



Deadlines

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

PROPOSAL TITLE: Teaching in Learning Communities I

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

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 gen-ed course
- Short-term non gen-ed course
- Minor curricular changes (fewer than three) to
- Existing non gen-ed course
- Non gen-ed degree requirements
- Major
- 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: 11/29/04 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

Date: 3/16/05 Course Description Received & Approved - Reg's Taxonomy & Course # 0802270

Registrar Signature: [Signature]

NOTIFICATION FORWARD

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

Tm- 3/24/05

DB
3/24/05

COURSE PROPOSAL

Details

- a. **Course Title:** Teaching in Learning Communities I
- b. **Sponsor(s):** Janet Moss, Elementary/Early Childhood Education
Robin McBee, Elementary/Early Childhood Education
Jill Perry, Secondary Education/Foundations of Education
Margaret Shuff, Special Educational Services/Instruction
Jane Graziano, Art
Lili Levinowitz, Music
- c. **Credit Hours:** 2 semester hours
- d. **Course Level:** Sophomore, 1st Semester (200 level)
- e. **Prerequisites:** Teaching: An Introduction to the Profession; Characteristics of Knowledge Acquisition (0821.1##); Literacies in Today's World (0830.1##)
- f. **Suggested time and scale of implementation:** Beginning in Fall 2005, this course will be offered in both the fall and spring semesters (and summers if necessary) to best accommodate all students.

Curricular Effect:

- **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 new courses that would replace the courses formerly offered under the Bachelor of Arts in Elementary Education Program and the Secondary School Teaching Certification Program. The scope of this course, together with *Teaching in Learning Communities II*, go well beyond that of the freshman *Learning Communities* course in the Co-Teach Program. In addition to its impact on the College of Education, this course will also affect the College of Fine and Performing Arts because students in Music Education and Art Education will take it as well. This course replaces Ed Studies I and Ed Studies IV; Ped I.

- **Adequacy:**

Since this course will be taught to all Education majors in the Elementary and Subject Matter Specializations, 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 in Teaching in Learning Communities II course). The course will be staffed by faculty from departments throughout the College of Education. (See letters of support.) The planned classroom space in the new Education Hall building should be adequate to house the courses. The course will also require the Office of Field Experience to develop field visits in elementary classrooms. Members of the COE Curriculum Revision Committee met with Dr. Greg Potter of the Rowan Library. He reviewed the resources for this and other courses to determine what the university already has and what will be able to be purchased. A letter of his findings is included.

- **Recommended Library Resources:**

Projected Resources: This is an extensive list of references that would support this course and enhance the university collection on learning communities. A consultation letter from Greg Potter is included in Appendix H.

Calderwood, P. (2000). *Learning community: Finding common ground indifference*. New York: Teachers College Press.

Dalton, J. & Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. Oakland, CA: Developmental Studies Center.

Brookfield, S. D., and S. Preskill. *Discussion As a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass, 1999.

Cross, K. P. "Why learning communities? Why now." *About Campus* 3(3) (July-August 1998): 4-11.

Davis, J. R. *Interdisciplinary Courses and Team Teaching: New Arrangements for Learning*. Phoenix, AZ: American Council on Education and Oryx Press, 1995.

Dalton, J. and Watson, M. *Among Friends, Classrooms Where Caring and Learning Prevail*. Oakland: Developmental Studies Center, 1997.

Delpit, L. *Other People's Children, Cultural Conflict in the Classroom*. New York: New Press, 1996.

Drapre, S. M. *Teaching from the Heart, Reflections, Encouragement, and Inspiration*. Portsmouth: Heinemann, 2000.

Education Full Text Data Base

ERIC Data Base

Finkel, D. L. *Teaching With Your Mouth Shut*. Portsmouth: Heinemann Boynton Cook Publishers, 2000.

Fulwiler, T. *Teaching With Writing*. Portsmouth: Heinemann Boynton Cook Publishers, 1987.

Gabelnick, F., J. MacGregor, R. Matthews, and B. L. Smith. *Learning Communities: Creating Connections Among Students, Faculty and Disciplines*. New Directions for Teaching and Learning, 41. San Francisco: Jossey-Bass, 1990.

