

## Description of CLASS PDS Program Curriculum: Strands

In order to satisfactorily address standards and beliefs about the essential qualities of a professional educator indicated above, the program is thought of as including "strands" representing areas that require attention within/across several courses/experiences in the program. They are described below.

### Literacy

As a professional in a democratic society, teachers must not only be generally literate, they must also be fluent in reading, writing, and oral communication in order to satisfactorily conduct their work. In addition, as those primarily responsible for the literacy development of children, they must be knowledgeable about how to help others achieve literacy and fluency, where appropriate. Attention to literacy is part of each subject matter course regarding learning to teach (LTT). For example, part of learning to teach science includes attention to supporting students in consulting text-based materials to inquire about scientific explanations for real-world phenomena.

### Technology

The use of technology, particularly computer-based technology, is an important theme throughout the program. This aspect is key to preparing CLASS students to teach in the information age. Technology education is concerned with "the nature, behavior, power, and consequences of technology from a broad perspective. Inherently, it involves educational programs where learners become engaged in critical thinking as they design and develop products, systems, and environments to solve practical problems." Educational technology is concerned with "how to use technology to promote learning, e.g., computers, CD-ROMS, laser discs, telecommunications, calculators, traditional print sources." The intended focus of this strand is centered on the following:

#### *I. Essential Questions*

How have/do humans use technology to improve: survival; comfort; communications; access, storage, and manipulation of information; learning (esp. K-8).  
What are the implications of humans' use of technology for educating citizens in a democratic society?  
How is technology used in engineering projects?

#### *II. Concepts*

- definition of technology
- the role of technology
- types of technology
- development of technology
- uses of technology
- costs of technology
- role of educational technology
- principles guiding the design and use of technology to promote learning
- engineering concepts from other disciplines

#### *III. Performances*

Analyze a situation in terms of the positive and negative implications of technology. Analyze technology projects for mathematics/science concepts.  
Use technology as a research and communication tool.

Use technology to enhance teaching/learning.  
Use technology with students in appropriate ways.  
Analyze technology project for math/science concepts.

#### *IV. Contexts*

Use technology to perform academic tasks.  
Use technology in communication with Partner schools.  
Tutor elementary education students in their use of technology.  
Use technology to accomplish project goals.

#### *V. Mathematics, Science and Technology*

The subject areas of mathematics and the sciences are ones in which teachers report feeling least prepared to teach, and they are areas in which research has shown a clear link between knowledge of the subject matter and ability to teach in ways that are consistent with the current reform efforts. Being mindful of these issues and the recommended understandings for teaching as specified by national standards and *Maine's Learning Results*, three (3) courses in each area are required. The themes of problem solving and nature of scientific inquiry are threads that run through all six of these courses.

The importance of this area being a strand is that it is expected to have attention throughout the program so that technology is not seen as something separate but as an integral component of human activity and as part of teaching and learning. It is expected that CLASS students will develop competence in the use of technology (computer-based and otherwise) in order to support children in the use of technological tools that are already integral to many professions. At the very least, each course and field experience in education is expected to incorporate technology that is appropriate in the context, both for learning and for teaching. CLASS students' experiences are expected to move from the simple to the complex; for example, from using word processing programs such as in *ClarisWorks®* or *Kid Pix®* (for children) to designing *Power Point®* to present one's portfolio, and from running simple simulations such as *Odell Lake®* (to determine a food chain) to investigating relationships in complex phenomena using sophisticated graphing programs.

The following are skills and concepts that are deemed necessary for day to day functioning in the CLASS PDS program. These outcomes are based on the National Educational Technology Standards for Teachers (NETS) developed by the International Society for Technology in Education (ISTE). Training that is necessary to complete any of these skills will be arranged to take place during the CLASS courses, LAC courses, major courses, and USM Computer Workshops. Progress in meeting these outcomes will be assessed/documentated in CLASS program course grading as well as for mid-program review, candidacy, and internship reviews.

