



Department of Curriculum and Instruction
Graduate Assistantship Opportunities

Application for Graduate Assistantship

ASSISTANTSHIP DESCRIPTIONS

EDCI Teaching Assistantships

- EDCI 20500** – Exploring Teaching as a Career
- EDCI 27000** – Introduction to Educational Technology and Computing
- EDCI 27100** – Classroom Applications of Educational Technology
- EDCI 28500** – Multiculturalism and Education
- EDCI 30900** - Reading in Middle and Secondary Schools
- EDCI 31100** – Media for Children
- EDCI 36100** – Social Studies in the Elementary School
- EDCI 36200** – Literacy in the Elementary School I
- EDCI 36300** - Literacy in the Elementary School II
- EDCI 36400** – Mathematics in the Elementary School
- EDCI 36500** – Science in the Elementary School
- EDCI 37000** – Teaching English as a New Language
- EDCI 49600** – Student Teaching in the Elementary School
- EDCI 49800** - Supervised Teaching in the Secondary School
- EDCI 56000** – Educational Technology for Teaching and Learning

Agriculture Education Teaching Assistantships

- EDCI 20500**– Exploring Teaching as a Career in Agriculture Education
- YDAE 24000** – Seminar in Agriculture Education
- EDCI 28500** – Multiculturalism and Education in Agriculture Education
- YDAE 31800/31900** - Coordination of Supervised Agricultural Experience Programs and Planning Agricultural Science and Business Programs
- YDAE 44000** - Methods of Teaching Agricultural Education
- YDAE 44100** - Field Experience in Agricultural Education Programs
- EDCI 49800** - Supervised Teaching in Agriculture Education

Research Assistantships

EDCI 20500 – Exploring Teaching as a Career

College of Education Catalog Description:

Students become familiar with the work of teachers and begin to develop their educational philosophies through examining what it means to teach and to learn and the nature and purpose of schools. Students critically evaluate teaching as their chosen profession. Includes a weekly field-based experience (TIP) in an elementary, middle, or high school classroom.

Class sessions/hours per week:

Class meets on campus weekly for one hour and fifty minute session. Class sections are composed of a mixture of elementary, secondary and special education majors.

Field experience/TIP hours per week:

EDCI 20500 shares a TIP (Theory Into Practice) with EDCI 28500. The TIP is scheduled for 2 hours, one day per week. Within this time frame, 20500 students observe classroom instruction, assist the teacher in classroom related duties and participate in small group activities.

Responsibilities of a teaching assistant in this course:

EDCI 20500 teaching assistants are responsible for teaching the campus based portion of the class and for acting as a liaison to schools. A .25 teaching assistantship entails the following responsibilities:

Teaching:

- Teach one section of 25 students in a weekly one hour fifty minute session
- Grade student assignments
- Meet with course coordinator once per week

Liaison with schools:

- Bring materials related to TIP to schools assigned to the division
- Communicate with Office of Field Experience about placement of students
- Communicate with teachers assigned to individual students

Link to Course Syllabus

<http://www.edci.purdue.edu/phillion/edci205/welcome.html>

Qualifications:

Education: minimum of BA or BS

Experience: minimum of 2 years successful teaching experience in elementary, middle or secondary school.

EDCI 27000 – Introduction of Educational Technology and Computing

College of Education Catalog Description:

Addresses fundamentals of educational technology including the integration of instructional design, media, computers and related technologies within the classroom setting.

Course Description from the EDCI 27000 Syllabus:

This course addresses the fundamentals of educational technology including the integration of instructional design, media, computers and related technologies within the classroom setting. Students will explore and evaluate how, when, and why technology should be infused into education. This course is taught concurrently with EDCI 27100, an optional one-credit course that focuses on classroom applications.

Class sessions/hours per week:

This is a 2-credit course that meets once a week for 50 minutes in lecture and once a week for 2 hours in computer labs.

