

6. PROGRAM FOR CANDIDATES

LEARNING TO TEACH SEMESTERS (6 & 7)

Candidates

This year begins the graduate level professional coursework devoted to learning to teach specific subject matter through the four "Learning To Teach" (LTT) methods courses. In order to be eligible for the LTT semesters, all students must have already passed the relevant sections of the Praxis exam as required by the State before beginning their Learning To Teach coursework. The LTT "methods" graduate work will last over the course of the next two semesters and requires that students be in the partner schools for one and a half to two (1.5-2.0) days per week each semester.

In the first semester, the first and second LTT courses of this type represent fundamental areas of attention at the elementary school level: science and reading. The graduate science course is focused on learning to teach science and involves CLASS students in developing their own understanding in science (particularly in the physical and earth sciences because those are areas in which elementary school teachers feel least prepared to teach), and in developing an inquiry-oriented approach to teaching. The graduate literacy focused on reading course builds upon CLASS students' earlier experiences with the literacy process, and introduces them to strategies for teaching reading such as reciprocal teaching. A companion Seminar, LAC 410: Seminar for Science and Reading is also offered concurrently on-site. In addition, students will take the final mathematics course required for program students MAT 242: Applied Problem Solving.

The third and fourth LTT courses of this type represent fundamental areas of attention at the elementary school level: social studies and mathematics are taught in the second semester. The graduate math methods course involves CLASS students in developing their own abilities in learning mathematics, and builds upon the earlier course work on learning math helping them develop as teacher-leaders. EDU: 551 Learning to Teach Social Studies is scheduled as one of the last graduate courses in the learning to teach vein because content-wise it includes the largest scope of disciplines. Its primary conceptual emphases due to curriculum topics taught at the elementary school level are in the disciplines of history, geography, sociology and cultural anthropology. CLASS students will explore people and places across the world within time and space, and in the process learn how to help young children use original artifacts to learn about and interpret other cultures and other times.

The field experience for these semesters requires students to complete teaching-learning assignments while assigned to a mentor teacher with the possibility of exploring the teaching of the four LTT courses in multiple classrooms. Interaction with small group, one-on-one, and whole class are part of the field component. In seminars, CLASS students begin to develop their knowledge of general methods including: lesson planning, unit planning, classroom presentation, assessment, Learning Results, and models of teaching. These skills are developed by such experiences as: the teaching of a "mini-unit", creation of a learning center, and development of lesson plans, etc. with the support of the faculty and mentor teacher. **Note: It is required that the student's mentor teacher complete and review with the student one or more written lesson observation/evaluation forms each semester of LTT.**

Post Candidacy Academic Requirements

Major: completion of major requirements with a grade of 'C' or better

Core requirements: 6 credits hours completed with a grade of 'C' or better

Core F or G:

SCI 100K: Natural Science Topics *or*

CHY101/102: Introduction to Chemistry

CLASS Program: 39 credit hours completed with a grade of 'B' or better

SED 540: Exceptionality

EDU 552: Learning to Teach Science

EDU 505: Learning to Teach Math

EDU 565: Learning to Teach Reading Development & Instruction

EDU 551: Learning to Teach Social Studies

EDU 566: Learning to Teach Writing Process

LAC: 410: Learning to Teach Seminar for Science and Reading

CPI 511: Applied Pedagogy Internship

CPI 510: Curriculum Design Seminar

CPI 521: Professional Internship

CPI 520: Reflecting on Practice Seminar

Other Program Course Requirements:

3 credit hours completed with a grade of 'C' or better

MAT 242: Applied Problem Solving

Non-credit seminar

LAC 000B: Mathematics & Social Studies Seminar