# UNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

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| A.1. [Course or program](#30j0zll) | **New course: SED 201: Introduction to Lesson Planning** | | |  |
| A.2. [Proposal type](#tyjcwt) | **Course: creation****: (for FSEHD Secondary Education Program)** | | |
| A.3. [Originator](#1t3h5sf) | **Janet Johnson** | [Home department](#4d34og8) **Educational Studies** | | |
| A.4. [Context and Rationale](#2s8eyo1) | This is the first course in the pedagogical sequence of the secondary education program and introduces candidates to the processes, procedures, and contexts of effective lesson planning. This two-credit/seven-week course will be followed by a two-credit/seven-week course on assessment (SED 202). These two courses will be replacing SED 406 (3 credits), and serve as the introduction to core principles of teaching. While planning and assessment are intimately related, we separated them at this stage of the curriculum because: a) assessment is a weakness of our candidates, so we wanted a dedicated course for it; and b) some of our faculty has more expertise in planning, and others in assessment, so we wanted it to be possible for different faculty to teach these courses.  Effective planning is at the core of powerful teaching and impacts student learning and classroom management. While good teaching may look seamless and natural, there is a lot of intention and deliberation. Candidates will be introduced to the scope and sequence of lesson planning; i.e., that each lesson builds on another in the context of a unit, semester, and/or year. Lessons also have an arc: a beginning, middle and end.  In addition to learning the procedures of planning, including writing objectives and ensuring that lessons are culturally responsive, engaging, and meet students’ diverse needs, abilities and experiences, candidates will be introduced to the hierarchies of learning from Bloom’s Taxonomy and Webb’s Depth of Knowledge. These ensure that learning goes beyond the knowledge level to higher levels, such analysis and evaluation. In concert with this, candidates will learn how to interpret standards (RIPTS—RI Professional Teacher Standards, CCSS--Common Core State Standards) and how they fit into the lesson planning process. In addition to practicing lesson plan writing, candidates will also be introduced to different ways of teaching, such as developing effective lecture materials using digital tools, collaborative learning, whole class and small group discussions, and differentiated instruction. | | | |
| A.5. [Student impact](#17dp8vu) | Students in the secondary education programs take this course as part of the methods sequence which is part of the overall redesign. | | | |
| A.6. [Impact on other programs](#23ckvvd) | This course will be required of all students in the secondary education programs including English, Math, Science(s), Social Studies, History, World Languages. | | | |
| A.7. [Resource impact](#ihv636) | [*Faculty PT & FT*](#32hioqz): | **FSEHD faculty will teach this course.** | | |
| [*Library*:](#1hmsyys) | **None** | | |
| [*Technology*](#41mghml) | **None** | | |
| [*Facilities*](#2grqrue): | **None** | | |
| A.8. [Semester effective](#lnxbz9) | **Fall 2019** |  |  | |

B. [NEW OR REVISED COURSES](#vx1227)

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|  | New |
| B.1. [Course prefix and number](#35nkun2) | **SED 201** |
| B.3. [Course title](#1ksv4uv) | **Introduction to Lesson Planning** |
| B.4. [Course description](#44sinio) | Teacher candidates are introduced to the processes and procedures of planning effective, culturally responsive lessons. |
| B.5. [Prerequisite(s)](#2jxsxqh) | **FNED 246; concurrent with SED 202 or by permission of department chair** |
| B.6. [Offered](#1v1yuxt) | **Fall | Spring | Summer |**  In summer, SED 201 and SED 202 will run concurrently during Summer Session I. |
| B.7. [Contact hours](#z337ya) | **2** |
| B.8. [Credit hours](#3j2qqm3) | **2** |
| B.10. [Grading system](#4f1mdlm) | **Letter grade |** |
| B.11. [Instructional methods](#4i7ojhp) | **| Lecture | Small group | Individual |** |
| B.12.[Categories](#2xcytpi) | **Required for major/minor Required for Certification** |
| B.13. Is this an Honors course? | **NO** |
| B.14. [General Education](#1ci93xb)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** |
| B.15. [How will student performance be evaluated?](#3whwml4) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Quizzes | Projects |** |

