

Graduate Teacher Education Program

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The purpose of the Graduate Teacher Education Program (GTEP) is to help students develop into knowledgeable, creative, and successful beginning educational leaders who are capable of and committed to: 1) helping *all* children succeed in schools, 2) engaging in ongoing self-reflection and inquiry, and 3) working toward constructive change in society. GTEP is a one-year program that builds on the mission and strengths of Oberlin College, the Oberlin City Schools, and the local community and leads to a Master of Education degree. The program seeks to promote knowledge, skills and attitudes that allow graduates, as beginning teachers, to bring intellect, curiosity and inquiry to the complex challenges inherent in teaching in the 21st century.

Students in the Graduate Teacher Education Program pursue a Master of Education degree and initial licensure in either Early Childhood (Grades PK-3) or Middle Childhood Education (Grades 4-9). GTEP blends one year of graduate study with school-based internships that immerse students in the richly diverse Oberlin City Schools throughout the year. The program of 43 credits begins in mid-June and culminates at the end of following May. Students complete course work each semester, beginning with summer and continuing through the school year. Students work in the schools for 3 to 3½ days a week during the fall semester and 4 to 5 days a week during the spring semester, in addition to their course work. The intensive nature of the immersion program enables students to concentrate exclusively on the integration of coursework and classroom practice, with experienced teacher mentors from Oberlin schools providing the bridge between disciplinary knowledge and pedagogical practice. Because of its close partnership with Oberlin schools, GTEP follows the schools' calendar, rather than that of Oberlin College.

GTEP applications are due by February 2. Applications arriving after the due date will be considered, if there is still space in the cohort. Students considering the GTEP program are encouraged to contact program faculty or staff as early as possible for help in determining eligibility. Additional information is available at <http://www.oberlin.edu/teachereducation>.

Courses Required for Each Licensure Program

All GTEP students complete the following courses:

EDUC 510 Education, Learners and Teachers: Introduction and Interrelationships
EDUC 513 Honoring and Negotiating Differences: Teaching Children with Special Needs
EDUC 538 Teaching As a Profession: Seminar I
EDUC 548 Teaching As a Profession: Seminar II
EDUC 555 Student Teaching Experience
EDUC 559 Taking the Lead in Inquiry and Reflection: Capstone Experience

Additional courses required for licensure in Early Childhood Education

EDEC 522 Looking More Closely: Learning & Teaching in Schools I
EDEC 524 Language and Word Study in a Diverse Society
EDEC 530 Development & Psychology of Learners: Early and Middle
Childhood Years
EDEC 532 Exploring the Hows and Whys: Learning and Teaching in
Schools II
EDEC 534 Understanding Complexities: Developing and Supporting
Literacy
EDEC 536 Multiple Ways of Knowing: Reading Assessment and Next Steps
EDEC 542 Creating Possibilities: Learning and Teaching in Schools III
EDEC 544 Reading the World: Literature for Children and Adolescents

Additional courses required for licensure in Middle Childhood Education

EDMC 522 Looking More Closely: Learning & Teaching in Schools I
EDMC 524 Language and Word Study in a Diverse Society
EDMC 530 Development & Psychology of Learners: Early and Middle
Childhood Years
EDMC 532 Exploring the Hows and Whys: Learning and Teaching in
Schools II
EDMC 534 Understanding Complexities: Developing and Supporting
Literacy
EDMC 536 Multiple Ways of Knowing: Reading Assessment and Next Steps
EDMC 542 Creating Possibilities: Learning and Teaching in Schools III
EDMC 544 Reading the World: Literature for Children and Adolescents

Courses and Credits by Semester**Summer Module I**

EDUC 510 Education, Learners and Teachers: Introduction and Interrelationships (4
hours)
EDUC 513 Honoring and Negotiating Differences: Teaching Children with Special
Needs (2 hours)

Summer Module II

EDEC 522/EDMC 522 Looking More Closely: Learning & Teaching in Schools I (3
hours)
EDEC 524/EDMC 524 Language and Word Study in a Diverse Society (3 hours)

Fall

EDEC 530/EDMC 530 Development & Psychology of Learners: Early and Middle
Childhood Years (3 hours)
EDEC 532/EDMC 532 Exploring the Hows and Whys: Learning and Teaching in
Schools II (3 hours)
EDEC 534/EDMC 534 Understanding Complexities: Developing and Supporting

Literacy (3 hours)
EDEC 536/EDMC 536 Multiple Ways of Knowing: Reading Assessment and Next Steps (3 hours)
EDUC 538 Teaching As a Profession: Seminar I (2 hours)

