Hours	45 hours	45 hours	45 hours
Fieldwork	15 hours	20 hours	15 hours
Assessment	Course Instructor	Course Instructor	Course Instructor
Prerequisites	None	ECC700 (or co-req.)	ECC703; ECC702 (or co-req.)
For Whom?	Programs 1 & 2	Programs 1 & 2	Programs 1 & 2

Overview of Pre-Student Teaching, Student Teaching, and Supervised Practicum

Course #	ECC 712 (1 credit)	ECC 716 (3 credits)	ECC 717 (1 credit)	ECC 718 (2 credits)
Course Title	Pre-Student Teaching Field Placements in Early Childhood	Student Teaching in Early Childhood Settings	Supervised Practicum in Early Childhood	Early Childhood Student Teaching
Seminar	15 hours	30 hours	15 hours + Conferences	15 hours
Fieldwork	50 hours	40 days (=20+20)	On the job	20 days
Age/Grade level*	ONE age/grade levels (25 hours at each level)	TWO age/grade levels (20 days at each level)	ONE age/grade level	ONE age/grade level Different from ECC717
Placements	Hunter selected site	Hunter selected site	On the job/Must provide official letter from school	Hunter selected site
Supervision/Assessment	College Supervisor & Cooperating teacher	College Supervisor & cooperating Teacher	College Supervisor & Cooperating Teacher	College Supervisor & Cooperating Teacher
Prerequisites	ECC703	ECC702; ECC703, 705, 706, 707, 708, 710, 711, 712	ECC702; ECC703, 704 (or 705), 706, 707, 708, 709 (or 710), 711, 712	ECC702; ECC703, 704 (or 705), 706, 707, 708, 709 (or 710), 711, 712
For Whom?	Program 1 students ONLY.	Students who are NOT currently on the job. Generally Program 1 students.	Students who are currently on the job. Must be lead teacher or full-time associate teacher.	Students who took ECC717 should also complete ECC718. Usually offered during the summer.

*Three age/grade levels: (1) Pre-Kindergarten (Birth –Age 4); (2) Kindergarten; and (3) Grade 1 ~ 2.

Clinical Placements

By far the most important factor in a successful clinical experience is the placement of a teacher candidate with a cooperating teacher and school. To ensure a placement in a high quality cooperating school as well as with a competent cooperating teacher, teacher candidates must follow the placement procedures described below.

A clinical experience orientation is held for the teacher candidates enrolled in pre-student teaching (ECC712), student teaching (ECC716 & 718) and supervised practicum (ECC717) courses. This orientation is held once a semester. For clinical experiences in the summer and the fall semesters, students should attend the orientation scheduled in mid-May; for clinical experiences in the spring semester, students should attend the orientation scheduled in mid-December. Please look for postings announcing these orientations.

The clinical experience orientation gives students a valuable opportunity to get answers to questions and/or concerns related to the clinical experience courses, as well as to meet classmates and instructors. Attendance at the clinical experience orientation is required for all teacher candidates who are planning to register for pre-student teaching (ECC712), student teaching (ECC716 & 718) and supervised practicum (ECC717) courses.

Prior to the orientation, teacher candidates who are planning to take pre-student teaching (ECC 712) or student teaching courses (ECC 716 or 718) should fill out the application specific to each course. These are available online. On the form, indicate your placement needs and preferences, and submit the form to Ileana Infante by the due date, November 1 for the spring term and April 1 for the fall term.

Teacher candidates planning to take supervised practicum (ECC 717) must also complete a form providing information about their current job.

General Responsibilities of Teacher Candidates at the Field Site

Punctuality and Attendance

Student teachers are required to arrive at the school or center punctually and stay at the school for the required time. Student teachers must follow the school or center calendar and remain for the full academic day at that school or center. Students should arrive at the school no later than 8:00 a.m., and are strongly encouraged to arrive earlier to prepare for the school day.

