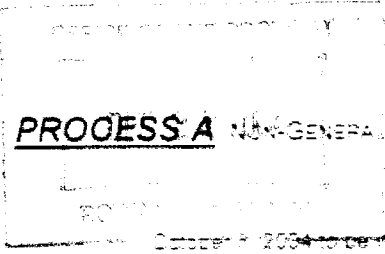


PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05- 321



Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: Teaching in Learning Communities II

Sponsors	<u>Robin McBee</u>	<u>mcbee@rowan.edu</u>	<u>4736</u>
	<u>Janet Moss</u>	<u>moss@rowan.edu</u>	<u>3806</u>
	<u>Midge Shuff (Special Ed)</u>	<u>Jane Graziano (Art)</u>	
	<u>Jill Perry (Secondary/Edns)</u>	<u>Lili Levinowitz (Music)</u>	

DEPARTMENT: Elementary/Early Childhood

COLLEGE: Education

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED:

- New non-graded course
- Short-term non-graded course
- Minor, specialization, concentration, track, certificate program
- Existing non-graded course
- Not-graded degree requirements
- Macor
- Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date 9/24/04

* Department Curriculum Chair: [Signature] Date 9/24/04

Academic Dean: [Signature] Date 10/6/04

* Dept. Curriculum Committee is Committee of the Whole, with Department Chair as Chair

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date 11/26/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR [Signature]

Senate Curriculum Chair Signature [Signature] Date Senate Announcement 12/20/04

Comments _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date 3/7/05

Approved Not Approved

REGISTRAR

Date 3/14/05 Course Description Rejected & Approved - Reg's Taxonomy & Course # 0802272

Registrar Signature [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- R
- CAP
- VP Student Affairs
- Others

Tm 3/24/05

DB 3/24/05

COURSE PROPOSAL

Details

- a. **Course Title:** Teaching in Learning Communities II
- b. **Sponsor(s):** Robin Haskell McBee, Elementary/Early Childhood Education
Janet Moss, Elementary/Early Childhood Education
Jill Perry, Secondary Education/Foundations of Education
Midge Shuff, Special Education Services/Education
Jane Graziano, Art
Lili Levinowitz, Music
- c. **Credit Hours:** 2 semester hours
- d. **Course Level:** Sophomore, 2nd Semester (200 level)
- e. **Prerequisites:** Teaching In Learning Communities I (new course; 0802.2##)
Co-requisite: Teaching Literacy (new course; 0830.2##) Must be taken concurrent to this course.
- f. **Suggested time and scale of implementation:** Fall 2005. The course will be offered in fall and spring semesters.

Curricular Effect

Since this course will be taken in conjunction with a course offered by the Reading Department, both departments will need to coordinate scheduling and staffing, as well as the tasks that are required to be completed as a part of the field experience. See attached letter of support from the Reading Department.

- **Offerings:**
This course, along with all courses proposed under the new Bachelor of Arts in Education Degree Program, is proposed as part of the programmatic package of courses that would replace the courses formerly offered under the Bachelor of Arts in Elementary Education Program and the Secondary School Teaching Certification Program. Some of the content of this course is similar to content in those former programs; however, because they no longer meet state code, the older courses will no longer be offered. Also, the scope of this course and its prerequisite *Teaching in Learning Communities I* goes well beyond that of the freshman level, 2-credit Learning Communities course offered in the Co-Teach Program, so it is not duplicative (see letter of support from Co-Teach Program).
- **Adequacy:**
Since this course will be taught to all Education majors in the Elementary and Subject Matter Specializations (except Music and Art, which have their own versions of the course in order to satisfy national accrediting bodies) – including those who formerly majored in Special Education, it is anticipated that 7-8 sections will need to be offered each semester, along with the 7-8 sections per semester of *Teaching in Learning Communities I*. Faculty from departments throughout the College of Education will teach sections of this course (see letters of support). The planned classroom space in the new Education Building should be adequate to house the courses. The course will also require the Office of Field Experience to develop field placements in elementary classrooms (half-day per week; see letter of support from OFE), which will need to be coordinated by the teaching professors. No other resources are needed.
- **Recommended Library Resources**
The following list has been presented to the Library Liaison to Education, and his letter of consultation indicates the Library's ability to provide these resources.
Bellon, J. J.; Bellon, E. C.; and Blank, M. A. *Teaching from a Research Knowledge Base, A Development and Renewal Process*. New York: Merrill, 1992.

Bransford, J. D., A. L. Brown, and R. R. Cocking, eds. *How People Learn: Brain, Mind, Experience and School*. Washington DC: National Academy Press, 1999. (Paperback ISBN 0309070368).

Brookfield, S. D. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.

