

# LICENSE TO MASTERS (LTM)

## **LTM-601 Field Experience Module Registration (0 credits)**

Field Experience Module Registration for Live Text

## **LTM-611 Human Learning & Development (3 credits)**

Students in this course work with a broad base of theoretical perspectives in developmental psychology as they are applied to the needs of the learner. Informed by these theoretical frameworks, students evaluate their application in diverse learning environments. Students build an understanding of the dynamic interaction between and among teaching, learning, and assessment in work with adolescents and young adults. They examine theories that address questions raised in the areas of development of cognition, emotion, and motivation as they apply to learners of various ages, cultural and socioeconomic backgrounds, and learning needs. They work with these theories in writing and analyzing case studies. Students examine and build on the perspectives of theorists such as Bronfenbrenner, Piaget, Vygotsky, Bandura, Perry, Kohlberg, Gilligan, and Gardner.

## **LTM-612 General Methods of Teaching (4 credits)**

Studying a variety of instructional models and learning theories, students plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards. Students analyze multiple classroom settings to design model learning communities focused on student engagement and learning. They design, evaluate and use technology to enhance learning environments, and they address the teacher as professional by developing an initial philosophy of education. To provide an opportunity to apply their learning with regard to instructional design, students are assigned a minimum of 20 hours in a field experience in which they work with diverse middle and/or high school learners.

## **LTM-612A General Methods of Tchg-TAL (4 credits)**

This is designed for TAL students. Drawing from previous professional experience, students in the licensure program at the master's level have to opportunity to capitalize on their developed life skills and abilities to engage students in a focused educational context. Learning a variety of instructional models and building on developmental and learning theories, students plan and implement differentiated instruction and assessment, reflecting both the Wisconsin Model Academic Standards and the Wisconsin Teacher Standards. Students observe and analyze multiple classroom settings to design model learning communities that encourage collaborative contextual engagement within environments that honor diversity and creativity. Additionally, students design, evaluate and use technology to enhance teaching, learning and assessing. Finally, students address the teacher as professional, an important focus within this course, by developing an initial philosophy of education.

## **LTM-621 Lit in Early Adolescence/Adolescence (4 credits)**

Students study the nature and process of literacy development, including objectives, methods, materials and techniques for teaching literacy in adolescence, recognizing the range of student needs they may encounter, including those from whom English is a new language. Becoming aware of the key role of literacy in content area learning they develop a range of strategies to support students' reading skills, especially with regard to comprehension. In addition, they develop approaches to the integration of language arts across the curriculum. Students learn to interpret standardized assessment information as well as to develop meaningful classroom assessment of literacy.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

## **LTM-622 Content Area Methods (4 credits)**

Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

## **LTM-622E Content Area Methods-English (4 credits)**

Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

## **LTM-622M Content Area Methods-Math (4 credits)**

Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

## **LTM-622SC Content Area Methods-Science (4 credits)**

Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

**LTM-622SS Content Area Methods-Social Studies (4 credits)**

Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

**LTM-631 Teaching Exceptional Learners (3 credits)**

Students in this course explore the range of factors that impact students' schooling both at the personal and structural levels. Building an understanding of the categories of students learning needs and the legal requirements for addressing those needs, they identify resources and processes that can support special needs learners in the classroom and the school building. The course focuses particularly on developing understanding and skill in adapting instruction to meet the needs of exceptional learners, with a special emphasis on the Individualized Educational Plan (IEP) process. In addition, students develop strategies to proactively engage parents/guardians, special education teachers and others in meeting learner needs.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

**LTM-632 Curriculum, Instruction & Assessment (3 credits)**

Students in this course learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Working with content standards and ability outcomes, they explore the important concepts and skills their learners need to develop in a grade level or levels. Employing a process called backward design, they identify performances that capture the big outcomes and design both appropriate instruction and meaningful performance assessments using specific criteria. They explore the concept of assessment-as-learning, which involves a formative approach, positive feedback and self assessment as means of guiding learning.