In case of an unavoidable absence or lateness, you must notify the school as well as the college supervisor within 24 hours. Student teachers may wish to exchange home phone numbers with their cooperating teachers to notify them in a timely manner of any absence or lateness.

During your student teaching experience you are expected to be on site every school day. In the event of a documented medical problem that causes you to have up to two absences over the course of the semester, you must make up these days by **the last of classes at Hunter College.**

For field-based courses, including student teaching and practicum, incompletes can be given only for papers, projects, or exams not completed. If the field experience itself will not be complete by the end of the semester, the student will be given the appropriate grade and asked to register to repeat the course.

Dress and Appearance

Student teachers are in a professional setting and should dress accordingly. They should wear clothes that are professional looking, yet comfortable. Their attire and grooming should not be distracting to the children and should differentiate them as professionals.

Professional Demeanor

Student teachers should maintain a respectful attitude toward their cooperating teachers and the children. If you disagree with their cooperating teacher's methods, you should reserve their comments until they can discuss their concerns with their Hunter College supervisor. Discussion of students, personnel, and school business should be conducted in a private and professional manner.

Chain of Command for Student Complaints

All complaints about teacher placement sites and cooperating teachers and/or school administrators must be brought to the attention of the Hunter College field supervisor/seminar instructor. If necessary, the supervisor will then refer the matter to the Director of Early Childhood & Childhood Clinical Experiences and, together, they will determine whether the complaint warrants further referral and/or a change of placement site.

Observations by Field Supervisor

Field Observations are a critical part of each student's preparation to be a teacher. The student teaching/practicum student observations are Hunter's final opportunity to observe the student in the field before making the decision to recommend the student for certification as a teacher. Because of their importance, they represent 60% of the grade in the student teaching/practicum seminar.

Field Supervisors observe graduate early childhood student teachers four times over the course of the semester at their placement site(s). Practicum students (who are working as teacher assistants or as teachers of record) are observed twice a semester.

Each observation visit lasts for about 45 minutes. The supervisor then meets with the student for 40-45 minutes to discuss the lesson and provide feedback. Finally, the supervisor completes the School of Education Observation Rubric and writes a one- to two-page narrative essentially summarizing the discussion with the student. The field supervisor gives the rubric and narrative to the student within a week of the observation. A copy also goes to the seminar professor. A copy of the rubric is available online.

Tips to Facilitate Your Clinical Experiences

Teacher candidates should make arrangements to meet with their cooperating teacher to discuss what his or her expectations are. They should not wait for the teacher to initiate such a conference. Choose an appropriate time to approach the cooperating teacher. Early in the morning before children arrive is often a good time to talk with the cooperating teacher. In this meeting, the teacher candidate is encouraged to seek information from the cooperating teachers regarding the teacher's curriculum, the process for checking and monitoring children's work, and the methods of guiding and disciplining children's behavior.

Teacher candidates should observe the cooperating teacher's strategies and methods and actively provide assistance that is consistent with the teacher's policies and procedures.

Teacher candidates may be asked by the cooperating teacher to complete specific tasks or classroom activities. They should feel comfortable discussing with the teacher what his or her expectations are. Teacher candidates should try to work with children individually and/or in small and large groups, in coordination with the teacher's goals and objectives.