Gay, G. *Culturally Responsive Teaching, Theory, Research, & Practice*. New York: Teachers College Press, 2000.

Goodsell, A., and V. Tinto. "Freshman Interest Groups and the First Year Experience: Constructing Student Communities in a Large University." *Journal of the Freshman Year Experience* 6(1) (1994): 7-28.

Goodsell, A., P. Russo, and V. Tinto. "Building Community Among New College Students." *Liberal Education* 79(4) (1994): 16-21.

Grubb, W. Norton et al, eds. *Honored but Invisible: An Inside Look at Teaching in Community Colleges*. New York: Routledge, 1999.

Haberman, M. *Star Teachers of Children in Poverty*. West Lafayette, Indiana: Kappa Delta Pi, 1995, 2004.

Irvine, J. J. [Ed.]. *Critical Knowledge for Diverse Teachers & Learners*. Washington, D.C.: AACTE, 1997.

- Irvine, J. J. and Armento, B. J. *Culturally Responsive Teaching, Lesson Planning for Elementary and Middle Grades*. New York: McGraw-Hill, 2001.
- Kessler, R. *The Soul of Education, Helping Students Find Connection, Compassion, and Character at School*. Alexandria: ASCD, 2000.
- Kohn, A. *The Case Against Standardized Testing, Raising the Scores, Ruining the Schools*. Portsmouth: Heinemann, 2000.
- Kohn, A. *Beyond discipline, From Compliance to Community*. Alexandria: ASCD, 1996.
- Ladson-Billings, G. *Crossing Over to Canaan, The Journey of New Teachers in Diverse Classrooms*. San Francisco: Jossey-Bass, 2001.
- Ladson-Billings, G. *Dreamkeepers, Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994.
- Marlowe, B. A. and Page, M. L. *Creating and Sustaining the Constructivist Classroom*. Thousand Oaks, CA: Corwin Press, 1998.
- McBee, R. H. "When It Comes To Testing: Why Not Make Lemonade?" *The Educational Forum*; Journal of Kappa Delta Pi, International Honor Society, Department of Research and Practice, 2002.
- Nieto, S. *The Light in Their Eyes, Creating Multicultural Learning Communities*. New York: Teachers College Press, 1999.
- Noddings, N. *Happiness and Education*. Cambridge: Cambridge University Press, 2003.
- Noddings, N. *Educating Moral People, A Caring Alternative to Character Education*. New York: Teachers College Press, 2002.
- Noddings, N. *The Challenge to Care in Schools: An Alternative Approach to Education*. New York: Teachers College Press, 1992.
- Ohanian, S. *One Size Fits Few, The Folly of Educational Standards*. Portsmouth: Heinemann, 1999.
- Palmer, P. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 1988.
- Putnam, J. & Burke, J. B. (1998). *Organizing and managing classroom learning communities*. San Francisco: McGraw-Hill.
- Pang, V. O. *Multicultural Education, A Caring-Centered, Reflective Approach*. New York: McGraw Hill, 2001.
- Scherer, M. [Ed.] Schools As Learning Communities; *Educational Leadership*; 6 (8): Full Issue. 2004.
- Scherer, M. [Ed.] The Constructivist Classroom; *Educational Leadership*; 57 (3): Full Issue. 1999.
- Shapiro, N. S., and J. H. Levine. *Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs*. San Francisco: Jossey-Bass, 1999.

Siefert, K. L. *Reflective Thinking and Professional Development, A Primer*. Boston: Houghton Mifflin, 1999.

Smith, B. L. "The Challenge of Learning Communities as a Growing National Movement." *peerReview* 3/4 (4/1) Washington, DC: AAC&U, (Summer/Fall 2001).

Watson, M., with Ecken, L. *Learning to Trust, Transforming Difficult Elementary Classrooms Through Developmental Discipline*. San Francisco: Jossey-Bass, 2003.

