# 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 or program](#Proposal) | **WLED 521: Graduate Student Teaching in world languages education** | | | | |  |
| [Replacing](#Ifapplicable) | **(Replacing sed 521 in the world languages ed. program)** | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| A.3. [Originator](#Originator) | **Erin Papa** | | [Home department](#home_dept) | | **Educational Studies** | |
| A.4. [Rationale](#Rationale)/Context | The FSEHD is undergoing an expansive redesign of our teacher preparation programs in order to upgrade and to respond to accreditation needs.  As part of this redesign, the education programs are changing the credits structure around student teaching in order to ensure that teacher candidates will have more clinical hours in the field. In the old program, graduate candidates took 9 credits in their student teaching semester during spring of their senior year. The 9 credits were SED 521 (student teaching - 7 credits) and SED 522 (seminar for student teaching - 2 credits).  In the new format, we are keeping the same 9 credits but distributing them differently. Per these revisions, candidates will take:  WLED 520 (early spring, 2 credits)  WLED 521 (spring, 5 credits)  WLED 522 (spring, 2 credits)  This Graduate Committee proposal is for WLED 521, a new course replacing SED 521 in the World Languages Ed. Program, and the substantive change we are making to this class is a shift in credits from 7 to 5. The course is a student teaching field experience in which candidates spend approximately 4 hours in the field for each credit, with an additional 8 hours of clinical preparation on top of that each week. The FSEHD has new guidelines for clinical preparation (levels 1, 2, 3, 4) and in the new 520/521/522 sequence, we are dividing up the level 3 and 4 field experiences where 520 is level 3 and 521 is level 4. We are able to drop this course to 7 credits because the new course (WLED 520) will cover most of the level 3 clinical content that used to be in WLED 521. | | | | | |
| A.5. [Student impact](#student_impact) | **WLED 521 is only changing the credits (from 7 to 5) but there is no real student impact because credits for the student teaching sequence will remain the same.** | | | | | |
| A.6. Impact on other programs | **N/A** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **No impact** | | | | |
|  | [*Library*:](#library) | **No impact** | | | | |
|  | [*Technology*](#technology) | **No impact** | | | | |
|  | [*Facilities*](#facilities): | **No impact** | | | | |
|  | Promotion/ Marketing needs | **None.** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. Rationale if sooner than next fall | |  | | |

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

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | **WLED 521** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **Graduate Student Teaching in World Languages Education** |
| B.4. [Course description](#description) | In this culminating field experience, candidates complete a student teaching experience in a PK-12 school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. |
| B.5. [Prerequisite(s)](#prereqs) | Concurrent enrollment in WLED 520 and WLED 522. |
| B.6. [Offered](#Offered) | **Spring** |
| B.7. [Contact hours](#contacthours) | **525 hours student teaching** |
| B.8. [Credit hours](#credits) | **5** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading) | **S, U** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork /Clinical practice** |
| B.12.[Categories](#required) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Performance Protocols |**  **Projects | Reports of outside supervisor** |
| B.14. [Redundancy with, existing courses](#competing) | **N/A** |
| B. 15. Other changes, if any |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Develop and grow an inquiry stance toward the practice of teaching | ACTFL 6  RIPTS 10, 11  FSEHD 2 | Reflections; PDs |
| Develop and articulate a teaching identity that reflects your values and beliefs about World Language teaching, learning, and working positively with students | ACTFL 2, 6  RIPTS 10, 11  FSEHD 1-6 | Reflections; TCWS: Reflection |
| Describe, critique, and improve the objectives, plans, and assessments developed over the course of student teaching | ACTFL 2, 3, 4, 5  RIPTS 1-6, 8-10  FSEHD 1, 2, 3 | Reflections; TCWS: SLO’s; RIC-ICEE |
| Develop plans and strategies based on analysis of individual students and entire classes | ACTFL 3, 4, 5  RIPTS 2-6, 9-11  FSEHD 2, 3 | RIC-ICEE; TCWS: Analysis of Student Learning |
| Explore factors that influence effective World Languages instruction including feedback, grouping and task decisions, and classroom management | ACTFL 2, 3  RIPTS 2-6, 8  FSEHD 2, 6 | RIC-ICEE; TCWS: Contextual factors; Unit plan |
| Reflect on self-performance in actual teaching situations in order to gain a deeper awareness of the process and principles in the World Languages classroom | ACTFL 1, 2,3, 5, 6  RIPTS 10, 11  FSEHD 6 | Reflections; RIC-ICEE Reflection |
| Plan and implement World Languages instruction  that promotes social justice and critical  engagement with complex issues  related to maintaining a diverse,  inclusive, equitable society | ACTFL 1, 2, 3, 4, 5  RIPTS 3-5, 7  FSEHD 2, 3 | Reflections; TCWS: Contextual Factors, Unit Plan and rationale |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| **Phase I: Induction** (This phase will take place in WLED 520 for full-semester placements; and once in WLED 520 and once in WLED 521 for split placements)  Phase I is the TCs introduction to the classroom. The TC observes and engages in non-academic responsibilities. The TC gradually assumes additional responsibilities and should begin to plan and implement lessons with students. In most programs, at the end of the first or second week, the CS, CT and TC make plans for creating the Teacher Candidate Work Sample.  ●Observe students, class, school  ●Meet school staff  ●Learn culture, rules, routines of school  ●Begin to engage, plan, and implement lessons  ●Identify and plan unit(s) to be taught |
| **Phase II: Immersion**  Phase II is the progressive sequential involvement during which time TC undertakes greater responsibility for daily teaching. During the second phase of student teaching, the TC assumes complete responsibility for the day-to-day operations of the classroom (four-week minimum for a full placement, two-week minimum for a split placement). Full-time student teaching for secondary education TCs is defined as a minimum of three class preparations. If TC is in a split placement, TC meets this two-week requirement in each placement.  ●Assume more classroom responsibilities  ●Consult with team to create Professional Growth Goals  ●Teach unit based on the TCWS  ●Maintain the day to day operations of the classroom for a minimum of four weeks for full placement, two weeks for split placement |
| **Phase III: Culmination**  Phase III closes with the transition of the classroom back to the CT. This phase normally occurs over a one to two week period. During this phase, each TC is required to conduct three 45 to 60-minute observations outside of the assigned placement classroom. The TC will work with the team to create a schedule for each observation. The TC will observe one school administrative staff member, (e.g., the administrator responsible for student discipline, the guidance counselor, and the media specialist), one teaching staff from a similar or the same grade level/area as the TC, and one teaching staff from an area that is different than the TC’s current placement. These observations should include some question/answer time with the staff person visited. The TC’s reflections on this visit will be recorded in the student teaching exit survey administered through Chalk and Wire.  ●Transition the classroom back to the CT  ●Complete TCWS for scoring by due date  ●Visit and observe in other classrooms and school areas. In the Exit Survey the TC will respond to the following prompts:  ○School administrator: in what ways does this person’s role support you in your role?  ○Two teachers: what strategies for student engagement, mannerisms, or pedagogical tools did you observe that you might incorporate into your own instruction?  ●Complete the Student Teaching Exit Survey |

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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" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Erin Papa | Program Director of World Languages Education |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| 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 |
| --- | --- | --- | --- |
| Eliani Basile | Chair of Modern Languages |  |  |
| Earl Simson | Dean of A&S |  |  |
|  |  |  | Tab to add rows |