

Faculty Learning Assistant Information & Application

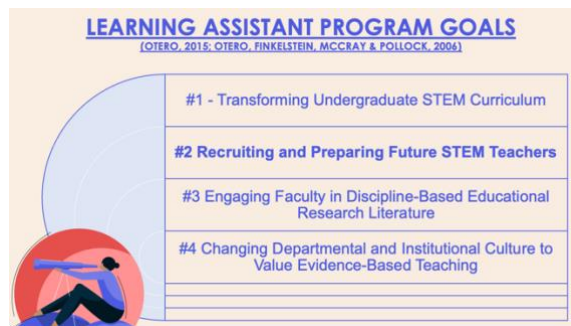
Direct questions to Adam Parker or Mike Daiga

1. Overview of Learning Assistant (LA) program - *The purpose of this flyer is to provide some written background that can help you ask quality, organic questions about the ASCENT-STEM program and its Learning Assistant Program.* Our hope is this can be a launching board for conversations for understanding the research around Learning Assistants and to be part of the Learning Assistant program, to help you decide if this is something you want to pursue. Our meeting will be:

- A short description of the research, purposes, goals, and hopes for the development of Learning Assistant programs and the Launch of Wittenberg's Learning Assistant program funded by this NSF ASCENT-STEM Noyce grant.
- Descriptions of ASCENT-STEM grant and ways you could connect with activities in the grant. Your involvement could be more or less (or none), depending on your own professional interest in the topic.
 - Think Jim Collins work, "get the right people on the bus, the wrong people off the bus, and the right people in the right seats – and then decide where to drive it."
- Information about the other major program in ASCENT-STEM, the FIRE week trip to the Great Smoky Mountain Institute at Tremont. The trip theme is mindfulness, and includes programming at the Institute, through hiking,

Learning Assistant Program launch:

- 1) Research (Otero, 2015; Otero, Finkelstein, McCray & pollock, 2006) shows a variety of goals are in Learning Assistant programs. ASCENT-STEM was funded for its potential to hit Goal #2 "Recruiting and Preparing Future STEM Teachers," but the other three goals listed are all potential opportunities for faculty growth.
- 2) Revise courses that could be taught in high school settings as well into active learning style, agreeing to assess student learning and share results. This shift should be a major commitment and change more than 50% of your lesson every class period (except exams).



Requirements for course revision proposals include having:

1. Instructors prepare students to interact meaningfully with the material
 - i. Students interact meaningfully with material individually
 - ii. Students interact meaningfully with material with at least 1 and not more than 4 peers
 2. Instructors provide immediate, meaningful feedback on the quality of student work
- 3) Recruit future STEM teachers. ASCENT-STEM project objectives explicitly are:
 1. Recruit and graduate 13 Noyce Scholars pursuing teacher licensure in biology, chemistry, physics, and mathematics over the next 4 years, with 3 starting in Fall 2024.
 2. Retain 90% of all original Noyce Scholars recruited into the program.
 3. Place 100% of graduates in high-need school districts and support 100% of these graduates through meeting their service obligation.
 4. Improve STEM teacher candidates' sense of preparedness by providing opportunities to engage as STEM educators through the Learning Assistants

program.

- 4) Noyce scholar application requirements include:
 1. have status as U.S. citizens, nationals, or permanent residents;
 2. complete a Free Application for Federal Student Aid (FAFSA) before applying to the program;
 3. achieve and maintain a cumulative grade point average (GPA) of at least a 3.0;
 4. declare a major in biology, chemistry, mathematics, or physics, as well as a minor in adolescent/young adult (AYA) education;
 5. have at least junior status;
 6. display the knowledge, skills, and disposition appropriate to teaching (as defined by Performance Outcomes for the TEP);
 7. **commit to complete two years of service as a math or science teacher in a high-need school for each year of the scholarship (or four years total);**
 8. agree to remain connected with the Noyce project team after graduation and through their teaching obligation; and
 9. submit a two-page essay on the value of the Noyce scholarship to their professional STEM teacher development.

- 5) The ASCENT-STEM program will implement Noyce recruitment strategies tailored to four student populations:
 1. area high school students who may develop an early interest in serving as a STEM teacher;
 2. transfer students from Clark State College;
 3. first-year Witt students who have not decided on a career or vocation;
 4. Witt STEM majors in semesters 2-4.
 5. Undergraduates interested in other teaching environments should benefit from programming as well. These initial LA program efforts could be used for other grant initiatives from awesome faculty...

Very brief overview of the LA Program and what it means to be an LA:

- **What is an LA? Talented undergrads** who have recently taken a STEM course and **remember what it's like to learn the material.** Faculty hire LAs to **work with groups of students** on challenging conceptual materials. **Bridge** between students and faculty.
- **What do LAs do?** Help students to learn. Might mean asking more questions and giving fewer answers. Co-teaching course with you. Engaging students. What is required?
 - o **Primary role**, no matter what the course, is co-teaching with students in groups during your class, using materials that are likely challenging and that are focused on main learning goals in the course.
 - o **Weekly meetings** with the course instructor prepare for class sessions.
 - o Taking a LA Pedagogy course developed by Dr. Justin Houseknecht to support their co-teaching.
 - o **There is approved funding for some LA's to be hired (beginning with up to 6 LAs) similar to the Supplemental Instructor process.**
- **LA programs started at University of Colorado Boulder; now with over 70 LA programs internationally.**
- There are online modules and training opportunities.