Rationale

This course is being proposed as a part of the new Bachelor of Arts in Education with Specializations in Elementary and in Subject-Matter Teaching. The primary reasons that we have chosen to create this new program are that it will:

- more closely align with our unit's theme: Educators as Creators of Learning Communities;
- address the New Jersey Professional Licensing Code, which went into effect January 20, 2004;
- align with national performance-based standards; and
- address the changes in accreditation requirements.

Each of these reasons has contributed to our commitment to work together as a college to model and foster collaboration by developing a shared pedagogical experience for all candidates.

The notion of learning communities permeates our college's conceptual framework as well as the new state code for professional teacher standards. For example, the College's Vision, as stated in its Conceptual Framework uses the theme "Educators as Members, Creators, and Facilitators of Learning Communities" as the basis for the College's operation and all of its programs. This theme serves as the "framework for all programs in the College of Education at Rowan University, both initial and advanced", and the College "strives to model learning community principles for candidates who will in turn create learning communities in their professional positions. The New Jersey code for professional standards for teachers (6A:9-3.3 Professional Standards for Teachers) calls for teachers to engage in activities that "maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently" and to value and be committed to students' roles "in promoting each other's learning" and in recognizing "the importance of peer relationships in creating a climate of learning", establishing positive classroom climate and participation, and "expression and use of democratic values in the classroom." Therefore, the idea of learning communities and teaching in caring, democratic learning communities warrants detailed examination, research, and practice on the part of undergraduates pursuing education degrees and licensure through Rowan University.

Further, the notion of educational learning communities is well embedded in educational discourse and practice at all levels of education. Caring learning communities have existed in universities since the 1920's (Kellogg, 1999) as reflected in a University of Wisconsin experiment, and since the 1980's, universities have experimented with in-class, between-class, and university-wide models that restructure curriculum to link students and faculty around a common purpose and to build a sense of cohesion and community. P-12 renewal and restructuring efforts over the last three decades have also led to the emergence of school-based communities, university-school partnerships, and professional development communities (Larrivee, 2000; Levine, 1997; Fullan & Hargreaves, 1996; Darling-Hammond, 1994). The positive benefits of such communities at all levels include improved student academic performance and approaches to the learning experience and increased teacher sense of efficacy, community, and empowered leadership (Thiessen & Anderson, 2001; Caine & Caine, 2000; Larrivee, 2000).

In addition, recent brain and cognitive research supports the need for the social context of learning communities since findings indicate that learning is predicated on experiential patterns specific to each person yet embedded in social context and interaction (Caine & Caine, 2000; Sprenger, 1999). However, the 19th and 20th century education models of learners passively receiving and reciting information provided by a single highly controlled source - the teacher - fail to accommodate the dual and concurrent needs for social interaction and independent cognitive cogitation (Fullan & Hargreaves, 1996). In order to transcend this traditional boundary for teaching and learning, we must reconfigure the learning environment to provide learning communities of healthy, thoughtful, caring social interchange (Larrivee, 2000; Watson, 1998; Fullan & Hargreaves, 1996; Noddings, 1992) - as an integral part of the independent and highly individual cognitive process. In this way, we facilitate increased learning among our highly diverse P-12 and college learners (National Learning Communities Project, 2002; Thiessen & Anderson, 2001; Royal & Rossi, 1997) as well as promote a greater sense of social belonging, engagement, and support (Hamm & Adams, 2002; National Learning Communities Project, 2002; Necochea & Cline, 2002; Thiessen & Anderson, 2001; Boudah & Knight, 1999; Higgins, 1999; Royal & Rossi, 1997).

Finally, if we generate similar types of learning communities among P-12 and collegiate teaching colleagues, we provide expanded avenues for experimentation and innovation in teaching and learning at all levels and support networks for meeting the ever changing demands we face in the shifting sands of our political climate and educational arenas (National Learning Communities Project, 2002; Mohr & Dichter, 2001; Thiessen & Anderson, 2001; Fullan & Hargreaves, 1996).