Appendix A: List of Cooperating Public Schools

M003 - (212) 691-1183 490 Hudson St, NY, NY 10014 Ms. Regina Chiou, Assistant Principal	Take: Lexington Ave No. 6 Train to Bleecker St. Walk north along Bleecker St to Hudson St.
M006 - (212) 737-9774 45 E 81 st St, NY, NY 10028 Mr. Daniel Kim, Assistant Principal	Take: Lexington Ave No. 6 Train to 77 th St. Walk four blocks north on Lexington Ave, then west on 81 st St to Madison Ave.
M009 - (212) 678-2812 100 W 84 th St, NY, NY 10024 Ms. Alice Geismar, Consultant	Take: Lexington Ave No. 6 Train to 86 th St. Take M86 Bus to Central Park West, then walk south to 84 th St.
M020 - (212) 254-9577 166 Essex St, NY, NY 10002 Mr. James Lee, Principal	Take: Lexington Ave No. 6 Train to Bleecker St. Transfer to the F Train and take it to Delancey St. Walk north on Essex St.
M057 - (212) 860-5812 176 E 115 th St, NY, NY 10029 Mr. Jonathan Lee, Assistant Principal	Take: Lexington Ave No. 6 Train to 116 th St Station. Walk east on 116 th St to 3 rd Ave, then one block south to 115 th Street.
M059 - (212) 888-7870 213 E 63 rd St, NY, NY 10065 Ms. Adele Schroeter, Principal	Take: Lexington Ave No. 4, 5 or 6 Train to 59 th St Station. Walk along Lexington Ave to 57 th St, then east towards 2 nd Ave.
M072 - (212) 860-5831 131 E 104 th St, NY, NY 10029 Mr. Antonio Hernandez, Principal	Take: Lexington Ave No. 6 Train to 103 rd St. Walk one block north on Lexington Ave to 104 th St.
M083 - (212) 860-5847 219 E 109 th St, NY, NY 10029 Ms. Frances Castillo, Principal	Take: Lexington Ave No. 6 Train to 110 th St. Walk toward 109 th St and then east toward 3 rd Ave. School is located between 2 nd and 3 rd Avenues.
M096 - (212) 860-5851 216 E 120 th St, NY, NY Ms. Betty Lugo, Principal	Take: Lexington Ave No. 4, 5 or 6 Train to 125 th St Station. Walk to 3 rd Ave.
M102 - (212) 860-5834 315 E 113 th St, NY, NY 10029 Ms. Haydee Taveras, Math Coach	Take: Lexington Ave No. 6 Train to E 116 th St Station. Walk to 2 nd Ave, then make a right and walk to 113 th St.
M108 - (212) 860-5803	Take: Lexington Ave No. 6 Train to 110 th St Station.

1615 Madison Ave, NY, NY 10029 Ms. Gryssele Machicote, Principal	Walk to 109 th St and Madison Ave. The school is located between 108 & 109 th Streets.
M112 - (212) 860-5868 535 E 119 th St, NY, NY 10035 Ms. Eileen Reiter, Principal	Take: Lexington Ave No. 6 Train to E 116 th St Station. Take No. 116 Bus east to the last stop OR walk east on 116 th St to Pleasant Ave, then north to 119 th St.
M124 - (212) 966-7237 40 Division St, NY, NY 10002 Ms. Alice Hom, Principal	Take: Lexington Ave No. 6 Train to Brooklyn Bridge. Walk up to Pearl St and East Broadway, then one block to Division St.
M146 - (212) 535-0553 421 E 106 th St, NY, NY 10029 Ms. Allison Angioletti, Assistant Principal	Take: Lexington Ave No. 6 Train to 110 th St Station. Walk to 106 th St and 1 st Ave.
M163 – (212) 678-2855 163 W 97 th St, NY, NY10025 Dr. Virginia Pepe, Principal	Take: No. 1, 2 or 3 Train to 96 th St Station. Walk to 97 th St, then one block east toward Amsterdam Ave (between Amsterdam and Columbus Avenues).
M171 - (212) 860-6015 19 E 103 rd St, NY, NY 10029 Mr. Dimitres Pantelidis, Principal	Take: Lexington Ave No. 6 Train to E 103 rd St Station. Walk west on 104 th St to Madison Ave. The school is located between 5 th & Madison Avenues.
M183 - (212) 734-7719 419 E 66 th St, NY, NY 10021 Ms. Jennifer Leventhal, Assistant Principal	Walk to 66 th St, then make a left. School is between 1 st Ave and FDR Drive.
M198 - (212) 289-3702 1700 3 rd Ave, NY, NY 10128 Mrs. Sharon Roebuck, Principal	Take: Lexington Ave No. 6 Train to 96 th St Station. Walk one block to 3 rd Ave.
M206 - (212) 860 -5809 508 E 120 th St (Pleasant Ave), NY, NY 10035 Ms. Camille Forbes, Assistant Principal	Take: Lexington Ave No. 6 Train to 116 th St Station. Walk 3 blocks north to 119 th St, then east to Pleasant Ave.
M278 – (212) 942-3440 421 W 219 th St, NY, NY 10034 Ms. Maureen Guido, Principal	Take: No. 1 Train to 215 th Station. Walk four blocks north to 219 th St and turn right.
M364 (The Earth School) (212) 477-1735	Take: L Train to 1 st Ave Station and 14 th St, then the M14A Bus to

