

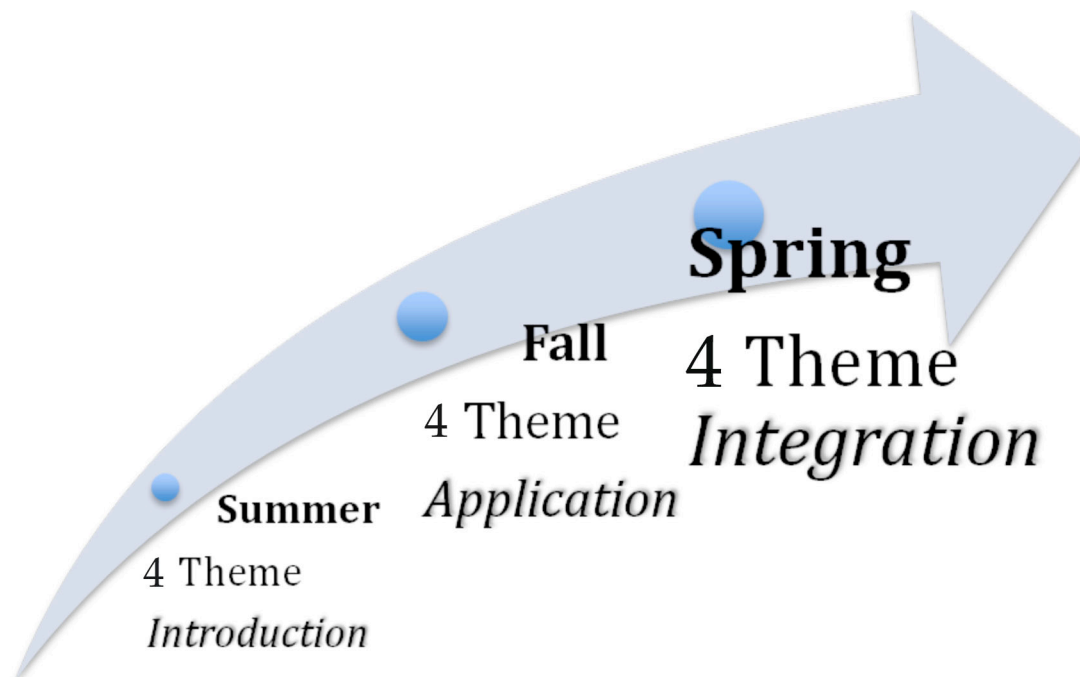
Woodrow Wilson Indiana Teaching Fellowship Curriculum at Ball State University

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

Instruction is organized around four 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	Motivation and Learning Environments
Theme II	Adolescent & Cognitive Development
Theme III	STEM Student Learning
Theme IV	Effective STEM Teaching

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



Summer 2010 – Basic Building Blocks of STEM Learning and Teaching

Orientation for Fellows begins on Thursday, June 3, 2010, and includes meeting the faculty, learning to navigate the campus, 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 7, and concludes on Friday, July 30. 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 Web site](#).) Faculty will guide Fellows through instruction on the four themes via integrated modules. Modules consist of learning experiences, readings, tasks, and assessments, some of which are completed individually and some in small groups. For a sample module, [click here](#). In Themes III and IV, Fellows will complete modules specific to their teaching discipline. Practical teaching experiences are included in the curriculum.

Fall 2010 – Applying Basic Knowledge and Skills to Observe, Analyze, and Understand the Dynamics of STEM High School Classrooms

During the academic year, instruction occurs in a clinical setting. Each Fellow works within the classroom of a teacher/clinical faculty member in one of four high schools in Muncie and Anderson. The experience begins in early August on the first day that teachers report for the start of the 2010 – 2011 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 cohort meetings on-site during the day with Ball State University faculty; module activities, and weekly seminars. Module activities to be completed in the clinical setting include shadowing of key school personnel, observing in classrooms, attending school faculty meetings, performing duties such as cafeteria and bus, serving as adviser for extracurricular activities, working with individual faculty to design and conduct a research project, constructing a digital portfolio, and designing and teaching lessons and units --at first one-on-one, then to small groups, and finally to whole classes.

Spring 2011 – Integrating Knowledge and Skills into Practice While Assuming Major Teaching Responsibilities

Instruction for Fellows during the Spring Semester will continue in the clinical setting. The four themes continue to be developed as the preparation of the Fellows culminates in sustained supervised student teaching. Regularly scheduled seminars for deconstruction of observations and problem solving and sessions for content-specific pedagogy will continue throughout the semester. Fellows will complete the research project begun during Fall Semester and their

digital portfolios. Project staff will assist Fellows as they apply for placement as novice teachers, supported by the three-year mentoring process.

Continuing Mentoring Support – Impacting Student Learning as the Teacher-of-Record

Beginning in the Fall of 2011, Ball State University will mentor Fellows in a structured program, designed to meet the needs of individuals, as they continue to develop their repertoires of teaching knowledge and skills. Areas to be addressed include differentiation of instruction, assessment strategies, classroom management and environment, student motivation and learning, integration of technology for learning, content knowledge and content pedagogy, and leadership. The mentoring will continue for a period of three years, during which the emphasis will reflect the growing maturation of Fellows as teachers.