Field Experience/ TIP hours per week:

None

Responsibilities of a teaching assistant in this course:

- Attend a weekly one-hour planning meeting
- Attend weekly lecture
- Teach 2-3 (2-hr) sections of labs for a half-time assistantship
- Arrive at each class, prepared to teach, with all necessary materials
- Preview course media prior to using in class
- Grade student assignments in their assigned sections
- Assist 27000 students to work on their assignments during open lab hours

Qualifications:

- Effectively use/demonstrate computer applications (Word, Excel, PowerPoint, FrontPage, Internet Explorer, content-based software applications, Internet sites)
- Be able to communicate clearly and effectively with the students
- Previous teaching experience strongly preferred
- International students are required to pass the OEPT test and be certified according to OEPP standards for Oral English Proficiency.

EDCI 27100 – Classroom Applications of Educational Technology

College of Education Catalog Description:

EDCI 27100 explores classroom applications of educational technology introduced in EDCI 27000. Students examine the integration of educational technology in classroom settings through inquiry-based experiences, web-based resources, video case studies, and in-class discussions. The goal of the course is to help students achieve a greater understanding of issues and techniques related to the integration of educational technology in K-12 educational settings.

Class sessions/hours per week:

This is a 1-credit course that meets once a week for 1 hour and 50 minutes during the first 8-week session.

Responsibilities of a teaching assistant in this course:

- Attend a weekly one-hour planning meeting during the first 8-week session
- Teach 3 (1-credit) sections for one-quarter time assistantship
- Arrive at each class, prepared to teach, with all necessary materials
- Preview course media prior to using in class
- Grade student assignments in their assigned sections and submit grades in accordance with university deadlines

Qualifications:

- Be able to run class discussions effectively
- Effectively use/demonstrate computer applications (PowerPoint, content-based software applications, Internet sites)
- Integrate a wide-range of teaching strategies
- Previous K-12 teaching experience strongly preferred

EDCI 28500 – Multiculturalism and Education

College of Education Catalog Description:

This course integrates an understanding of multiculturalism with principles of democratic education. Historical, sociological, cultural, political, philosophical, and pedagogical foundations of multiculturalism are explored and related to issues of pedagogy in a pluralistic society. This course includes an experiential component, through a community-based Theory into Practice field experience.

Class sessions/hours per week:

EDCI 28500 meets on campus once a week for two hours and for one hour online.

Field experience/TIP hours per week:

EDCI 28500 shares a TIP with EDCI 20500. During the EDCI 20500 TIP there is one assignment (10points) which is dedicated to EDCI 28500 issues.

Responsibilities of a teaching assistant in this course:

- For each section assigned teach one on-campus session per week and monitor/facilitate online discussions
- Meet with course coordinator on a regular basis
- Grade student assignments
- Communicate with EDCI 20500 teaching assistant
- All other teaching responsibilities per the course syllabus
- Attend weekly TA meetings

Qualifications:

Education: minimum of BA or BS.

Experience: minimum of 1 year of successful teaching experience, preferably at the elementary level.

Must either have taken EDCI 58500 previously or be enrolled in EDCI 58500 during the current semester.

EDCI 30900 – Reading in Middle and Secondary Schools: Methods and Problems

College of Education Catalog Description:

For prospective teachers at junior and senior high schools. An overview of reading processes, fundamentals of reading instruction, factors that influence the ability to read text materials, strategies and materials for identifying and reducing reading problems, school resources, and programs for normal and deficient readers. Concurrent enrollment with program-specified methods course.

Class sessions/hours per week:

2-3 class sessions per week

Field experience/TIP hours per week:

N/A

Responsibilities of a teaching assistant in this course:

- Teaching assistant will be responsible for teaching section(s) of course.
- Teaching assistant will communicate regularly with the course coordinator when appropriate.
- Teaching assistant will be responsible for providing suggestions for / feedback of course activities.
- Teaching assistant will be responsible for supporting course coordinator, other course assistants, and/or course instructors in course activities.

Qualifications:

- Teaching assistant needs to have teaching experience at the secondary (either high school or middle school) level.
- Teaching assistant must have taken a secondary literacy course (e.g. content literacy).
- Teaching assistant should have taken a course that focuses on the foundations of literacy.

EDCI 31100 – Media for Children

College of Education Catalog Description:

Books and other resources designed for children and adolescents are studied and evaluated in terms of literary theory and aesthetic appreciation. Emphasis is placed on literature and its place in the child's world.

