

Elementary PROFESSIONAL & PEDAGOGICAL PREPARATION

Two unique aspects of ELMAC shape the program:

Cohorts – Throughout your time in the ELMAC program, you will be a member of a 20-25 person cohort and will work closely with the members of your cohort and with cohort faculty. This will provide you with the opportunity to make sense of and interpret your experiences with others sharing in those experiences. At the same time, you will be developing a network of colleagues who illuminate the multiple perspectives different individuals bring to the field of education. ELMAC students typically span an age range from 22 to 55 and have a huge range of work and life experiences.

Fieldwork – You will begin your fieldwork in a K-8 classroom on the same day your cooperating teacher begins his or her work in the classroom in the fall, and you will continue to work with the same K-8 students and cooperating teacher throughout the school year. This provides the opportunity for you to delve deeply into the issues related to public school education and to work closely with experienced school colleagues as you begin to build a teaching practice. You will examine the tensions between the theories and practices learned in your courses and the realities of everyday life in classrooms in your regular interactions with faculty, experienced teachers, and ELMAC colleagues. ELMAC students work with children in elementary schools with urban and/or working-class characteristics and special attention is given to helping you develop the practices you will need to meet the strengths and needs of children from a range of social, cultural, economic, and linguistic backgrounds.

All ELMAC students take the courses listed below. The cognates, curriculum, and research courses are required for the master's degree; all other courses are required for certification:

EDUC 401 (3 credits) Developmental Reading and Writing Instruction in the Elementary School	EDUC 604 (3 credits) The School Curriculum
EDUC 403 (3 credits) Individualizing Reading and Writing Instruction in Elementary Classrooms	EDUC 649 (3 credits) Foundational Perspectives on Educational Reform
EDUC 431 (3 credits) Teaching of Social Studies in the Elementary School	EDUC 650 (12 credits) Reflective Teaching Experience
EDUC 510 (3 credits) Teaching and Learning	EDUC 695 (3 credits) Research and Educational Practice
EDUC 518 (3 credits) Workshop on Teaching Mathematics	Two cognate courses (3 credits each) For most students, the summer cognate course is MATH 485: Mathematics for Elementary School Teachers
EDUC 528 (3 credits) Workshop on the Teaching of Science	

The Year at a Glance

The ELMAC program is designed to be completed in 4 terms, over 12 months. A few highlights of the year:

Last Week of June – Orientation for all ELMAC students

July and August – ELMAC students take and complete three university courses

Late August – Students meet with their assigned cooperating teachers and assist them with preparations for the school year

September thru December – Students work several mornings and/or partial days in their placement classrooms, attend seminar, and complete three university courses, including one of their cognates.

January – Students spend the month on campus, focusing on university coursework.

February and March – Students return to their placement classrooms, working three mornings and two full-days each week, while finishing Winter term university coursework

April – Students engage in “lead teaching.” Working in conjunction with their cooperating teachers, ELMAC students plan and teach in all subject matter areas.

May and June – Students work in their placement classrooms five half-days each week and take two more courses to complete their program.

PLEASE NOTE: The ELMAC program does not generally follow the UM calendar. In Summer and Fall terms, ELMAC classes begin earlier than the University calendar indicates and, in Spring Term, ELMAC classes end earlier than does the University calendar.