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| B.18**.** [**Course learning outcomes**](#qsh70q)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#3as4poj)**, if relevant** | [**How will each outcome be measured**](#1pxezwc)**?** |
| Understand and describe the context of teaching lessons within a semester or year course (i.e., scope and sequence). | FSEHD 1  RIPTS 1 | * Active class engagement: discussions, weekly blogs or journal posts |
| Analyze model video lessons for purpose and effectiveness. | FSEHD 1  RIPTS 10 | * Active class engagement: discussions, weekly blogs or journal posts * In-class practice and written response |
| Apply concepts from [Bloom’s Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) and [Depth of Knowledge](https://www.google.com/search?q=depth+of+knowledge+webb&client=firefox-b-ab&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKEwjnyobwxJ_eAhVKIsAKHVq2BvkQsAR6BAgFEAE&biw=1440&bih=791#imgrc=kdEwfV535N4aBM:) to write effective and appropriate lesson objectives. | FSEHD 1  RIPTS 3, 4, 5 | * Active class engagement and in-class practice (formative) * Implemented Lesson Plan using the RI-ICEE format \*(summative) |
| Identify and interpret the standards of their discipline, the RIPTS, the CCSS, and the similarities and differences among them. | FSEHD 1  RIPTS 1, 2, 3 | * Active class engagement: discussions, weekly blogs or journal posts * Implemented Lesson Plan using the RI- ICEE |
| Design culturally responsive lesson plans that meet the needs, abilities, and experiences of diverse learners, address the expectations of their discipline, and are aligned to state and SPA standards. | FSEHD 1, 2, 4  RIPTS 1, 3, 4 | * Implemented Lesson Plan using the RI-ICEE |
| Create, implement, and self-evaluate a quality 20 minute standards-based lesson to peers. | FSEHD 1, 2, 3, 4  RIPTS 1-5, 8 | * Implemented Lesson Plan using the RI-ICEE |
| Provide supportive and worthwhile feedback to peers on their teaching. | FSEHD 5  RIPTS 9, 10, 11 | * Active class engagement & written feedback |

\* the RI-ICEE is the required lesson plan format used throughout the FSEHD and based on RIDE standards.

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| B.19. [**Topical outline**](#49x2ik5)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. **Scope and sequence**     1. Teaching within a school context: Time (class, semester, year)    2. Teaching for understanding (building upon previous knowledge: how teaching changes from the beginning of the year to the middle to the end) 2. **Designing culturally responsive, effective lessons that address the diverse needs, abilities and experiences of students**   A. Practicing the lesson plan format: (introduction to the arc of a lesson: beginning, middle, end)  B. Writing objectives using strong verbs  C. Learning about hierarchies of learning through Bloom’s Taxonomy & Webb’s Depth of Knowledge  D. Developing meaningful variety of learning situations: individual, collaborative, whole class  E. Teaching diverse learners: differentiating instruction; attending to students with diverse lived experiences, learning styles, and abilities   1. **Becoming a professional through research, development and practice**     1. Researching databases and online resources for effective teaching    2. Practice teaching using PPTS and other digital tools; creating collaborative learning experiences; designing whole group and individualized instruction. 2. **RIPTS/SPA/CCSS standards**    1. Reading and analyzing standards from RIDE (RIPTS), their discipline (from their professional organization, such as NCTE for English, NCTM for Mathematics, NCSS for Science), and the Common Core State Standards. |
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##### D.1. Approvals:

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| Name | Position/affiliation | [Signature](#_2u6wntf) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Julie Horwitz and/or Gerri August | FSEHD Deans |  |  |
| Earl Simson | FAS Dean |  |  |