Class sessions/hours per week:

Three 50 minute class sessions
Approximately 10-15 grading/tutoring hours per week per session

Field experience/TIP hours per week:

None

Responsibilities of a teaching assistant in this course:

Grading/mentoring/small group sessions
Teach small group session on Fridays

Qualifications:

Must have taken at least one course in children's literature as a content area.
Prefer students who have taken EDCI 50400 or equivalent

EDCI 36100 – Social Studies in the Elementary School

College of Education Catalog Description:

Provides students with an overview of the field of social studies, of selected issues in the field, and of best practice strategies for teaching social studies to elementary school children. Focuses on the nature of social studies as citizenship education. Encourages participants to reflect on key knowledge, skills and dispositions needed by citizens; how students learn these most effectively; and how best to teach social studies in elementary settings. More importantly, the course stresses the importance of using literature and an integrated approach to teaching social studies. Includes a field-based experiential component. Taken concurrently with EDCI 36200.

Class sessions/hours per week:

2 meetings/2.5 hours per week total. Course meets at one of six area elementary schools as part of Block III.

Field experience/TIP hours per week:

2 TIPs/1.5 hours total. Instructors are expected to monitor this experience and to assess course assignments related to the TIP.

Responsibilities of a teaching assistant in this course:

Using the course syllabus template, course assignments, required texts and the Block III shared assignments as a starting point; instructors develop and deliver instruction on relevant topics/themes in social studies education. Instructors are also responsible for monitoring and maintaining relationships with TIP Mentor Teachers at each host school site. Instructors are required to attend occasional course planning meetings and to contribute to course planning and development.

Qualifications:

Preference will be given to instructors who have some K-5 teaching experience, and/or some experience with social studies education--preferably both. However, instructors with other, related experiences may be qualified to teach the course and should contact the course coordinator to discuss qualifications in more detail.

EDCI 36200 – Literacy in the Elementary School I

College of Education Catalog Description:

Examines how children's oral language develops, how they learn to read and write, and the teacher's role in these processes. Using a balanced approach to literacy instruction, students learn to select materials; employ strategies to meet the cognitive and affective literacy needs of all children; and collect, integrate, and use data from various forms of assessment to inform teaching and learning processes. Includes a field-based experiential component. Taken concurrently with EDCI 36100.

Class sessions/hours per week:

EDCI 36200 is a 6 credit class that integrates the language arts and reading. It meets in the public schools two days a week, typically Monday and Wednesday or Tuesday and Thursday for 3 hours and 30 minutes.

Field experience/TIP hours per week:

Each Purdue student works with a mentor teacher in the classroom developing and implementing literacy instruction under the guidance of the mentor teacher. The Purdue student also develops and independently teaches 3 lessons during the semester. The TIP is scheduled for 45 minutes - 1 hour for each of the 2 days the class meets at the school.

Responsibilities of a teaching assistant in this course:

- Teaching one section of 25 students=.50 GTA
- Communicate with mentor teachers to schedule TIP times and plan special assignments identified in the syllabus
- Meet with the course coordinator on a regular basis
- Grade student assignments
- Communicate with EDCI 36100 instructor (partnered at the same school)

Qualifications

Education: Minimum of BA or BS, preferably in elementary education
A basic understanding of the development of children's literacy processes from kindergarten through grade six.

Experience: Successful teaching experiences, preferably at the elementary level

EDCI 36300 -- Literacy in the Elementary School II

College of Education Catalog Description:

Focuses on teaching children who experience difficulty acquiring literacy. Assessments of children's strengths and needs are used to plan and evaluate instruction. Strategies for helping children develop more mature literacy understandings are applied in weekly small group instructional sessions. Includes a field-based experiential component. Taken concurrently with EDCI 37000.

Class sessions/hours per week:

Class meets on campus for two 50-minute sessions per week

Field experience/TIP hours per week:

EDCI 36300's TIP is scheduled for 2 hours, 2 days per week. Within this time frame, 36300 students teach 30-minute small group literacy lessons twice a week.