Spring

EDEC 542/EDMC 542 Creating Possibilities: Learning and Teaching in Schools III (3 hours)
EDEC 544/EDMC 544 Reading the World: Literature for Children and Adolescents (3 hours)
EDUC 548 Teaching As a Profession: Seminar II (3 hours)
EDUC 555 Student Teaching Experience (6 hours)
EDUC 559 Taking the Lead in Inquiry and Reflection: Capstone Experience (2 hours)

Entrance Requirements

To be admitted to the Graduate Teacher Education Program, prospective students must:

- Hold a Bachelor of Arts or Bachelor of Science degree;
- Demonstrate an undergraduate cumulative GPA of 3.0 or greater;
- Have taken the GRE General Test;
- Complete the application form, including the admission essay;
- Provide three letters of reference;
- Provide a resumé of experience that demonstrates experience in working with children;
- Take part in group and/or individual interviews, if asked.

Benchmark Progress Requirements

There are seven critical points in the program at which data are gathered and decisions are reached about whether a student will continue in the program. These critical benchmark points are:

- I. Admission to the Program
- II. End of Summer Semester
- III. Mid-Term Fall Semester
- IV. End of Fall Semester
- V. Mid-Term Spring Semester
- VI. End of Solo Teaching
- VII. End of Program

Exit Requirements

To qualify for the Master of Education degree, students must

- Successfully complete all course and non-course requirements;
- Maintain a cumulative GPA of 3.0 or greater.

To be eligible for initial licensure in Ohio (and states that have interstate agreements with Ohio) in Early Childhood Education or Middle Childhood Education, students must also

- Achieve a grade of at least B- in all graded courses, with the exception of EDUC 510, EDUC 513, EDEC 530, and EDMC 530;

- Successfully progress through all benchmark points;
- Achieve a passing score on the relevant Praxis II Subject Assessment Test and the relevant Praxis II Principles of Learning and Teaching Test.

Student Teaching

Student teaching begins in January and ends in May; it includes three weeks of solo teaching. All placements will normally be in one of the Oberlin City Schools, with students assigned to a different grade level for the spring than for the fall internship. Recommendation for student teaching requires approval by program faculty and the fall mentor teacher.

Course Details

Students take courses during two, four-week-long modules in the summer semester and in eighteen-week-long fall and spring semesters. Because understandings gained from the course listing that follows are cumulative, students are expected to take the courses in sequence. Course grading follows the letter-grade system used by Oberlin College. A grading of Pass/No Pass is used for EDUC 538, EDUC 548, EDUC 555, and EDUC 559. No other courses in the Graduate Teacher Education Program may be taken as Pass/No Pass.

Enrollment in the following courses is limited to GTEP students. In courses listed with both an EDEC and EDMC number, students spend part of the course exploring topics as a cohort group and also separate into licensure levels (early childhood and middle childhood) for more specialized instruction.

EDUC 510 Education, Learners and Teachers: Introduction and Interrelationships (4 hours)

Summer Module I. What is the relationship between schooling, learning, and teaching? Students examine critical historical and contemporary issues from a variety of perspectives as they examine their own beliefs about how people learn, articulating a personal philosophical framework. Set in dialogue with educational issues and exploration of self as learner/teacher, students also explore the dynamics of the teaching/learning process, including examining latest studies in brain research and major characteristics of developmental stages and individual differences within stages.

D. Roose and Staff

EDUC 513 Honoring and Negotiating Differences: Teaching Children with Special Needs (2 hours)

Summer Module I. How do the different ways children learn affect teaching? This course examines the question through several lenses, including the latest findings in brain research concerning students' learning styles, differentiated instruction, multiple intelligences, gender differences, children's social interactions, and cultural and family influences. Students are introduced to various exceptionalities, examine legislation pertaining to special needs, and explore institutional practices for accommodating students with exceptionalities. Classroom practice and organization are emphasized.

Staff

EDEC 522/EDMC 522 Looking More Closely: Learning & Teaching in Schools I (3 hours)

Summer Module II. How does being a keen observer help teachers think about learners and learning in deeper, more complex ways? In this first of three interrelated courses, we will engage in experiences, explorations, and readings that will encourage us to think about observation from a number of perspectives. A particular focus of the course will be engagements with the arts as aesthetic experiences and as tools that offer multiple entries into specific content pedagogies.

K. Jaffee

EDEC 524/EDMC 524 Language and Word Study in a Diverse Society (3 hours)

Summer Module II. Why do some children have difficulty learning to read, when speaking is such a natural act? Through readings, discussion, and fieldwork, students examine this question, investigate historical and contemporary perspectives/controversies, and explore strategies to advance all children's word knowledge, including that of English language learners. Strategy topics include phonological awareness and phonics instruction in a comprehensive literacy program; solving and understanding complex words; and children's spelling as a window for determining developmentally appropriate instruction.