600 E 6 th St, NY, NY 10009 Ms. Alison Gail Hazut, Principal	
Hunter College Campus School (212) 860-1292 71 E 94 th St, NY, NY 10128 Ms. Dawn Roy, Assistant Principal	Take: Lexington Ave No. 6 Train to 96 th St Station. Walk west to Park Ave, then south to 94 th St.
Manhattan Charter School (212) 533-2743 100 Attorney St, NY, NY 10002 Genie DePolo, Co-leader & Principal	Take: F Train to Delancey St Station. Walk east along Delancey St toward Norfolk St. Turn Left onto Attorney St. The school is located within the P.S. 142 round building.
M333 Manhattan School for Children (646) 456-4923 154 West 93 rd Street, New York, NY 10025 Ms. Claudine Cassan Jellison, Assistant Principal	
Bilingual Bicultural Mini School (212) 860-6031 219 E 109 th St, NY, NY 10029 Ms. Andrea Hernandez, Principal	Take: Lexington Ave No. 6 Train to 110 th St Station. Walk east to 3 rd Ave, then north to 109 th St. The school is located between 2 nd & 3 rd Avenues.
Mo12 T.A.G. Young Scholars (Gifted & Talented) (212) 860-6003 240 East 109 th Street (between First & Second Avenues). Ms. Janette Cesar, Principal	Take: Lexington Ave No. 6 Train to 103 rd St Station. Walk east to 3 rd Ave, then north to 109 th St. The school is located between 2 nd and 3 rd Avenues.
X344 AmPark Neighborhood School (718) 548-3451 3961 Hillman Ave, Bronx, NY 10463 Ms. Elizabeth Lopez-Towey, Principal	
K321 – (718) 499-2412 180 7 th Ave, Brooklyn, NY 11215 Ms. Elizabeth Phillips, Principal	

Appendix B: List of Cooperating Private Schools

SCHOOL	CONTACT	ADDRESS	PHONE #	LENGTH OF PROGRAM	Grade Level/Age Group
The Ella Baker Preschool	Josh Satin, Director	The Julia Richman Educational Complex 317 East 67 th Street New York NY 10021	212 717-8809		Pre-K – 8 th Grade
Eisman Day Nursery	Eisman1@live.com Sally Maldonado, Director	1794 First Avenue New York, NY, 10128	212 876 9200	Year-Long	41/2 - Kindergarten
The Greek Cathedral School	Anna-Helene Panagankos	319 East 74 th Street New York, NY 10021	212 240 2840		
Rodeph Sholom Nursery	Suzie Newman	7 West 83 rd Street New York, NY, 10024	212 362 1790		
Rodeph Sholom School	Colleen Dundan	10 West 84 th Street New York, NY, 10024			
International Pre-School	Lynn Mueller	330 East 45 th Street New York, NY 10017	212 371 8604 (X 20)		
Rudolf Steiner School	Irina Mantel	15 East 79 th Street New York, NY 10021	212 535 2130	Year-Long	
Trinity Pre-School	Linda Smith	68 Trinity Place New York, NY 10014	212 602 0802	Year-Long	6 months – Age 5.5

