

11

Approval Form

Proposal Title: Learning Community Classrooms *9/27/94*

Sponsor(s) Dr. M. Rilling Dept.: Curriculum & Instruction Ext. 6363
Dr. C. Sharp
Dr. J. Moss Elementary/Early Childhood Education

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change (please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>1/27/94</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>[Signature]</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>1/28/94</u> Date</p> <p><u>[Signature]</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>[Signature]</u></p> <p>Proposal Received _____ Date</p> <p><u>[Signature]</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed _____</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p>_____ School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 3-9-94
Date

SENATE
 Comments: an excellent & very important course that needs to be added.
MAR 9 1994

RECEIVED

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing 3/25/94
Date

Approved by Senate Curriculum Committee [Signature]
Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate [Signature]
Date

Approved Not Approved

Notification to Executive Vice-President/Provost [Signature]
Date

[Signature]
Signature SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 11/5/94
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

[Signature]
Signature, Executive Vice-President/Provost

Registrar

Approved course description received 13 May 94
Date

Hegis Taxonomy and Course Number assigned C802-511

[Signature]
Signature, Registrar

13 May 94
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

Proposed Graduate Course Title:

0802.511 Learning Community Classrooms 3 s.h.

Sponsors: Dr. Marion Rilling
Dr. Carol Sharp
Dr. Janet Moss

Department of Curriculum and Instruction: Elementary/Early Childhood Education

1. Course Proposal Details

A. Course Title: Learning Community Classrooms

B. Sponsors: Dr. Marion Rilling
Dr. Carol Sharp
Dr. Janet Moss
Department of Curriculum and Instruction:
Elementary/Early Childhood Education

This course will be part of the Department's Graduate offerings.

C. Credit Hours: 3 semester hours

D. Course Level: Graduate

E. This course will become an elective choice for students pursuing the Master in Arts in Elementary Education

F. Prerequisites: No course prerequisites, however, all students must be eligible for graduate work.

G. Time and Scale of Implementation: Several school districts are exploring the possibility of graduate study in this curriculum area for their teachers. We recommend that this course be available as soon as the approval process is completed using the rotation schedule of graduate offerings determined by the Department's graduate advisor. It should also be available as a district-based course to meet requests for professional development.

H. At present, several full-time faculty are prepared to teach this course. Library facilities are adequate, and there are no special requirements for implementation.

2. Rationale

The establishment of the learning community as a classroom goal has become an exciting addition to the body of knowledge related to classroom organization and management. The Department has initiated the study of the learning community in the undergraduate teacher preparatory program for the past four years in the course 0802.390 Educational Studies IV: Organizing and Managing Instruction.

Teachers who have served as cooperating teachers for our junior Practicum and Senior Student Teachers have expressed interest in the learning community approach because of their contacts with our students. In addition, Department faculty engaged in working in collaborative professional development school (PDS) programs (specifically, the course

sponsors who are working with both the Camden and Winslow School Districts) find the need for this course to support PDS goals. During the Fall, 1993 semester, a version of this proposed course was taught as the focus of our adaptable course 0802.532 Contemporary Elementary Education: _____, as part of graduate study by the teachers in the Cooper's Poynt PDS (Camden School District).

The sponsors believe that this proposed course will offer graduate students the opportunity to study a current organizational model that holds promise for increasing the attainment of school goals related to academic learning, personal and social responsibility and social justice. Consultations with the Department's Graduate Advisor indicate that this proposed course will be accepted as a welcome elective choice in all tracks of the M.A. in Elementary Education program.

3. Essence of the Course

- A. The attached Course Syllabus includes the objectives, content outline, and the evaluation procedures for students.

4. Results of Consultations

See attached letter from Dr. Louis Molinari, Graduate Advisor, Elementary/Early Childhood Education Department.

See attached letter from Ms. Patricia Braxton, PDS Project Manager, Cooper's Poynt Professional Development School, Camden, New Jersey.

Catalog Description

This course focuses on identifying the characteristics of a learning community classroom, the propensities of learning community teachers, and the stages of group development in establishing a learning community. Course activities include study of personal planning, implementing, and reflecting strategies for establishing a learning community classroom.