Responsibilities of a teaching assistant in this course:

There are two types of assistantships associated with EDCI 36300—teaching and supervision. Most individuals who teach the course also supervise students for an additional .25 GTA. Other individuals supervise only.

Teaching:

- Teaching one section of 25 students =.25 GTA
- Teach two on-campus 50-minute sessions per week
- Meet with course coordinator on a regular basis
- Grade student assignments
- Communicate with TIP supervisors
- Most teaching assistants also hold a .25 supervision assistantship for EDCI 36300 (see below).

Supervision:

- Observe EDCI 36300 undergraduates twice a week as they teach small group literacy lessons in local elementary schools. This requires being at the elementary school site for a predetermined 2 hour block of time twice a week. (TIP times are: M/W am, M/W pm, T/Th am, or T/Th pm.)
- Provide written feedback following each observation
- Grade three assignments and assign teaching grade
- Respond to students' weekly e-mail reflections about teaching
- Communicate with course instructor
- Meet with course coordinator on a regular basis
- Conduct individual midterm conferences (15-20 min each)

Qualifications:

Education: minimum of BA or BS, preferably in elementary education

Experience: minimum of 1 year of successful teaching experience, preferably at the elementary level.

EDCI 36400 – Mathematics in the Elementary School

College of Education Catalog Description:

Focuses on teaching mathematics in the elementary school. Students learn what it means to teach mathematics when reasoning, problem solving, communication, and connections are the foci. Includes a field-based experiential component that is embedded within the regular course time. Taken concurrently with and EDCI 36500.

Class sessions/hours per week:

Class sessions are held twice a week for 75 minutes. Field-base component occurs during regularly scheduled class time is coordinated with EDCI 36500.

Responsibilities of a teaching assistant in this course:

Teaching assistant's responsibilities include teaching class twice a week, observing students during the field-based component, preparing materials for classroom mathematics and pedagogical activities, grading assignments and quizzes, keeping students records, meeting with students during office hours, and figuring final grades.

Qualifications:

Instructors have education and/or experiences that provide them with knowledge of relevant mathematics education literature, mathematics education experiences with school-aged students, and interpersonal skills that will be conducive to teaching a collegiate course. Instructors will interview with program area faculty to determine whether these qualifications are met.

EDCI 36500 – Science in the Elementary School

College of Education Catalog Description:

Investigates ways children learn science as a basis for planning, enacting, and assessing science curriculum and instruction. State and national standards, teaching cases, and science lab experiences are used as tools for reflecting on practice. Includes a field-based experiential component.

Class sessions/hours per week:

2 hours lecture, 2 hours lab per week

Field experience/TIP hours per week:

Within this time frame, 365 students teach their science lessons throughout the semester.

Responsibilities of a teaching assistant in this course:

Responsibilities include teaching the lecture and lab sessions and supervision of the TIP science component. Other responsibilities include:

- Meeting with course coordinator on a regular basis
- Grading student assignments
- Communicating with TIP supervisors and teachers
- Assisting in the development of course instructional materials

TAs with limited experience may be required to sit in on/or team teach a section as means to prepare them for teaching their own section.

Qualifications:

Education: minimum BA/BS, preferably in elementary education, or MS in science education

Experience: minimum of 1 year of successful teaching experience, preferably at the elementary level.

EDCI 37000 – Teaching English as a New Language

College of Education Catalog Description:

This course focuses on the information necessary to design materials and instructional strategies for English language learners Pre-K – Grade 12 in content areas. Focuses on current issues and techniques in instructing students who are at the beginning or intermediate stages of English language acquisition in the school context. Students will learn to assess children's strengths in English and to design classroom experiences as well as materials on the basis of these strengths as well as current theories of second language acquisition. This course is taken concurrently with EDCI 36300.