- Developmental Studies Center (1997). *Blueprints for a collaborative classroom*. Oakland, CA: Developmental Studies Center.
- Developmental Studies Center (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and caring*. Oakland, CA: Developmental Studies Center.
- Frieberg, H.J. (1999). Consistency management and cooperative discipline: From tourists to citizens to the classroom. In H.J. Frieberg (Ed.) *Beyond Behaviorism: Changing the classroom management paradigm* (pp. 75-79). Boston: Allyn and Bacon.
- Goodlad, J. (1984). *A place called school: Perspectives for the future*. New York: McGraw-Hill.
- Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, IN: Kappa Delta Pi.
- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kohlberg, L. (1985). A just community approach to moral education in theory and practice. In M. Berkowitz and F. Ozer, eds., *Moral education: Theory and practice*. Hillsdale, NJ: Erlbaum.
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. New York: Teachers College Press.
- Osterman, K. (2000). "Students' need for belonging in the school community." *Review of Educational Research*, 70, (3), 323-367.
- Polson, D. (2001). Helping children to make responsible choices. In B. Rogoff, C. Turkanis, and L. Bartlett (eds.), *Learning together: Children and adults in a school community*. New York: Oxford University Press, 123-129
- Putnam, J. & Burke, J. B. (1998). *Organizing and managing classroom learning communities*. San Francisco: McGraw-Hill.
- Rogoff, B., Bartlett, L. & Turkanis, C. (2001). Lessons about learning as a community. In B. Rogoff, C. Turkanis, & L. Bartlett (eds.), *Learning together: Children and adults in a school community*. New York: Oxford University Press, 3-17.
- Scherer, M. (Ed.) (2004) Schools as learning communities. *Educational Leadership*, 6 (8), full issue.
- Schwab, J. (1974). The concepts of the structure of a discipline. In E. Eisner and E. Vallance (eds.), *Conflicting conceptions of curriculum*. Berkeley, CA: McCutchan.
- Shapiro, N. & Levine, J. (1999). *Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs*. San Francisco: Jossey-Bass.
- Shulman, L. (2004). *The wisdom of practice: Essays on teaching, learning, and learning to teach*. San Francisco: Jossey-Bass.
- Slavin, R. (1990). *Cooperative learning: Theory, research, and practice*. Engelwood Cliffs, NJ: Prentice Hall.

Solomon, D., Watson, M., Battistich, V., Schaps, E., & Delucchi, K. (1996). "Creating classrooms that students experience as communities," *American Journal of Community Psychology*, 24, 719-748.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Soluberman, Eds. and Trans.). Cambridge, MA: Harvard University Press.

Watson, M. & Ecken, L. (2003). *Learning to trust: Transforming difficult elementary classrooms through developmental discipline*. San Francisco: Jossey-Bass.

Wolk, S. (1998). *A democratic classroom*. Portsmouth, NH: Heinemann.

Wolk, s. (2002). *Being good: Rethinking classroom management and student discipline*. Portsmouth, NH: Heinemann.

Rationale

This course is being proposed as a part of the new Bachelor of Arts in Education for the Specializations in Elementary and in Subject-Matter Teaching.

The theme of our new College of Education Conceptual Framework (2004) is *Educators as members, creators, and facilitators of learning communities*. Included in the section on "Shared Vision of the Unit" is the statement that the College of Education "strives to model learning community principles for candidates who will in turn create learning communities in their professional positions." This sophomore level course will provide Education majors in Elementary and Subject-Matter Programs with an introduction to learning communities and will serve as a foundation for the course *Teaching in Learning Communities II* (TLC II), the following semester, as well as future program-specific courses. TLC I and TLC II focus on developing in-depth understanding and applications of the elements of and instructional approaches used in successful, caring learning communities.

In TLC I, teacher candidates will learn what learning communities are, types of learning communities, the propensities of learning community students and teachers, the role of culture in a learning community, the functions of schooling from a learning community perspective, how to become an effective member of a caring learning community, and stages of group development. Since collaboration is essential to a learning community, the teacher candidates will learn about and participate in collaborative teaching and learning experiences. This is in alignment with a statement in our current university mission statement (2003) that describes Rowan as providing "a collaborative, learning-centered environment." Teacher candidates will be introduced to topics such as curriculum, planning, constructivism, instructional approaches, assessment, diversity, and management from a learning community perspective. Reflection is not only a critical component Since this course is intended for teacher candidates in Elementary and Subject Matter Programs, students in both programs will enroll in this course together, enhancing the diversity and multiple perspectives of their interests and prior experiences. Field visits to elementary schools will help make the link between the knowledge, skills, and dispositions of this course with their application in classrooms with children. Because new state code requires teacher candidates who are in a Subject Matter Program to be prepared to teach their discipline from grades K-12, all field placements for this course will be in elementary classrooms.

Since the notion of learning communities permeates our college's conceptual framework as well as the new state codes for teacher licensure and for professional teacher standards, the idea of learning communities and teaching in learning communities warrants detailed examination, research, and practice

on the part of undergraduates pursuing education degrees and licensure through Rowan University. This course provides the first step of this process.