COURSE SYLLABUS: 0802.____ LEARNING COMMUNITY CLASSROOMS

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Define and describe the purposes of schooling; the roles, responsibilities and propensities of learning community teachers and students; the stages of group development and cite the supporting research base.
2. Plan and implement strategies to use learning community principles in their classroom and share results with professional colleagues.
3. Analyze one's own teaching practices through study of the learning community knowledge base and reflect upon areas for change, modification or improvement.

COURSE TEXT

- Putnam, J. and Burke, B. (1992). Organizing and Managing Classroom Learning Communities. McGraw-Hill, Inc.
- Plus related articles and readings

COURSE ACTIVITIES

CLASS ACTIVITIES	ASSIGNMENTS
1. Course Organization Preview Text Group Work	Read Chapter 1 Answer Reflection Questions
2. Discussion: What Schools Are For Complete Functions Discussion Guide	Read Chapter 2 Answer Reflection Questions
3. Discussion: The Learning Community Teacher Complete Classroom Propensities Guide and Teacher Propensities Charts	Read Chapter 3 Answer Reflection Questions

4.	Discussion: The Culture of the Classroom Learning Community Activity 3-4. 3-1; Prepare Charts	Read Chapter 4 Answer Reflection Questions
5.	Discussion: A Pedagogy for Learning Activity 4-1; Personal Reflections: Stages I and II	Read Chapters 5 and 6 Prepare Comparison Paper of Two Learning Community Teachers Due: Class 7
6.	Review Chapters 1-4 Prepare Chapter Summary Charts	
7.	Discussion: A Primary Level and a Secondary Level Classroom In-class Personal Planning Activity	Read Chapter 7
8.	Discussion: Making the Learning Community Vision Explicit Share Part 1 Strategies	Read Chapter 8 Begin Part 1 - Learning Community Professional Improvement Plan Due: _____
9.	Discussion: Stage I: Beginnings Prepare Sample Lessons	Read Chapter 9 Begin Part 2 - Learning Community Professional Improvement Plan Due: _____
10.	Discussion: Stage II: Establishing Expectations Share Part 2 Strategies	Read Chapter 10
11.	Discussion: Stage III: Identifying and Resolving Conflict Activities 10-1, 2, 4, 5	Read Chapter 11 Begin Part 3 - Learning Community Professional Improvement Plan Due: _____
12.	Discussion: Stage IV: Supporting and Expanding Learning Community Share Part 3 Strategies	Read Chapter 12 Begin Part 4 - Learning Community Professional Improvement Plan Due: _____
13.	Discussion: Stage V: Disbanding: Transition and Closure Share Part 4 Strategies	Read Chapter 13
14.	Discussion: The Future of Learning Community Prepare Synthesis Experience	
15.	Synthesis	

COURSE EVALUATION

Expectations include a professional approach to all class activities, attendance, and course assignments. Additionally, course evaluation in terms of a grade will be based on the quality of the following assignments:

- | | | |
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| 1. | Reflection Questions
(one-page, submitted each
week as assigned) | 20% |
| 2. | Comparison Paper
(due Week 7) | 20% |
| 3. | Participation in In-Class
Group Activities | 20% |
| 4. | Learning Community Professional
Improvement Plan (Parts 1-4) | 40% |

Date: December 9, 1993

To: Dr. Marion Rilling
Dr. Carol Sharp

From: Ms. Pat Braxton, Project Manager *P.E.B.*
Cooper's Poynt PDS

Subject: **Support for your proposed new graduate
course, Learning Community Classrooms**

I am pleased to indicate my strong support for this new proposed course as a regular offering in the Elementary Education Master of Arts degree program. Those of us in the PDS course have chosen to use the Learning Community concept as a unifying theme guiding many of our activities. We believe there are many positive outcomes to be gained as teachers learn the rationale underlying learning communities and collaboratively study ways of establishing them in their classrooms.

We have been involved in such study at the Cooper's Poynt PDS in the Fall 1993 semester. The involved teachers have shared their enthusiasm with me, particularly as they apply learnings to changing classroom routines, roles, and norms. We believe we are studying a topic that holds promise for school improvement efforts and believe that other groups of teachers would welcome this addition to Rowan's regular course offering.

cc: Dean Kapel
Dr. Louis Molinari

PB/jr