

READING

LYNETTE Z. ZUROFF, ED.D.

Mission

The teacher education unit's mission is to prepare students for lifelong learning, developing future educators' intellect, imagination, self-confidence, and motivation, while preparing them for the teaching profession. Students investigate, reflect, analyze, and judge reality and truth through inquiry and discussion. Committed to educating each student as a total human being, the teacher education unit helps students to receive, respond to, organize, and characterize values. Specifically, students develop values about teaching, society, health behaviors, moral issues, education, and political influences. We ask our students to think boldly about the opportunities and responsibilities presented to us by a rapidly changing world. Students within the department are encouraged to live Carroll College's mission by participating in community service and by interacting with children and adults from diverse cultural, religious, economic, and intellectual backgrounds.

The teacher education unit advances this mission as it works within the conceptual framework of Carroll College's teacher education unit. That framework is built upon a liberal arts education, structured by traditional educational philosophies, and embraced by an atmosphere of dignity, which values justice of all persons. Access the complete Teacher Education Conceptual Framework and the current Title II pass rates from Carroll College's Education Homepage.

Goals and Objectives

The goal of Carroll College's teacher education program is to assist students in developing teaching competencies in their chosen fields and help them become educational leaders capable of responding to their students' individual needs. Teacher education graduates will demonstrate competence in the 10 INTASC standards, as well as an additional Montana standard. The following dispositions, skills, and knowledge are to be viewed in conjunction with specific goals and objectives established for the college and for each required professional education course.

DISPOSITIONS

1. Demonstrate an attitude of professionalism through
 - a. his/her behavior as a role model to students;
 - b. continuing self-development;
 - c. ethical behavior;
 - d. peer support;
 - e. contributions to the growth of the profession.
2. Maintain healthy student/teacher relationships.
3. Exhibit continued enthusiasm for teaching profession.
4. Have appropriate relationships with administrators, teachers, support personnel, parents, and other community members.
5. Be encouraged to participate in community service.
6. Project a positive self-image.
7. Appreciate the whole person by recognizing the uniqueness of each individual student.

SKILLS

1. Classroom management and coping
2. Classroom motivation and interaction
3. Planning and lesson design
4. Teaching strategies
5. Instructional decision making
6. Problem-solving inquiry
7. Student diagnosis
8. Media and technology resource
9. Effective peer group interaction
10. Effective listening, speaking, reading, writing, thinking, and viewing.

KNOWLEDGE

1. Content (subject matter)
2. Law and ethics
3. Referral systems
4. Instruction of the special child
5. Child development, sociology, learning theory, self-concepts, philosophies of education.
6. Comprehension, analysis, and evaluation of print and non-print information and messages.
7. Standard conventions of writing and speaking
8. Analysis of literature and fine arts.
9. Mathematics
10. Science
11. Social studies
12. Connecting learning with workforce and fulfillment of living

In addition to the above goals and objectives, each licensure area has goals and objectives.

Minor In Reading (K-12)

I. Minor/Professional Education Program Requirements

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|--------|--|
| ED 228 | Children's Literature |
| ED 323 | Teaching the Communication Arts I |
| ED 324 | Corrective and Remedial Reading |
| ED 325 | Teaching the Communication Arts II |
| ED 327 | Content Area Reading/Language Arts |
| ED 407 | Organization and Administration of the Reading Program |
| ED 412 | Measurement and Assessment in Teaching |

II. Other Program Requirements

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|-------------|--|
| ENLE 365 | Young Adult Literature |
| LL 400 | Theories and Methods of Learning and Teaching Language |
| or TESL 392 | TESOL Methods and Applications: Reading and Writing |
| SPED 301 | Characteristics of Learning Disabilities |

III. Teacher Licensure

- To obtain teacher licensure in reading, a student must complete:
- | | |
|-----------|------------------------------------|
| ED 408 | Student Teaching in the Minor Area |
| or ED 410 | Student Teaching |

Note: In order to be licensed to teach in a secondary school in Montana, a student is required to have a teaching major in a subject field acceptable for licensure endorsement as well as the teaching minor. All degree students should review requirements for graduation as described in this catalog.

Transportation

Transportation is not provided to or from classes, including those held off campus

SOCIAL STUDIES FOR SECONDARY EDUCATION

JONATHAN C. MATTHEWS, PH.D.
RODERICK M. THRONSON, ED.D.

Major In Social Studies For Secondary Education

The broadfield major in social studies embraces at least 54 semester credits of course work in history, political science, sociology, economics, psychology, and geography. Since the major and the minor are combined in this program, a teaching minor is not required for licensure.