Essence of the Course

a. Objectives of the Course

1. Teacher candidates will be able to demonstrate their knowledge of how learning communities develop and are nurtured by:
 - Describing the functions of schooling and analyzing how these influence learning communities
 - Defining roles, responsibilities, and propensities of learning community teachers and students; levels of classroom culture; and stages of group development; (*Educators as Advocates for Diversity and Equity, Educators as Creators and Facilitators of Learning-Centered learning Environments*)
 - Completing two reflective essays on their own roles as cultural members of a caring community; (*Educators as Advocates for Diversity and Equity*)
 - Comparing and contrasting types of learning communities and analyzing this semester's course as a learning community; (*Educators as Creators and Facilitators of Learning-Centered learning Environments*) and
 - Analyzing videotaped and written classroom case studies to discern those elements which foster a productive, healthy learning community (*Educators as Advocates for Diversity and Equity, Educators as Creators and Facilitators of Learning-Centered Learning Environments*).
2. Teacher candidates will be able to demonstrate their skills in applying learning community theory to classroom situations by:
 - Analyzing given data sets and hypothetical classroom situations in order to plan activities designed to solve problems and build learning community (*Educators as Creators and Facilitators of Learning-Centered learning Environments*).
3. Teacher candidates will be able to demonstrate knowledge, skill, and a disposition toward collaborative work by:
 - Completing a web quest that defines and describes multiple examples of collaboration in school settings (*Educators as Reflective Practitioners and Committed Professionals; Educators as Instructional Planners*); and
 - Planning and completing multiple collaborative group tasks and assignments (*Educators as Facilitators of Student Engagement in Content-Specific Meaning Making; Educators as Instructional Planners*).
4. Teacher candidates will be able to begin applying instructional planning skills and knowledge of learning community by:

- Discussing how curricular mandates can be carried out in a learning community environment given the sometimes competing perspectives of varied stakeholders in schools and the intended role of curriculum to carry out the community's expectations regarding the functions of schooling (*Educators as Members, Creators, and Facilitators of Partnerships*);
- Developing and practicing skills in writing performance objectives, designing constructivist lessons, and using multiple research-based, developmentally appropriate teaching strategies across the disciplines of the NJ Core Curricular Content Standards (*Educators as Effective Users of Multiple Instructional Strategies and Technologies; Educators as Instructional Planners*); and
- Building lesson assessments, which are clearly tied to the outcomes of performance objectives and which utilize rubrics with clearly defined criteria (*Educators as Assessors and Evaluators of Student Knowledge, Skills, and Dispositions*).

b. Topical Outline/Content

Learning Communities:

- Characteristics, propensities, roles, responsibilities of learning community members (students and teachers), and stages of group development
- Types of learning communities
- Culture
 - the concept of culture; meanings and contexts
 - levels of culture in a learning community classroom
 - seeing oneself as a cultural member of a learning community classroom
 - culturally responsive teaching
- Identifying and/or observing elements of learning communities through videos, case studies
- Caring communities in high stakes academic environments
- Team-building and listening
- Collaboration

Planning:

- Relationship of curriculum, planning, and assessment
- NJ Core Curriculum Content Standards
- NJ Standards for Professional Teaching
- Infusion of literacy, numeracy, and interdisciplinary themes across the curriculum
- The role of higher-order thinking and metacognition
- Objectives
- Lesson plans
- Democratic classrooms and constructivist approaches in learning communities
- Addressing the diverse needs of all learners
- The role of students' prior knowledge
- Technology as a tool for teachers and students

Important Course Activities/Outcomes:

- Learning community analyses and reflections of course, field visits, and case studies
- Plan, micro-teach, and reflect on a lesson, incorporating learning community approaches to promote instruction and learning

- Demonstrated success with teaming and willingness to engage in collaboration, teamwork and team building
- Participate in a WebQuest on learning communities
- Reflect on one's role as a cultural member of a caring community from the perspective of a future teacher

c. Evaluation of Students and Grading Procedure

Informal Assessments:

- Participation in class discussion
- Contributions to in-class individual, pair, and group activities
- Reflections
- Professional dispositions

Formal Assessments:

- Learning community reflections, analyses, and synthesis of case studies, field visits, and course
- Lesson plan and analysis
- Micro-teaching
- WebQuest on learning communities
- Cultural self-reflection

d. Course Evaluation

The procedures that will be used to assess the success of the course in meeting the goals and objectives of the College of Education are: student course evaluations and appropriate departmental and program curriculum review processes.

Results of Consultations

The following departments were consulted:

Elementary/Early Childhood Education, Robin McBee
 Secondary Education/Foundations of Education, Holly Willett
 Special Education Services/Instruction, Sandra McHenry
 Department of Reading, Cindi Hasit
 Music Department, Robert Rawlins
 Art Department, Skeffington Thomas
 Program Coordinator for the Collaborative Education Program, Janet Moss

See Appendix for results of consultations.

Catalog Description

Teaching in Learning Communities II

This course provides in-depth examination and practice of instructional planning and assessment in a caring learning community. Candidates study viable learning community approaches where content-rich, research-based, and culturally responsive teaching and democratic and inclusive practices are used in caring learning environments. Candidates develop skills in objective, lesson, unit, and assessment design. Prerequisite: *Teaching in Learning Communities I (0802.2**)*. Co-requisite: *Teaching Literacy (0830.2**)*. Field component is required.

Prerequisites: Teaching In Learning Communities I (new course; 0802.2##)

Co-requisite: Teaching Literacy (new course; 0830.2##) Must be taken concurrent to this course.

DB
3/24/05