### **College of Education and Human Development (CEHD) Technology Standards**

The Internet is perhaps the most transformative technology in history, shaping business, media, entertainment, and society in astonishing ways. But for all its power, it is just now being tapped to transform education (The Web-based Education Commission, 2000).

"[It is necessary to] equip every middle school student and teacher in Maine; rich, poor, north, south, east, west, urban, rural, every student, with the defining tool of the 21<sup>st</sup> Century, a digital device that more than any other single thing we can do holds the key to those good jobs," Maine Governor Angus King, in his State of the State Address, January 23, 2001.

## **Rationale for Technology Standards**

The College of Education and Human Development recognizes the power of technology to transform teaching and learning for all. Several trends have converged that create urgency for CEHD to adopt technology standards for our students. The first trend is that technology is ubiquitous. Our daily lives are affected by the way we use telephone, television, E-mail, Internet, and satellite transmissions. The pervasiveness of technology will only increase. Students graduating from our programs must have the technological skills to compete for jobs and to demonstrate their knowledge and skills in meeting student and client needs. The second trend is that the power of technology, as instructional and learning tools, will continue to rise. Technological tools can increase learning, facilitate problem solving, decision-making, make communications easy, assist management, and support organizational activities. Third, technology can promote equity. Technological tools can support the attainment of high standards for all teachers and learners. Technology can support learning through multiple means of representation (e.g., a math concept in both text and graphic modes; animated science simulations; stories read aloud by the author; digitized text); expression (e.g., use of text; sound; images; video; drawing); and engagement (e.g., sounds; drawings; colors; interactivity). It is in the context of these trends that the CEHD has adopted the following technology exit standards and objectives for our teacher education students.

## **Standards, Objectives, and Examples' of Performance Indicators**

All CEHD graduates should be prepared to meet the following standards and objectives:

### **I. TECHNOLOGY OPERATIONS AND CONCEPT**

Standard: Demonstrate a sound -understanding of technology operations and concepts.

#### General Objective:

A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology.

#### Examples of specific indicators:

Indicator: Use a word processing program including cut, paste, margin change, spacing, formatting, editing.

Indicator: Send and receive e-mail.

Indicator: Use and distinguish between search engines.

Indicator: Use specialized databases such as ERIC, PsychINFO, and Academic Search Premier.

#### General Objective:

B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. Example of specific indicators:

Indicator: Document the end point in the last semester prior to graduation as contrasted with the beginning point upon entry into a CEHD program (example may be portfolio section)

### **II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES**

Standard: Plan and design effective learning environments and experiences supported by technology.

General Objective:

A. Design appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

Example of specific indicators:

Indicator: Use accessible software and Web sites as part of learning activities.

General Objective:

B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

Example of specific indicators:

Indicator: Scaffold student learning by providing technology-rich resources and activities.

General Objective:

C. Identify and locate technology resources and evaluate them for accuracy and suitability.

Examples of specific indicators:

Indicator: Use appropriate materials to evaluate Web sites and resources for validity.

**NOTE:** Examples of possible performance indicators are suggested. Faculty members are encouraged to develop program-specific indicators.

General Objective:

D. Plan for the management of technology resources within the context of learning activities.

Example of specific indicators:

Indicator: Use technology resources as part of cooperative group learning activities.

General Objective:

E. Plan strategies to manage student learning in a technology-enhanced environment. Examples of specific indicator:

Indicator: Use technology to support learner interactions through e-mail, discussion boards, listserves, etc.

### **III. TEACHING, LEARNING, AND THE CURRICULUM**

**Standard:** Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

General Objective:

A. Facilitate technology-enhanced experiences that address content standards and student technology standards.

Examples of specific indicator:

Indicator: Implement activities that incorporate Web pages, multimedia, PowerPoint, etc.

General Objective:

B. Use technology to support learner-centered strategies that address the diverse needs of students.

Examples of specific indicator:

Indicator: Design and implement activities so that learners use technology resources to address needs.

General Objective:

C. Apply technology to develop higher order skills and creativity.

Examples of specific indicator:

Indicator: Use technology resources that allow students to design and carryout original research projects, engage in problem solving, and develop innovative activities.

