

Transition to Teaching Life Experience Credit Paper

Directions: This paper will be evaluated by the Transition to Teaching (T2T) coordinator using the attached rubric. To qualify for life experience credit, the total score must average 3.0 or above. The life experience credit will exempt candidates from EDUC 230 Educational Psychology, a three-semester hour course.

Candidates should write their 8-10 page paper using the APA format; using Times New Roman, 12 point font, double-spaced paper must be submitted to the T2T coordinator upon application to the program. The paper can be revised one time, but must meet the minimum score requirement prior to admission to the T2T program.

Contents:

Describe all content and teaching related experiences you have experienced. This should include work related to the content area(s) you want to teach, highlighting your work with youth in grades five through twelve. Successful papers will provide details about the settings, age of learners, and types of lessons/responsibilities including any feedback you have received from supervisors or mentors. If you have evidence of your impact on student learning, include that data as well.

Identify specific strengths and weaknesses you have discovered in yourself. These should relate to both your content area(s) and your teaching skills and dispositions. Reflect on how these may affect you as a teacher and how you will address your weaknesses prior to student teaching. Identify and defend specific strategies you will utilize when you have your own classroom.

Identify the specific strengths and weaknesses you believe will need to be addressed for the developmental stage of students you plan to teach. Reflect on what you would do as a teacher to address the learning needs of your students. Reference at least 5 different theorists and 5 different instructional methods that you might use. Provide a detailed rationale for your selections, citing scientifically-based research supporting those theories and/or methods.

As you think about your life experiences, address these questions: What kind of planning did you have to do? What are some specific methods you would change if presented with a similar opportunity? How could you measure your effectiveness in this situation? What was most challenging? What was most rewarding? How will this experience impact your teaching?

In the concluding section, explain why you believe the experiences for which you are seeking credit, qualify as a substitute for our EDUC 230 Educational Psychology class.

The learning objectives for EDUC 230 are:

- C1 Plans informative, developmentally appropriate lessons and/or units
- C6 Uses effective questioning strategies
- A2 Assesses learning through standardized and teacher-constructed tests to drive future instruction
- A3 Assesses learning through appropriate alternative measures to drive future instruction
- A4 Uses a variety of appropriate, authentic assessment tools and methods
- R1 Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and community agencies
- R2 Demonstrates full awareness of ethical and legal responsibilities of teachers
- R3 Values life-long learning, personal/professional development, and/or service orientation
- R4 Models appropriate oral communication skills
- R5 Models appropriate written communication skills
- E7 Engages in research and reflection on best practices in teaching strategies