Class sessions/hours per week:

Course Days and Times: two 50-minute meetings twice per week

Field experience/TIP hours per week:

TIP: 2 hours once per week

Responsibilities of a teaching assistant in this course:

- teach the course section, including the on-campus and the field experience components
- TA will need to be present at every session in the schools to supervise and facilitate the Purdue students' work EDCI 37000
- meet weekly with course coordinator and other instructor(s) for planning, grading, updates in re: weekly progress
- plan specifics of teaching your own section, based on guidelines and information provided in weekly meetings
- grade student papers and calculate course grades for all students in section
- assist in preparing some of the course handouts
- meet with students during office hours

Qualifications:

- knowledge of ELD concepts and techniques for working with ELs in mainstream classrooms (e.g., SDAIE methods)
- experience in teaching with these techniques with K-12-level students is preferable
- knowledge of use of PowerPoint for preparing and showing information in class and during lecture
- some familiarity with general elementary and/or secondary teaching methods

EDCI 49600 – Student Teaching in the Elementary School

College of Education Catalog Description:

Full time elementary classroom teaching experiences and a student teaching seminar under the mentorship of the classroom teacher and a University supervisor.

Roles and responsibilities of a university supervisor:

The University Supervisor plays a vital role in the development of the student teacher. As a liaison for Purdue's College of Education, the University Supervisor is the link that enables the student teacher to turn theory into best practice. The University Supervisor will perform the following roles and responsibilities:

- Attend the University Supervisor Orientation at Purdue before the semester begins.
- Attend all University Supervisor training sessions.
- Contact the student teacher before the semester begins. Introduce self and give contact information to the student teacher.
- Make an initial classroom visit to meet the cooperating teacher. Review the *Cooperating Teacher's Guidebook* at that time.
- Conduct 9 formal observations of the student teacher during the 14 week, practicum experience. Formal observations require observing one complete lesson per visit, reviewing the lesson plan that accompanies the lesson, and completing a Student Teacher Observation Form. This form will be provided by the student teacher in the file box folder that corresponds to the week of student teaching during which the observation is taking place.
- During each visit, examine the materials in the student teacher's file box/weekly folder and complete the Visitation Rubric. The University Supervisor's Visitation Rubric will be provided by the student teacher and moved from weekly file to weekly file throughout the student teaching experience.
- Serve as a liaison with the cooperating teacher: exchange contact information to facilitate communication, frequently ask for informal input about the student teacher's progress, and be sensitive to his or her needs and concerns.
- Read and become familiar with the contents of the following 5 EDCI 49600 books: *The Art of Teaching*, *Student Teaching in the Elementary School*, *EDCI 49600 University Supervisors' Handbook*, *University Supervisor Seminar Directions and Materials*, *EDCI 49600 Cooperating Teacher's Guidebook*.
- Thoroughly review all assignment descriptions, directions, rubrics, and examples and carefully follow all directions as specified.

- Determine how, when, and where assignments will be turned into the University Supervisor. Communicate this to student teachers. (i.e. every Friday via e-mail)
- Read and assess all of the student teacher's assignments and provide timely feedback. Assignment due dates are provided on the "Assignment Due Dates" calendar which is divided by weeks. Make a copy of the "Assignment Due Dates" calendar and use this as a checklist. Assignments include: Long Range Plans, The Lesson Plan Assignment, The Video Assignment, Focus Goals with Reflections, Professional Performance Evidence, The 8 Part Teaching Performances Work Sample, and The Showcase/ Interview Portfolio.
- Fill out rubrics for Long Range Plans and each part of The Teaching Performances Work Sample. If the student teacher produces inferior work, rubrics should be filled out for other assignments as well.
- Determine how assignments or rubrics will be returned to the student teacher. (i.e. in the student teacher's weekly folder during the University Supervisor's next visitation). Long Range Plans are not returned to the student teacher. The plans are kept by the University Supervisor and referred to as needed. The rubric for this assignment is returned to the student teacher.
- Keep a file on the student teacher that contains: weekly schedules, Long Range Plans, copies of completed assignment rubrics, copies of the university supervisor's Student Teacher Observation Evaluation Forms with the student teacher's responses [these will be provided by the student teacher], copies of the student teacher's and cooperating teacher's completed Benchmark Evaluation Forms [provided by the student teacher], the supervisor's Benchmark Evaluation Forms, and brief anecdotal notations that record what was observed on a certain date and the main suggestions and/or observations that were made, problems that were encountered etc..
- Facilitate at least eight seminars throughout the semester. Decide where and when seminars will take place and inform student teachers. At the initial seminar, inform students when and how they will learn about when the university supervisor will come to observe a lesson, and go over important information that student teachers often have misconceptions about. (See *Important Information* sheet in the "Seminar" section of this book.)
- Conduct seminars on the topics provided by the Coordinator of Block VI in order to provide for all student teachers a commonality to the seminar experience. University Supervisors may add topics to seminars or schedule additional seminars on topics that are especially needed by their group of student teachers at relevant points in time. Inform student teachers of seminar topics ahead of time and require them to bring the required ideas on the specified topics.
- Conduct two Benchmark Conferences at which a completed Benchmark Evaluation Form is reviewed with the student teacher.
- Ask the cooperating teacher to recommend a final grade.
- Assess the completed Teaching Performances Work Sample and recommend for or against passage of gate D.