General Objective:

D. Manage learning activities in a technology-enhanced environment. Examples of specific indicators:

Indicator: Use technology resources to organize learner interactions.

#### **IV. ASSESSMENT AND EVALUATION**

Standard: Apply technology to facilitate a variety of effective assessment and evaluation strategies.

General Objective:

A. Apply technology in addressing learning of subject matter using a variety of assessment techniques.

Examples of specific indicator:

Indicator: Use technology-based assessment tools that are congruent with the field of concentration (example: a rubric designed for measuring learning in a particular subject or an assessment tool for a counseling client to measure progress through counseling using technology).

General Objective:

B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize learning. Examples of specific indicators:

Indicator: Use technology to collect data that is congruent with the researcher's field. Indicator: Analyze data using a program such as SPSS, Ethnograph, or NUD\*IST.

General Objective:

C. Apply multiple methods of evaluation to determine appropriate use of technology resources for learning, communication, and productivity.

Examples of specific indicators:

Indicator: Demonstrate more than one technology-based method or tool for determining the use of technology resources (e.g., interview, survey) to assess student learning Indicator: Conduct observations using technology tools.

Indicator: Conduct observations of learners using technology tools.

#### **V. PRODUCTIVITY AND PROFESSIONAL PRACTICE**

Standard: Use technology to enhance productivity and professional practice.

General Objective:

A. Use technology resources to engage in ongoing professional development and lifelong learning.

Examples of specific indicator:

Indicator: Locate on-line resources for pursuing conference and course information to address professional development needs and enhance professional practice.

General Objective:

B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology.

Examples of specific indicator:

Indicator: Engage in a reflective learning process in which technology strengths and needs are identified.

General Objective:

C. Apply technology to increase productivity. Examples of specific indicators:

Indicator: Use technology as an organizational tool. Indicator: Demonstrate project-tracking software.

General Objective:

D. Use technology to communicate and collaborate with peers, parents, and the larger community.

Examples of specific indicator:

Indicator: Use network technology to interact with peers at multiple sites about common educational issues and agendas.

## **VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES**

Standard: Understand the social, ethical, legal, and human issues surrounding the use of technology and apply that understanding in practice.

General Objective:

A. Model and teach legal and ethical practice related to technology use.

Examples of specific indicators:

Indicator: Create lessons to engage students or clients in an exploration of ethical issues related to the use of technology.

Indicator: Apply professional ethical standards in the use of technology.

Indicator: Adhere to copyright standards.

General Objective:

B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Examples of specific indicators:

Indicator: Demonstrate knowledge of various resources that can be used to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Indicator: Use assistive technology to enable students to learn in ways that accommodate their exceptionalities.

Indicator: Make materials and documents available in alternate formats.

Indicator: Apply Web accessibility guidelines.

General Objective:

C. Identify and use technology resources that affirm diversity.

Examples of specific indicators:

Indicator: Make Web sites and documents available in alternate languages and formats.

Indicator: Apply Web accessibility standards for users whose first language is not English.

General Objective:

D. Promote safe and healthy use of technology resources.

Examples of specific indicator:

Indicator: Arrange technology resources that reflect knowledge of ergonomics.

General Objective:

E. Facilitate equitable access to technology resources for all students.

Examples of specific indicators:

Indicator: Create policy statements.

Indicator: Articulate legal obligations in the delivery of technology programs so that all learners' needs are addressed.

Indicator: Advocate for equitable access to technology resources especially for persons who are at at-risk.

*Adapted from ISTE National Educational Technology Standards (2000)*

### Multiculturalism

As our society has become increasingly diverse in the cultures that comprise it, and as our economy has become increasingly global, schools have recognized the need to help the next generation of adults learn to work with others who are most likely to be very different from themselves. This requires attention to multiculturalism issues, and the program initially formally addresses them early in the program. These experiences serve as touchstones for learning in subsequent courses as this strand is addressed across the program. Each subject matter course concerning Learning To Teach (LTT) addresses one or more aspects of multiculturalism that is readily examined in the particular subject area; hence, CLASS students will have the opportunity to address multicultural issues in a general way and with respect to teaching specific subject matter.

