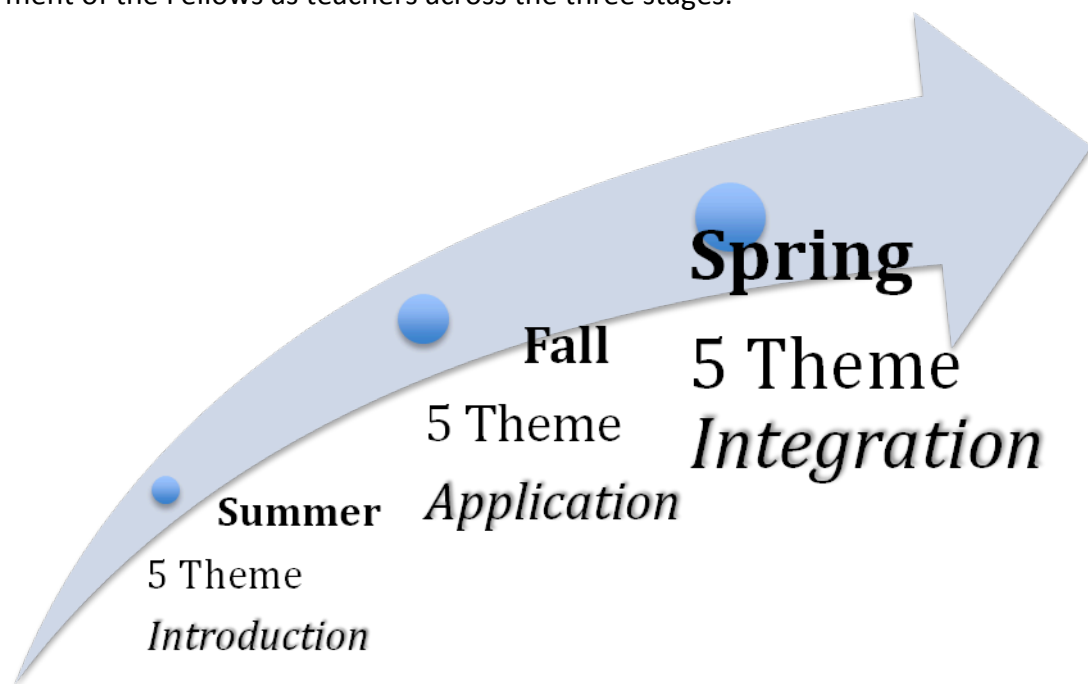


**Woodrow Wilson Indiana Teaching Fellowship
Curriculum at Ball State University**

Instruction is organized around five themes, with each theme recurring during each of the three semesters. Basic building blocks of knowledge and skills in each theme will be **introduced** during the Summer Semester. During the Fall Semester, Fellows will experience the thematic content at a more practical level, as they **apply** it and use it to analyze and understand the dynamics of actual STEM classrooms. During the Spring Semester, students use the content from each theme at a more sophisticated level, as they assume major teaching roles and **integrate** their knowledge into practice.

Theme I	STEM Student Learning
Theme II	Adolescent Development
Theme III	Cognitive Development
Theme IV	Motivation and Learning Environments
Theme V	Effective STEM Teaching

A graphical representation of the model appears below. It represents the growing empowerment of the Fellows as teachers across the three stages.



Scope and Sequence Defined in Terms of Courses for which Fellows will Register

Each semester Fellows will register for 15 credit hours. At the conclusion of the three-semester sequence, Fellows will receive an M.A. in Secondary Education and Secondary School Licensure to teach Mathematics or Physics and Physical Science.

Although Fellows will register for a prescribed list of specific courses in order to meet institutional requirements and so that Fellows will have transcripts that reflect the content, such as Student Teaching (generally required by states for licensure) and the conduct of Research (required by Ball State University for a masters degree), the packaging and delivery of instructional experiences will not be in the traditional “course boxes.” We anticipate blocks of instructional experiences in which the themes are integrated during all three semesters. Our timeline calls for the blocking decisions to be made by our clinical faculty and university faculty during January 2009, and for the design of specific instruction to occur during January, February, and March of 2009. **The necessary prerequisite to that blocking – the more detailed content, scope, and sequence by Mathematics, Physics, and Teachers College faculty – has been accomplished during November and December of 2008.**

Summer 2009 – Basic Building Blocks of STEM Learning and Teaching

Orientation for Fellows begins on Thursday, June 4, 2009, and includes, in addition to meeting the faculty and learning to navigate the campus, the taking of common assessment instruments, as well as several social events designed as first steps in the building of community among the Fellows. Instruction begins on Monday, June 8, and concludes on Friday, July 31. Fellows and faculty will work together on the Ball State campus for the Summer Semester. (Campus housing information, for those who wish to live on campus during the summer and/or academic year, appears on the BSU Woodrow Wilson website.) For some of the learning, Mathematics and Physics Fellows will be together. However, for discipline-specific pedagogies, the two groups will experience separate content-specific instruction during all three semesters.

Fall 2009 – Applying Basic Knowledge and Skills to Observe, Analyze, and Understand the Dynamics of STEM High School Classrooms

Learning for the Fellows during the academic year occurs in the clinical settings of the four high schools in Muncie and Anderson. Each Fellow will be assigned to a high school and to the classroom of one or more teachers (clinical faculty), depending on teaching schedules of the clinical faculty. The experience begins on August 10, the first day that teachers report for the start of the 2009 – 2010 school year. Each day Fellows will be in their schools from the time that staff report in the morning, to late afternoon. Formal instruction will include: regularly scheduled class meetings on-site during the day with BSU Faculty-in-Residence; asynchronous on-line modules; and weekly seminars. The format of the weekly schedule will be decided in January 2009, and syllabi and modules will be constructed during January, February, and March of 2009. Formal instruction will be complemented by shadowing of key school personnel, classroom observations at all three schools, attending school faculty meetings, duties such as cafeteria and bus, serving as adviser for extracurricular activities, working with individual faculty to design an action research project, construction of a digital portfolio, and classroom

teaching by Fellows --at first one-on-one, then to small groups, and finally, a full unit of instruction to whole classes.

Spring 2010 – Integrating Knowledge and Skills into Practice While Assuming Major Teaching Responsibilities

Instruction for Fellows during the Spring Semester will continue in the clinical setting of the four high schools. The five themes are revisited, but at a higher level, as the preparation of the Fellows culminates for the year in 10 weeks of supervised student teaching. Formal instruction in scheduled class meetings and modules will generally be concentrated in the first six weeks of the semester. Regularly scheduled seminars for deconstruction of observations and problem-solving will continue throughout the semester. Fellows will complete the research project begun during Fall Semester and their digital portfolios. Fellows will be assisted as they apply for placement as novice teachers.