*Prerequisite(s):* LTM-611 & LTM-612 completed. Additional Information Summer 2018: Taught at Greenfield High School, 4800 S 60 St in Learning Commons on 2nd floor. Meets June 18, June 21, July 9, July 12, July 16, July 19, July 20-July 25 for individual meetings and July 26

**LTM-632A Curriculum, Instruction& Assessment-ELM (4 credits)**

Students in this course learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Working with content standards and ability outcomes, they explore the important concepts and skills their learners need to develop in a grade level or levels. Employing a process called backward design, they identify performances that capture the big outcomes and design both appropriate instruction and meaningful performance assessments using specific criteria. They explore the concept of assessment-as-learning, which involves a formative approach, positive feedback and self assessment as means of guiding learning. Field component required.

*Prerequisite(s):* For LMEM Students. LTM-611 & LTM-612 completed.

**LTM-635 Science & Social Studies in Elementary (4 credits)**

In this course students will explore methods of teaching science and social studies at the elementary school level. Drawing upon previous experiences in lesson and unit planning, students will incorporate science, health, social studies, and technological content knowledge with process skills and assessment strategies. Students will design integrated learning experiences based on appropriate frameworks linking science and social studies to other content areas including art, math and language arts.

*Prerequisite(s):* LTM-611 & LTM-612 completed.

**LTM-640 LTM Portfolio Assessment (0 credits)**

The assessment demonstrates an LTM candidate's readiness for student teaching. The candidate will prepare a folder documenting his/her proficiency in the 10 Wisconsin Teaching Standards and Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal Alverno faculty member and external assessor, such as an administrator or teacher, will evaluate the portfolio against established criteria. Second, the assessors will conduct an interview with the candidate in which the candidate will highlight several artifacts, present and comment on an electronic demonstration of teaching effectiveness, and answer questions on teaching, learning and assessing in general and on portfolio contents in particular.

**LTM-640S LTM Portfolio Assessment (0 credits)**

The assessment demonstrates an LTM candidate's readiness for student teaching. The candidate will prepare a folder documenting his/her proficiency in the 10 Wisconsin Teaching Standards and Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal Alverno faculty member and external assessor, such as an administrator or teacher, will evaluate the portfolio against established criteria. Second, the assessors will conduct an interview with the candidate in which the candidate will highlight several artifacts, present and comment on an electronic demonstration of teaching effectiveness, and answer questions on teaching, learning and assessing in general and on portfolio contents in particular.

**LTM-641 Student Teaching (9 credits)**

Students take responsibility over the course of the semester for classrooms with early adolescent/adolescent students. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their ability to apply their knowledge in the design and implementation of content area lessons and in the establishment of appropriate relationships with learners that support growth. During the student teaching experience, students develop a portfolio documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.

*Prerequisite(s):* LTM-640 completed. Must register concurrent with LTM-675.

**LTM-641A Student Teaching (5 credits)**

Candidates take responsibility over the course of the semester for classrooms at their licensure level. Early childhood/middle childhood and middle childhood/early adolescence candidates have two nine-week placements while early adolescence/adolescence candidates typically have one eighteen-week placement. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their ability to apply their knowledge in the design and implementation of content area lessons and in the establishment of appropriate relationships with learners that support growth. During the student teaching experience, candidates complete a performance assessment project documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.

*Prerequisite(s):* LTM-640 completed. Must register concurrent with LTM-675.

**LTM-641B Student Teaching (4 credits)**

Candidates take responsibility over the course of the semester for classrooms at their licensure level. Early childhood/middle childhood and middle childhood/early adolescence candidates have two nine-week placements while early adolescence/adolescence candidates typically have one eighteen-week placement. Student teaching is a full-time, full semester commitment, on the calendar of the local school. Working with a school site mentor and a college supervisor, student teachers demonstrate their ability to apply their knowledge in the design and implementation of content area lessons and in the establishment of appropriate relationships with learners that support growth. During the student teaching experience, candidates complete a performance assessment project documenting their work and its impact on student learning. They also develop a professional development plan to guide their growth as beginning teachers.

*Prerequisite(s):* LTM-640 completed. Must register concurrent with LTM-675.

**LTM-675 Student Teaching Seminar-LTM (0 credits)**

The student explores critical issues in education in meetings held during the student-teaching semester.

*Prerequisite(s):* LTM-640 completed. Concurrent with student teaching.

**LTM-697 Independent Study (1-3 credits)**

Focus on content area study to fill in gaps in candidate's prior course work.