### Service Learning

As part of the program all students are required to complete a 20 hour community-based service project during their second year, as well as to design a Service Learning project that is classroom-based during the internship year. Service learning is a teaching method that combines community service and academic instruction as it focuses on critical, reflective thinking and civic responsibility. Within the CLASS PDS context, we view classroom-based service learning as an opportunity for partner teachers and pre-service students to collaborate to improve student learning and promote citizenship while at the same time making a real improvement in the community. Classroom-based CLASS PDS service learning projects have a direct connection to what the students are learning in school and are tied to the State's Learning Results. Service learning projects provide students with opportunities to use newly acquired leadership and decision making skills and classroom knowledge in real-life situations in the Auburn community on a worthwhile community project.

### The Arts

An important aspect of a liberal arts curriculum in a university is to help students come to understand some of the variety of lenses or "ways of knowing" about the world that can be employed personally and professionally. In the public schools, one area of lenses - the arts receives limited attention largely due to lack of resources, but is thought by the faculty in the program to be sufficiently important to warrant special attention as a strand to ensure that CLASS students appreciates its contribution. Teaching-Learning experiences are expected to

provide students with a richer outlook concerning learning and development. Attention to the arts is paid in the learning to teach (LTT) courses when students explore tools used in the arts as they work to develop various representations of subject matter, and/or teaching; and they will also be engaged in examining the arts with elementary school children on occasions when they are participating in Partner School activities. Through the school-based activities, CLASS PDS students will have multiple opportunities to develop knowledge concerning some of the tools in the arts, and the liberal arts courses will enable them to develop disciplinary perspectives with respect to particular disciplines in the arts.

## **Description of Coursework and Fieldwork**

### **First Semester Theme: Individual Development**

The emphasis early in the program is on understanding individual learning and learners. This includes promoting CLASS PDS students' understanding of themselves as learners, which is expected to support their success in academic courses. Students spend the first year at the elementary "partner" school with a brief introduction and tour of the middle level "partner" school at the end of their first semester.

**Coursework:** CLASS students focus on developing basic competencies in the liberal arts through courses addressing core requirements. This includes a section of *English 100C* that utilizes the writing process, which also provides a foundation for work later in the program when students learn to use the writing process as a teaching strategy. They also begin their study in mathematics with *MAT 108*.

**Seminar and Fieldwork:** The *CPI 110/111* courses, in addition to supporting students in integrating their experiences in education and the liberal arts, provide a means to assist students in learning about general program requirements and assessments. *CPI 110* is conducted in a seminar format to foster participation by CLASS students in decision-making regarding their own learning. *CPI 111* is the field based portion of the course. Combined, both CPI courses require four hours of contact time and support CLASS students' construction of understanding about human development as it applies to themselves and to the children with whom they will be working in the partner school. CLASS students are also enrolled in *HRD/SBS 200J: Human Growth and Development* as a co-requisite to the CPI courses and seminar focuses on developing connections between the content in these courses. Weekly two and one half (2.5) hour visits to both of the professional development partner schools at different times over the course of the semester in order to become acquainted with each school will be the focus of the field experiences this semester. The focus of these visits is to engage the CLASS student in participant observation. Discovering the differences among our two partner schools that reflect and adapt to the different backgrounds and learning needs of the individuals they serve is also a focus for the fieldwork.

### **Second Semester Theme: Elementary School Community & Foundations of Education**

The focus this semester continues to be on understanding individual learning and learners. This includes the ongoing year-long objective of encouraging CLASS PDS students' personal understanding of themselves as learners, which continues to support their success in academic courses and their development of teacher-leaders. Students spend the entire second semester at the elementary "partner" school.

**Coursework:** The foundations of the field of Education is represented by a course attending to the history and philosophy of education EDU 200: Education in the United States. Also, students begin their study in the sciences, in ESP101: Fundamentals of Environmental Science

specifically geared to meeting state and national level content standards in these areas and they take their first core courses relative to the arts (Core E and F or G).

