

## **5a. PROGRAM FOR PRE-CANDIDATES**

### **MIDDLE SCHOOL COMMUNITY SEMESTERS (3 & 4)**

## Pre-Candidates

In the second year, the third and fourth semesters of the program provide the Pre-Candidate students with an opportunity to spend extended times in the middle school.

The second year also marks a greater concentration in that area of the academic major with room for two courses along with the required professional education coursework. Another very important function of this seminar/field experience is for the students begin to prepare themselves for the candidacy review that will occur during the following fall semester. 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. This mentor teacher will then become a part of the Candidacy Review Panel. **In addition, all students must pass the Praxis I exam as required by the State before his/her Candidacy Review.**

### First Semester:

Pre-Candidates in their first semester take CPI 211I: Culture & Community Field Experience and Seminar as well as CPI 220 Building Learning Communities. Students spend 1.5 hours a week for seminar in addition to 35 hours of field experience work which may be broken down in a variety of ways depending on the semester/year, and/or participation in grant initiatives, and/or Cohort Leader’s discretion. For example, CPI 211I students might be required to complete a separate 20 hour community service component, as well as 15 hours of classroom fieldwork at either the elementary or middle school (one hour each week). Or Pre-Candidate students might spend the entire 35 hours assigned to a specific classroom and/or “Learning Team” where they work with their Mentor Teacher and students on an integrated service learning project

The focus of the field experience primarily includes participant observation and other appropriate tasks. These enable 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. It is also designed to give students “hands-on” practice in understanding how to develop service learning projects through a three step program: 1) come up with names of representatives to invite from local agencies who may know of a community “need”; 2) interview these people; 3) brainstorm a service learning project; and 4) formally write it up—and, 5) (hopefully) implement it.

The seminar that rounds out the coursework in this term functions to continue to support students in understanding the connection between building/developing community and service learning in schools through a variety of readings, speakers and activities.