Temple Emanu-El Nursery School	Ellen Davis	1 East 65 th Street New York, NY, 10021	212 744 1400		
All Souls Schools	Dr. Marjorie Goldsmith	1157 Lexington Ave. New York, NY 10021	212 861 5232	September - June	Up to 5 year olds
Gillen Brewer School	Donna Kennedy	410 East 92 nd Street New York, NY 10128	212 831 3667		
Epiphany Community Nursery School	Carrie Shoen	510 East 74 th Street New York, NY 10021	212 737 2977	September – June; summer school program	2’s – 5’s
Temple Shaaray Tefila	Sari-Luck Sneider	250 East 79 th Street New York, NY 10075	212 535 8008		
The Nursery School at Habonim	Cindy Grebow, Director	44 West 66 th Street New York, NY 10021	212 787 5347		
Greenwich Village Center	Meredith Murphy	Children’s Aid Society 219 Sullivan St. New York, NY, 10017	212 254 3074	September –June	Birth – Age 4 (Kindergarten different contact person)
Washington Market School	Ajanta Bora	55 Hudson Street New York, NY 10014	212 233 2176	September –June	2’s – 5’s
Park Avenue Christian Church Day School	Rhonda White	1010 Park Avenue New York, NY, 10028	212 288 3246 X212	September - June	
Montessori Day School of Brooklyn	Leanne Alexandrini, Executive Director	237 Park Place Brooklyn, NY, 11238	718-398-2322		

Bright Horizons Children's Center	Paula Stern	435 East 70 th Street New York, NY, 10021	212 746 6543	September – June	Birth – Age 5
Episcopal School	Rita Letellier	35 East 69 th Street New York, NY, 10021	212 879 9764		
Hunter College Children's Learning Center	Rittela Letellier, Director	207 Hunter North 695 Park Ave New York, NY, 10021	212 772-4066 212-772-4061	Year-round	
Lenox Hill Neighborhood House Early Childhood Center	Marsha Morris	331 East 70 th Street New York, NY, 10021	212 744-5022		
Lenox Hill Head Start	Marsha Morris	331 East 70 th Street New York, NY, 10021	212 744 5022		
Rockefeller University Child and Family Center	Co-Assistant Director , Teresa Outlaw-Johnson	1230 York Avenue New York, NY 10014	212 327 8580/7002	Year-round program	Infants to 4's
Children's All Day School	Ms. Ronie Hewitt	109 East 60th Street (b/t Lexington & Park Avenues) New York, NY 10022	212 752 4566	September – June Camp site July	Infant- Toddler Pre-K (2's – 4's)
Children's Garden Studio	Kia Woods, cgkiamesha@aol.com , Director	150 West 80 th Street, 6-B New York 10025	212 678 2997		9:30 – 11:30 Wednesdays & Fridays parent-child
Child Development &	Linda Perrotta	365 Fifth Ave, 3rd	(212) 817-7033		

Learning Center (Graduate Ctr-CUNY)	Director	Fl New York , NY 10016			
Manhattan High School LYFE Center	Gail Warren Teacher	317 West 52nd. Street (b/w 8th. & 9th. Ave)	(212) 247-4307		
Seton Day Care & Pre- School	Susan Pomilla susanp@nyfoundling.org Betzaida Strowz Betzaidas@nyfoundling.org	201 East 93 rd Street	212-369-9626	Year-round	
Medical Center Nursery School	Howard E. Johnson	60 Haven Avenue	212-304-7040		
La Escuelita	Jennifer Weiss Friedman	302 West 91 st Street	212-877-1100		
Discovery Programs	Elaine Winter	251 West 100 th Street	212-749-8717		
READ Alliance	Joan Minaya	80 Maiden Lane	646-867-6123		