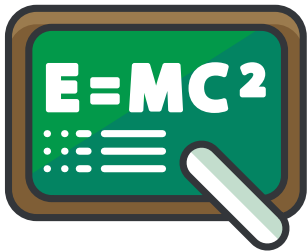


# Math Immersion

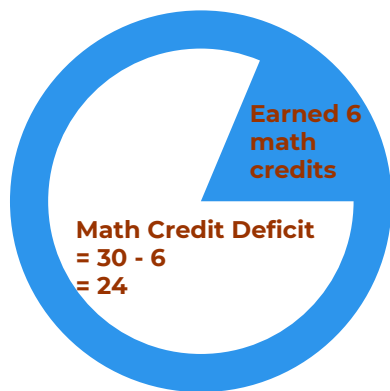


The Mathematics Immersion program exists to help us train more Math teachers by enabling candidates with a Math background, but not a major in Math train to teach Math.

The Immersion program provides select Teaching Fellows, who have strong math content knowledge but no math major with the conceptual background and practical training needed to excel as a math teacher.

This program targets individuals who have academic and/or professional backgrounds in math-related fields such as (but not limited to) engineering, finance, or economics.

## Pie = 30 Math Credits



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**In order to qualify as a Mathematics Immersion candidate, you must have earned a B or better in Calculus:**

Eligibility for the Math Immersion program is determined on by having:

- have a math-related major or degree;
- have math-related work experience (in an area such as finance, economics, or engineering) AND have earned a B-minus or better in at least one college-level calculus course; OR
- have earned a B-minus or better in at least three college-level math courses.

## What is the certification and testing requirement to teach math?

Through our alternative certification programs, you will work in your **full-time school position** under a **Transitional B certificate issued by New York State**. Note that upon admission to your university, and a full evaluation of your transcript you may work towards a 5-9 or '7-12 teaching certificate at your university's discretion.

The Transitional B certificate is valid for up to three years, as long as you remain in good standing. To be eligible for this certification, you will need to take and pass two certification exams listed below:

- Educating All Students (EAS) (201)**
- Mathematics Content Specialty Test (CST) (004)\***

\*Please do not start preparing unless admitted to the Alternative Certification Program



# Math Immersion

## What will I be teaching my students?

The **Common Core State Standards** for mathematical practice outline the expertise that educators should be working to develop in students of all ages and academic abilities.

1. **Make sense of problems and persevere in solving them**
2. **Construct viable arguments and critique the reasoning of others**
3. **Reason abstractly and quantitatively**
4. **Model with mathematics**
5. **Attend to precision**
6. **Use appropriate tools strategically**
7. **Look for and make use of structure**
8. **Look for and express regularity in repeated reasoning**



## Check out the Common Core State Standards and more Resources:

[Mathematics Standards](#)

[Math Teacher Resources](#)

[NY State Next Generation Mathematics Learning Standards](#)

[Elementary Grades Core Curricula](#)

[Middle School Core Curricula](#)



## Math Teaching Journals & Professional Organizations

There are many professional organizations devoted specifically to mathematics teachers, with one of the best known being the **National Council of Teachers of Mathematics (NCTM)** (See: [www.nctm.org](http://www.nctm.org)). The NCTM runs conferences and publishes a wide range of journals as well as teachers' guides such as:

[Journal for Research in Math Education \(JRME\)](#)  
[Mathematics Teacher](#)  
[Mathematics Teaching in Middle School](#)  
[Mathematics Teacher Educator](#)



\*Please do not start preparing unless admitted to the Alternative Certification Program