- Verify that all 8 parts of the student teacher's Teaching Performance Work Sample have been entered into the student teacher's electronic portfolio [Taskstream] and that the Work Sample has passed gate D.
- Conduct a final conference at which the tentative Final Evaluation Form is reviewed with the student teacher, and the student teacher presents his/ her completed Showcase/Interview Portfolio.
- After the practicum experience has ended and all requirements have been fulfilled and assessed, complete the Final Evaluation Form. This should be an assessment of the student teacher's performance throughout the entire semester both inside and outside of the classroom.
- Assign the Final Grade
- Send the final grade to the Block VI Coordinator by the specified deadline.
- Collect a copy of the cooperating teacher's Final Evaluation Form and send to the Block VI Coordinator.
- Collect the student teacher's Verification Card, check/correct for accuracy, sign, and send to the Office of Field Experiences.
- Have the student teacher sign the University Supervisor Visitation Rubric, collect, and send to the Block VI Coordinator.

Qualifications:

A teaching license and at least three years experience.

EDCI 49800 – Supervised Teaching for Secondary Education majors

College of Education Catalog Description:

Teaching full time in a school classroom under the supervision of the teacher in charge of the class and a University supervisor.

Roles and responsibilities of a university supervisor:

Student teaching is the capstone experience for an undergraduate professional certification program designed toward matriculation into professional teaching practice in public school settings. The University Supervisor plays a vital role in the development of the student teacher. As a liaison for Purdue's College of Education, the University Supervisor is the link that enables the student teacher to turn theory into best practice.

Each Secondary Education program has its own policies, procedures, and requirements for student teaching; so the responsibilities of a teaching assistant/University supervisor may vary from program to program. Some responsibilities are fairly common across programs, but specifics will need to be discussed with each coordinator. Those common responsibilities are:

- Contact and meet with student teachers prior to the beginning of the semester. Perform introductions and give contact information to students. Inform students how, when, or if they will be told when the university supervisor will observe them.
- Visit each student teacher's classroom a minimum number of times during the semester.
- Serve as a liaison with the cooperating teacher: exchange contact information to facilitate communication, frequently ask for informal input about the student teacher's progress, and be sensitive to his or her needs and concerns.
- Complete Final Evaluation Form.
- Ask the cooperating teacher to recommend a final grade.
- Assign Final Grade.
- Recommend for or against passage of Gate D.
- Collect copies of the Cooperating Teacher Questionnaires and Final Evaluation Forms and turn into to the Office of Field Experiences.
- Collect Verification Cards, check/correct for accuracy, sign, and turn into the Office of Field Experiences.

Qualifications:

A teaching license and three years experience in the area being supervised.

EDCI 56000 – Educational Technology for Teaching and Learning

College of Education Catalog Description:

Educational/training application of instructional technology, including computers, media, and instructional design. Stresses knowledge, skills, and attitudes needed to implement and manage technology in instructional environments.

Class sessions/hours per week:

Lecture & discussion	2 hr
Laboratory	2 hr

Field experience/TIP hours per week:

None

Responsibilities of a teaching assistant in this course:

Teaching assistant assumes responsibility (joint or sole) for leading laboratory sessions covering basic operating system functions, word processing, spreadsheets, database, MS PowerPoint, web searching, and FrontPage. Classes involve demonstrating the use of the relevant applications in the laboratory and assisting students with development of appropriate skills. Outside class work would involve grading of student project work based on laboratory applications. Total hourly commitment for the course normally is 5 hours per week, or 0.125 FTE.