**Seminar and Fieldwork:** The EDU 120 course, in addition to supporting students in integrating their experiences in education and the liberal arts, provide a means to assist students in learning about and beginning to discover their personal beliefs on effective teaching-learning. This process will involve an ongoing exploration using a series of personal assessments/tools related to “identifying self”. EDU 120 is conducted in a seminar format to foster participation by CLASS students in decision-making regarding their own learning and development in this area. CLASS PDS students will work in the elementary grades with individual children, small groups and whole class in an elementary classroom for two hours and a half (2.5) a week and a one and a half (1.5) hour seminar. The fieldwork combines participant observation with beginning teaching activities. CLASS students are in the beginning phase of working with children and will need strong support from their mentor teacher in developing learning activities. With respect to professional education, the EDU 120 course is designed to provide students the opportunity for personal investigation along with class discussions which will help guide them in beginning to construct their personal beliefs and philosophy with regards to effective teaching and learning as they develop into teacher-leaders. These personal investigations and class discussions will be centered around: the program outcomes, dispositional qualities of teaching, professionalism, appropriate ethical and legal frameworks, characteristics of effective teaching, attributes of emotional intelligence, multiple intelligences, learning styles, and personality traits.

### **Third Semester Theme: Building Learning Communities**

The second year is a two-semester, year-long experience at the middle school level. The focus is on learning about the culture and community in the context of the middle school and providing an opportunity for an action research project. In support of this function, CLASS students will be participating in the middle level professional development partner school. The CLASS student is assigned to a mentor teacher in order to gain classroom experience in working with middle school students. The field work combines participant observation with classroom teaching responsibilities in addition to completing a service-learning/problem-based community service component project with their students at the middle school over the course of the year. Students also complete an Action Research project. CLASS students are in the beginning phase of working with children and will need strong support from their mentor teacher in developing learning activities

**Coursework:** This semester there is a greater concentration in the area of the academic major with room for two CPI courses (2111 & 220). In addition, students take the Statistics course, specifically geared to meeting state and national level content standards. Students also have the opportunity to take two courses in their major.

**Seminar and Fieldwork:** The CPI 220/2111 courses in this semester also require the 2.5 hours of contact time per week in the classroom. The focus of this fieldwork primarily includes participant observation and other appropriate classroom tasks. This enables students to go into the field to explore various educational settings and educational issues with regard to culture and community surrounding the school’s area. In this way, students are supported in applying academic principles and practices to educational issues and settings. During this semester, students will attend an on-site seminar (CPI 220) that provides an opportunity for students to learn more about the middle level learner through guest speakers and discussions as part of the semester’s coursework. The course will also focus on defining and beginning the process of implementing action research in an educational context. The companion

course, *CPI 2111* requires students to complete a service-learning/problem-based community service component project with their students at the middle school.

#### **Fourth Semester Theme: Middle School Community**

During this semester the CLASS students remain at the middle level and extend their opportunity to teach as part of the Middle School Community and complete their projects in his/her classrooms including the action research and service learning projects. Students actively participate in the middle school culture through their field experience and on-site seminar. In addition, this seminar/field experience will also provide students an opportunity to begin preparing for their candidacy review that will occur the following fall semester.

**Coursework:** For their professional education courses, students take the course *CPI 221* and the companion seminar *LAC 000A*, as well as *EDU 320: Applied Skills for Teaching and Learning*. Students in this term continue with one or more courses in their academic major, and they take their second core course relative to the arts (Core F and/or G). Physics, *SCI250K*, is an additional science course required of CLASS students, and it has been specifically geared to meeting state and national level content standards in this area.

**Seminar and Fieldwork:** The *CPI 221/LAC 000A* course/field experience seminar in this semester continues the focus from the previous semester on culture and community into the context of the middle school and the opportunity to conclude projects done in conjunction with their classroom placements. In support of this function, CLASS students will be participating in the middle level professional development partner school. The CLASS student will continue to be assigned to a mentor teacher in order to gain classroom experience in working with middle school students. The field work combines participant observation with classroom teaching responsibilities. CLASS students are in the beginning phase of working with children and will continue to need strong support from their mentor teacher in developing learning activities as well as providing guidance towards the completion of the action research and service learning projects. An on-site seminar provides an opportunity for students to learn more about the middle level learner through guest speakers and mentor teacher led discussions. The other function of this seminar/field experience is to provide students an opportunity for their candidacy review that will occur the following fall semester.