K. Ganske

EDEC 530/EDMC 530 Development & Psychology of Learners: Early and Middle Childhood Years (3 hours)

Fall Semester. Who are these young people--as individuals and as a group? Students examine influences of family, peers, school, and media on social and psychological development of children. Case study work, including observation and interpretation and reporting of data, is central to the course. Discussions of the studies help students understand the relationship between theory and data gathering and gain understanding of developmental stages of children and uses and limits of employing a developmental perspective/lens.

Staff

EDEC 532/EDMC 532 Exploring the Hows and Whys: Learning and Teaching in Schools II (3 hours)

Fall Semester. How can inquiry stimulate and deepen learning and teaching? Taking an inquiry stance, students learn to critique and adapt materials; explore specific content pedagogies; examine how ideas and methods fit within a school philosophy and tradition; tailor methods to specific children and their needs, keeping the student's own philosophy in mind; create methods and materials; and articulate why they decide to use certain ideas, materials, and methods at a specific time.

D. Roose

EDEC 534/EDMC 534 Understanding Complexities: Developing and Supporting Literacy (3 hours)

Fall Semester. What does it mean to be literate? How does literacy change over time?

Students explore these questions through readings, discussion, field placements, and an inquiry project. Other emphasized topics include theoretical frameworks; instructional strategies for advancing children's fluency and comprehension; and enhancing literacy through technology and family involvement. Emphasis is placed on reading and writing as interrelated processes with the common goal of meaning making.

K. Ganske

EDEC 536/EDMC 536 Multiple Ways of Knowing: Reading Assessment and Next Steps (3 hours)

Fall Semester. How can we discover and cultivate every child's potential when children differ? This course emphasizes the use of ongoing assessment and evaluation as tools for making informed instructional decisions. Students extend their understanding of reading difficulty; administer and interpret various informal assessments; plan interventions and adapt curricula; work with children in the classroom to practice assessment and instructional techniques, and develop and present a case study of a challenged reader.

K. Ganske

EDUC 538 Teaching As a Profession: Seminar I (2 hours)

Fall Semester. What kinds of environments encourage learning that lasts? Readings, dialogues, and case studies frame this seminar in which participants discuss classroom management and the creation of learning environments responsive to the needs of children and those members of the community who are so integral to the learning process. As part of an ongoing reflective process, students will maintain field experience journals and begin the yearlong process of compiling a teaching portfolio.

K. Jaffee

EDEC 542/EDMC 542 Creating Possibilities: Learning and Teaching in Schools III (3 hours)

Spring Semester. What does it mean to be an imaginative and innovative teacher? Students continue the exploration of issues related to teaching and focus on the creation, implementation and evaluation of curriculum units. Particular emphasis is given to development of multi-week thematic or subject-driven units of study with an emphasis on development of the students' own styles and strengths as teachers. Students teach, in their assigned classrooms, small and large group lessons designed during this course..

D. Roose

EDEC 544/EDMC 544 Reading the World: Literature for Children and Adolescents (3 hours)

Spring Semester. How do we make fiction and nonfiction books for young people central to the curriculum? Students explore possibilities through extensive readings of adolescent and children's literature, including literature with multicultural and international perspectives, and through readings and discussions of various topics: Selecting and critically evaluating books, understanding literary elements and genres, fostering engagement in books and reading, developing responsive readers, creating literature-based classrooms and thematic units, and weaving literature across the curriculum.

K. Ganske

EDUC 548 Teaching As a Profession: Seminar II (3 hours)

Spring Semester. What does it mean to learn to teach? Students reflect on questions and discuss strategies that address issues and situations arising directly out of their student teaching practice. Students continue to discuss strategies for communicating with parents and other members of the community, and explore ways of taking part in the larger professional community. This seminar will address the final development of the teaching portfolio that illustrates the linkages between theory, research, and practice.

K. Jaffee

EDUC 555 Student Teaching Experience (6 hours)

Spring Semester. Teacher candidates will spend 18 weeks student teaching in a classroom appropriate to their area of licensure during the spring semester of the program. Working closely with the mentor teacher and site coordinator, student teachers become acquainted with the routines and practices of the school and the culture of the classroom. They gradually become responsible for planning and organizing instruction, teaching lessons, assessing & evaluating student learning, and maintaining an effective learning environment.

K. Jaffee

EDUC 559 Taking the Lead in Inquiry and Reflection: Capstone Experience (2 hours)

Spring Semester. What worked? What didn't? What are my strengths and my next steps? In this course students look closely at their teaching and children's learning to discover ways to further refine their craft and improve their teaching effectiveness. They investigate a teaching or learning challenge through classroom inquiry, and as a culmination to the program, critically reflect on their experiences in order to develop a plan for continued personal and professional growth.

K. Ganske