# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course](#Proposal) | **ELEd 554 Learning and teaching seminar II** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |
| A.3. [Originator](#Originator) | **Martha Horn** | | [Home department](#home_dept) | | **Elementary Education/MAT** | |
| A.4. [Rationale](#Rationale)/Context | As part of the FSEHD program redesign, the MAT Committee is restructuring the student teaching component to ensure that teacher candidates have more hours in the field, a more authentic start, and more support as they begin their student teaching experience.  In the past, teacher candidates took nine credits during the student teaching semester. The nine credits included:  ELED 559 Student Teaching (7)  ELED 569 Student Teaching Seminar (2)  In the new design, we have added two credits:    • ELED 554 Learning and Teaching Seminar II (2)  This new, two-credit course is designed as an introduction to student teaching. It is offered in early spring as teacher candidates begin their student teaching experience.  In the FSEHD redesign, teacher candidates progress through increasing levels of participation in the classroom (Level I-Observation; Level II Assisting; Level III Practicum; Level IV Teaching). Student teaching requires teacher candidates to assume full teaching responsibilities (Level IV), but at the start they spend time observing the classroom teacher, the culture of the classroom environment, individual students, teacher student relationships and in doing so, engage in Levels I, II, and III as they step into Level IV.  Teacher candidates will spend the days in the classroom and attend five, three-hour seminars across the three weeks**.** This additional time a) affords teacher candidates more opportunities for classroom-based learning, b) provides support as teacher candidates become acclimated in their student teaching placements, and c) offers guidance as they design and plan out their teacher research projects. (Culminating teacher research projects will be presented in Learning and Teaching Seminar III.)  This two-credit course requires that teacher candidates begin student teaching when elementary schools resume after winter break (in early January), rather than at the start of the college semester (in mid-January), as has been the practice in the past. The earlier start makes sense, not only because it provides teacher candidates with more time in the classroom, but it provides them with a sense of a beginning: teachers, students and teacher candidates enter the second half of the school year together.    This additional time in schools and reflection on that experience provide teacher candidates the opportunity to enter Level IV (full-fledge teaching) with deeper understanding, and confidence. | | | | | |
| A.5. [Student impact](#student_impact) | During these first three-weeks of student teaching the teacher candidates will:  • immerse themselves in the day to day life of the classroom and reflect upon their level of participation;  • research the contexts: classroom, school, community and district, then synthesize findings and reflect on the impact of *context* on instructional practice;  • with support of classroom teacher, examine district curriculum and identify potential topic/s on which to design a developmentally appropriate unit plan;  • practice making connections with families by listening in to classroom teachers’ informal communications, then compose and distribute their own introduction to families as one means of communication. | | | | | |
| A.6. Impact on other programs |  | | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | No | | | | |
| [*Library*:](#library) | No | | | | |
| [*Technology*](#technology) | Classrooms with technology tools such as document cameras, white boards, iPads will be needed ensure teacher candidates have facility and confidence with technology, thereby meeting RIDE recommendations of integrating more technology into the program. | | | | |
| [*Facilities*](#facilities): | No | | | | |
| Promotion/ Marketing needs |  | | | | |
| A.8. [Semester effective](#Semester_effective) | **Early Spring, 2021** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | ELED 558 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Learning and Teaching Seminar II** |
| B.4. [Course description](#description) |  | Teacher candidates observe in their student teaching setting, gather data about classroom, school, community and district contexts, and reflect on classroom culture and developing teacher-student relationships during seminar classes. |
| B.5. [Prerequisite(s)](#prereqs) |  | • Satisfactory completion of all courses in the MAT in Elementary Education program required prior to student teaching;  • A positive recommendation from the professor of each ELED course, a minimum of B- in all professional education courses;  • A cumulative GPA of 3.0 a full semester prior to student teaching;  • Passing scores on the Praxis II, and an approved Preparing to Teach Portfolio. |
| B.6. [Offered](#Offered) |  | Early Spring |
| B.7. [Contact hours](#contacthours) |  | 15 |
| B.8. [Credit hours](#credits) |  | 2 |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | S/U |
| B.11. [Instructional methods](#instr_methods) |  | Seminar |
| B.12.[Categories](#required) |  | Required for program |
| B.13. [How will student performance be evaluated?](#performance) |  | Attendance | Class participation | Fieldwork / writing |
| B.14. [Redundancy with, existing courses](#competing) |  | none |
| B. 15. Other changes, if any |  | |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row**  When placed for three weeks in an elementary classroom setting, teacher candidates will be able to: | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. demonstrate competence in teaching daily activities and provide evidence | RIPTS 3, 4, 5, 10 | Weekly One Pagers, video clips, journals |
| 1. research contextual factors including those related to the classroom, school, community and district and synthesize findings | RIPTS 6, 7, 11 | TCWS Part I Contextual Factors - draft |
| 1. examine classroom curriculum and identify critical topics | RIPTS 2, 9 | Select a unit topic for TCWS Part II and write observable and measurable student learning objectives |
| 1. communicate with families to introduce their philosophical perspectives | RIPTS 7 | Letter to families |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. **Observe** 2. how students are greeted when they arrive in the morning and dismissed at the end of the day; 3. the way the administration greets children, parents, community members 4. the web page 5. members of the school (custodial staff, secretaries, specialists –reading, math, special educator, psychologist, guidance counselor, speech pathologist, librarian, music, art, physical education teacher . . .) 6. the physical classroom space 7. how teacher language affects children’s learning; 8. how tone of voice can set the tone of the classroom culture 9. the quality of listening (teacher and student) 10. how listening is taught (implicitly and explicitly) 11. and make note of: implicit and explicit teaching 12. with whom the teacher interacts 13. an individual student at work; listen in on informal talk and during activities; look at student work and document what you see 14. **Identify** 15. Noticings that have the potential to impact students, the classroom culture and the community 16. Who are your families? 17. What do you know about this community? 18. How can you effectively communicate with this community? 19. How do you write something families will read? 20. How will you communicate with families whose language is not English? 21. How the physical classroom space impacts student learning (how workspaces are designed, who they are designed for, and why; how children move, talk, interact with each other; how expectations are made known 22. How watching one student close up, informs teaching of all students 23. **Respond** 24. Drafting family communications 25. Design your ideal classroom 26. Synthesize observations in writing |

### C. [Program Proposals](#program_proposals)

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature) | Date |
| --- | --- | --- | --- |
| Martha Horn | Program Director of MAT |  | 10/9/19 |
| Carolyn Obel-Omia | Chair of Elementary Education |  | 10/9/19 |
| Jeannine Dingus-Eason | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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