#### **Fifth Semester Theme: Literacy Development**

This semester is the Transition Semester for Candidacy (TSC) and represents a change of pace as students are not formally required to be in one of the two partner schools. The focus here is on working on the requirements for their academic major, preparing and presenting their materials for the Candidacy Review. Students use this time to meet with college-based and school-based faculty to prepare for their candidacy review that will occur during this semester. Students also take two important courses: *COR 135I United States Studies* and *LAC 340: Literacy Acquisition*. **In addition, all students must pass the Praxis I exam as required by the State prior to Candidacy Review and before beginning their Learning To Teach coursework in the semester following.**

**Coursework:** This semester marks the beginning of the Program's attention to learning in specific subject areas, which is reflected in the coverage of content in language and literacy development in seminar. The content of *LAC 340: Literacy Acquisition* is intended to provide CLASS students with knowledge of fundamental principles and means of investigation used in the study and explanation of language acquisition and literacy development. It plays a foundational role in fostering CLASS students' understanding of literacy and language, which is key to their development as professionals

charged with fostering children's literacy development. This semester also gives substantial attention to coursework in one's academic major. This provides a cushion in the first semester of professional development for students who may need additional time to achieve candidacy prior to beginning the coursework focused on learning to teach. Another feature of this semester is a course designed to address a particular strand in the program -- multiculturalism. The course, an interdisciplinary COR 135I course entitled *United States Studies*, is designed with attention to the issue of multiple cultures in our schools and communities, utilizing core principles and practices in the humanities, specifically with respect to literature and "other times / other cultures".

**Seminar and Fieldwork:** None. However, each student is encouraged to self-select—with input from the program's Site Coordinator, a specific mentor teacher with whom to work in preparing for the Candidacy Review on a regularly scheduled basis. This mentor teacher will then become a part of the Candidacy Review Panel.

### **Sixth Semester Theme: Learning to Teach I – Science and Literacy-Reading**

This semester begins the graduate level professional coursework devoted to learning to teach specific subject matter which requires that students be in the partner school for at least one and a half (1.5) days per week. The first and second courses of this type represent fundamental areas of attention at the elementary and middle school level: science and literacy.

**Coursework:** With respect to the liberal arts side, this semester provides an opportunity for two additional courses toward an academic major. In addition, students will take the final mathematics course required for program students MAT 242: Applied Problem Solving.

**Seminar and Fieldwork:** The course focused on learning to teach science, *EDU 552: Teaching Science LTT*, 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, which is called for in the *National Standards in Science Education*. The graduate level professional courses include a literacy course, *EDU 565: Reading Development and Instruction LTT* that builds upon CLASS students' earlier experiences with literacy in LAC 340 and introduces them to strategies for teaching reading such as reciprocal teaching. The fieldwork this semester requires students to complete 40 hours assigned to a mentor teacher with the possibility of exploring the teaching of literacy and science in multiple classrooms. Interaction with small group, one-on-one, and whole class are part of the field component. In seminar, 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 with the support of the faculty and mentor teacher.

### **Seventh Semester Theme: Learning to Teach II –Social Studies and Mathematics**

This semester continues with the graduate level professional coursework devoted to learning to teach specific subject matter. The third and fourth courses of this type represent fundamental areas of attention at the elementary and middle school level: mathematics and social studies. This semester also requires that students be in the partner school for at least one and a half (1.5) days per week.