Qualifications:

Demonstrated skills in basic computing applications equivalent to EDCI 27000 teaching assistant
Knowledge of basic instructional principles

Agricultural Education Courses

EDCI 20500 – Exploring Teaching as a Career in Agricultural Education

College of Education Catalog Description:

Students will become familiar with the work of teachers and begin to develop their educational philosophies through examining what it means to teach and to learn and the nature and purpose of schools. Students will critically evaluate teaching as their chosen profession. Includes a weekly field-based experience in an elementary, middle, or high school classroom.

Class sessions/hours per week:

Class meets on campus for weekly one hour and fifty minute session. Class sections are composed of a mixture of elementary, secondary and special education students.

Field experience/TIP hours per week:

EDCI 20500 shares a TIP with EDCI 28500. The TIP is scheduled for 2 hours, one day per week. Within this time frame, 205 students observe classroom instruction, assist the teacher in classroom related duties and participate in small group activities.

Responsibilities of a teaching assistant in this course:

EDCI 20500 teaching assistants are responsible for teaching the campus based portion of the class and for acting as a liaison to the schools where their students are placed for the TIP. A .25 teaching assistantship entails the following responsibilities:

Teaching:

- Teach one section of 25 students in a weekly one hour fifty minute session
- Grade student assignments
- Meet with course coordinator once per week

Liaison with schools:

- Bring materials related to TIP to schools assigned to the division
- Communicate with Office of Field Experience about placement of students
- Communicate with teachers assigned to individual students

Link to Course Syllabus

<http://www.edci.purdue.edu/phillion/edci205/welcome.html>

Qualifications:

Education: minimum of BA or BS

Experience: minimum of 2 years of successful teaching experience in elementary, middle or secondary school. In addition, experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

YDAE 24000– Seminar in Agricultural Education

College of Agriculture Catalog Description:

Development of an understanding of the origin, scope, and objectives of agricultural education; role of the agricultural science and business teacher as a professional educator; basic responsibilities of a teacher of agricultural science and business; and significance of legislation affecting agricultural education.

Class sessions/hours per week:

1 hour/week plus office hours

Field experience/TIP hours per week:

Varies. Attendance at and participation in YDAE 24000, IAAE-PU, and Purdue Agricultural Education activities is required.

Responsibilities of a teaching assistant in this course:

Responsible for teaching one or more sections of course. Responsible for managing and grading course assignments, keeping a grade book, communicating student progress to students on a regular basis, etc.; however, course coordinator is responsible for final grades. Development of course syllabus, overall course content, and course lesson plans are the responsibility of the course coordinator. The graduate teaching assistant may be asked to revise or enhance certain lessons dependent upon their experiences and training.

Responsible for coordination of certain activities. Responsibility varies each semester.

Qualifications:

Experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

EDCI 28500 – Multiculturalism and Education in Agricultural Education

College of Education Catalog Description:

This course integrates an understanding of multiculturalism with principles of democratic education. Historical, sociological, cultural, political, philosophical, and pedagogical foundations of multiculturalism are explored and related to issues of pedagogy in a pluralistic society. This course includes an experiential component, through a community-based Theory into Practice field experience.

Class sessions/hours per week:

EDCI 28500 meets once a week for two hours. An additional hour of class time is via Blackboard Vista.

Field experience/TIP hours per week:

EDCI 28500 shares a TIP with EDCI 20500. During the EDCI 20500 TIP there is one assignment (10 points) which is dedicated to EDCI 28500 issues.

Responsibilities of a teaching assistant in this course:

As a teaching assistant for this course your responsibilities will be as follows:

- For each section assigned teach one on-campus session per week and “lead” the Blackboard Vista weekly discussion.
- Meet with course coordinator on a regular basis
- Grade student assignments
- Communicate with EDCI 205 teaching assistant
- All other teaching responsibilities per the course syllabus.

Qualifications:

Education: minimum of BA or BS.

Experience: minimum of 1 year of successful teaching experience, preferably at the secondary level.

Must either have taken EDCI 58500 previously or be enrolled in EDCI 58500 during the current semester.