**Coursework:** This semester marks the point at which some students may finish coursework toward an academic major. *EDU 551: Teaching Social Studies LTT* is scheduled as the last course 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 mathematics Learning To Teach (LTT) methods course, *EDU 505: Teaching Mathematics LTT*, involves CLASS students in developing their own abilities in learning mathematics, and builds upon earlier course work in the content area of mathematics and science in helping them develop as teachers. In concert with the standards of the National Council of Teachers of Mathematics (NCTM), students learn how to teach mathematics from a problem-solving approach – the orientation of disciplinary inquiry in mathematics – using technology such as calculators as important learning tools that children can use. In addition, students complete their third science course requirement by taking SCI 100K, that has been specifically geared to meeting state and national level content standards in this area. Also, students are required to take *SED 540: Exceptionality*. This course will build upon the students’ experiences and knowledge about the diversity of learners and ways to promote a positive learning environment for ALL students.

**Seminar and Fieldwork:** The fieldwork this semester requires students to complete 40 hours assigned to a mentor teacher with the possibility of exploring the teaching of social studies and mathematics in multiple classrooms. Skills are developed by such experiences as the teaching of a “mini-unit,” creation of a learning center, and development of lesson plans with the support of the faculty and mentor teacher. Interaction with small group, one-on-one, and whole class are part of the field component. The CLASS student is becoming more independent in the development and delivery of instruction activities.

### **Eighth Semester Theme: Internship I – Teaching all Subjects**

This semester marks the beginning of the graduate level professional internship experience which requires full-time participation in Partner Schools five (5) days a week. Interns will have two, mini-placements during this semester; the first will be about five (5) or (6) weeks and the second about eight (8) weeks.

**Coursework:** Some students may still need to take courses toward their academic major, and one such course can be accommodated; however, it is NOT recommended that students take any courses beyond this during the internship. Students will also be taking a second literacy course focused on writing *EDU 566: The Writing Process LTT* to coincide with their internship placement.

**Seminar and Fieldwork:** In this semester CLASS interns focus on elementary school teachers’ responsibility for teaching multiple disciplines. The internship, *CPI 511: Applied Pedagogy* includes a weekly seminar, *CPI 510: Curriculum Design* that supports the students in discussing their classroom experiences. It also supports students in continuing to learn about technology in order to prepare a multimedia-based electronic portfolio to represent their development and the breadth and depth of their knowledge of the practice of teaching at this point in the program. Also, the partner schools will generate a list of possible service learning projects from which the intern may choose—individual projects will also be considered. The single project can be completed **at any time during the internship year**, in any of the associated partner schools as determined by the intern, site supervisor/coordinator, and mentor teacher.

### **Ninth Semester Theme: Internship II – Teaching all Children**

This residency semester is the second and final graduate level professional internship experience, which requires full-time participation in a single placement in one of the Partner Schools for five (5) days a week. **Students who fail to graduate before the start of this semester, will have their graduate status rescinded and will have to obtain advisor and program coordinator approval to begin their resident internship. This may also impact financial aid eligibility.**

**Coursework:** None. By purposeful programmatic design there is to be **no** outside coursework during this semester so that the Class interns can focus totally on their internship and seminar.

**Seminar and Fieldwork:** This Resident Internship is the culminating semester of the program, and the one in which CLASS students will have their greatest responsibility for teaching, with full-time teaching expected across much of the semester. The internship, *CPI 521 Professional Internship*, during this semester requires full-time teaching in a Partner School five days a week. Considering the students' experiences to date, it is expected that they will be prepared to learn from their cooperating teacher's actions to develop the classroom culture at the beginning of the school year. In addition, given their preparation with respect to teaching specific subject matter, the students are expected to be able to work collaboratively in planning and conducting instruction with the teacher in whose classroom they are placed. The seminar, *CPI 520: Reflecting on Practice*, is specifically geared to support CLASS interns systematically analyzing their practice. The students will be expected to characterize elementary and middle school teaching and their practice with respect to the challenges that they face and the repertoire they bring to addressing those challenges, including the role of systematic reflection in facilitating learning from one's practice. Also, the partner schools will generate a list of possible service learning projects from which the intern may choose—individual projects will also be considered. The single project can be completed **at any time during the internship year**, in any of the associated partner schools as determined by the intern, site supervisor/coordinator, and mentor teacher.