In addition, experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

YDAE 31800 – Coordination of Supervised Agricultural Experience Programs (fall only) and 31900 – Planning Agricultural Science and business Programs (spring only) –

College of Agriculture Catalog Description:

31800 - Record bookkeeping skills and supervisory skills needed to advise and coordinate supervised agricultural experience programs of secondary agricultural education students.

31900 – Development of course content plans that coordinate and utilize agricultural science and business, community resources, FFA, and supervised agricultural experience.

Class sessions/hours per week:

3 hours/week plus office hours

Field experience/TIP hours per week:

None.

Responsibilities of a teaching assistant in this course:

Responsible for teaching one or more sections of either course. Responsible for managing and grading course assignments, keeping a grade book, etc.; however, course coordinator is responsible for final grades. Development of course syllabus, overall course content, and course lesson plans are the responsibility of the course coordinator. The graduate teaching assistant may be asked to revise or enhance certain lessons dependent upon their experiences and training.

Qualifications:

Experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

YDAE 44000 (fall only) – Methods of Teaching Agricultural Education

College of Agriculture Catalog Description:

Principles and procedures for teaching agricultural science and business in public schools.

Class sessions/hours per week:

2 hours/week lecture, 4 hours/week lab plus office hours

Field experience/TIP hours per week:

None.

Responsibilities of a teaching assistant in this course:

Responsible for teaching one or more sections of course. Responsible for managing and grading course assignments, keeping a grade book, etc.; however, course coordinator is responsible for final grades. Development of course syllabus, overall course content, and course lesson plans are the responsibility of the course coordinator. The graduate teaching assistant may be asked to revise or enhance certain lessons dependent upon their experiences and training.

Qualifications:

Experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

YDAE 44100 – Field Experience in Agricultural Education Programs

College of Agriculture Catalog Description:

Field experience in agricultural science and business programs to include observation and participation in the teaching process and program development activities.

Class sessions/hours per week:

1 session at beginning of semester plus office hours

Field experience/TIP hours per week:

Students spend one week in an agricultural science and business program.

Responsibilities of a teaching assistant in this course:

Responsible for teaching one or more sections of course. Responsible for managing and grading course assignments, keeping a grade book, etc.; however, course coordinator is responsible for final grades. Development of course syllabus, overall course content, and course lesson plans are the responsibility of the course coordinator. The graduate teaching assistant may be asked to revise or enhance certain lessons dependent upon their experiences and training. Responsible for contact and correspondences with agricultural science and business teachers and Purdue University Agricultural Education students.

Qualifications:

Experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

EDCI 49800 – Supervised Teaching in Agricultural Education

School of Education Catalog Description:

Teaching full time in a school classroom under the supervision of the teacher in charge of the class and a University supervisor.

Class sessions/hours per week:

Class meets one hour per week for the first six weeks of the spring semester.

Field experience/TIP hours per week:

Three full day visits (beginning approximately 15 minutes before the start of school to approximately 30 minutes after the end of school) at approximately 3 weeks, 6 weeks, and 9 weeks into the student teaching experience. Driving time is outside of the regular school day and could be throughout the state of Indiana.

Responsibilities of a teaching assistant in this course:

Attendance and participation in the 6 seminar session during the 1st 6 weeks of the semester. Attendance and participation in the 2 on-campus half-day seminars at 5 weeks and 10 weeks into the student teaching experience. Observation of 3-5 student teachers per .25 FTE (dependent upon distance from campus) and documentation of visit using forms. Mentoring of student teachers.

Qualifications:

Three years classroom experience and teaching license in the program area. In addition, experience in secondary agricultural science and business required, preference is given to graduate students with 3 or more years of successful teaching experience in secondary agricultural science and business.

Research Assistantship

Research assistants work with individual faculty members on their research projects. Responsibilities and qualifications vary depending on the project. Faculty members frequently hire students within their program to work on these projects. Applicants interested in particular areas of research should contact faculty members whose research encompasses that area of interest.

Hours per week are based on the percentage of employment.

.25 = 10 hours per week

.50 = 20 hours per week

.75 = 30 hours per week