Teaching in Learning Communities II builds on and extends the introduction to creating caring learning communities and planning which began in *Teaching in Learning Communities I*. In this course, teacher candidates will focus on content knowledge and skills with greater breadth and depth and with an opportunity for application. This course advances students' study of learning community approaches which promote content-rich, research-based, and culturally responsive teaching; democratic and inclusive practices; and constructivist teaching and learning. Students will expand their objective writing and lesson planning to include developing units with a variety of related assessments. To enhance their understanding of the connections between planning, teaching, and learning across the curriculum, students will take the course *Teaching of Literacy* concurrently and have the opportunity for observation, practice, and application for both courses in a shared elementary school field experience.

Essence of the Course

a. Objectives of the Course

1. Teacher candidates will be able to demonstrate their advancing knowledge of how learning communities develop, are nurtured, and incorporate the larger communities of their setting by:

- Analyzing field placements in terms of the elements of a learning community, including people, roles, rules, norms, and routines (A3);
- Reflecting on and making inferences about the impact of cultural, linguistic, social, gender, and developmental diversity in the classroom and larger school community as evidenced by data collected from field placement interviews and observations (A2, B1, B3, C1, C3);

2. *Teacher candidates will be able to apply advancing instructional planning skills and dispositions toward collaborative learning communities by:*

- Applying objective, lesson, and assessment design skills to the design and teaching in field placements of brief, content-rich, inquiry-oriented instructional units in subject areas which reflect candidates' in-depth subject matter knowledge as well as their understanding of developmentally appropriate and standards-based student learning, including literacy and numeracy content, at that grade level (B1, C4);
- Designing a plan for formative and summative assessment of unit-related student progress which includes a project product and a portfolio and which reflects candidate knowledge, values, and skills as assessor and evaluator of student knowledge, skills, and dispositions A1, A3, B1, B2, C4);
- Designing a learning community plan, which outlines the management considerations needed for teaching the unit and delineates appropriate rules, roles, and routines needed to maximize learning in the specific context of teaching this unit (C2); and
- Presenting the unit, its delivery, and its assessment plan to class members, along with an analysis of how the unit reflected the candidates' knowledge, values, and skills as members, creators, and facilitators of collaborative instructional experiences that lead to meaningful and developmentally appropriate student learning (A2, A3, B2, B3).

b. Topical Outline/Content

Key Concepts:

- Classroom culture
- Culturally responsive teaching (including the idea that people learn differently; diversity)
- Collaborative teaching and learning
- Caring communities in high stakes academic environments
- Democratic classrooms and constructivist approaches in learning communities
- Implementing professional standards in instructional planning for learning community settings
- NJ Core Curriculum Content Standards
- NJ Standards for Professional Teaching
- Learning community approaches that go beyond "classroom management"
- Team building; listening
- Partnering with families and community groups
- The role of higher-order thinking in a learning community
- Assessment through learning outcomes that drive instruction
- Varied forms of formative and summative assessment

Key Skills:

- Planning and teaching units, including planning learning community approaches to promote instruction and learning
- Selecting research proven teaching strategies for units
- Modifying teaching approaches and materials to accommodate varied learners' needs and developmental levels
- Collaborating with peers and field teacher; beginning to collaborate with families and communities
- Applying reflection skills to the teaching process
- Applying interview skills

- Sharpening observation skills
- Describing the NJ Standards for Professional teaching
- Using outcomes to plan instruction
- Selecting developmentally and instructionally appropriate assessments
- Developing a learning community plan for teaching a unit

Important Course Activities/Outcomes:

- Research report on collaborative programs, initiatives, and models, including home and community partnerships, in elementary, middle, and/or high school settings
- Inquiry-oriented instructional unit plan, with plan for addressing learning community management considerations and assessment tasks
- Learning community analyses of course and field classes
- Classroom observations and reflective analysis
- School personnel interview, data synthesis, and reflective analysis
- Demonstrated success with teaming and willingness to engage in teamwork and team building
- Designing varied assessment tasks
- Presentations of unit plans
- Tangible evidence (through work products, discussions, reflections, and actions) of value and commitment toward collaborative teaching and learning, partnerships with families and communities, and planning and delivering varied instruction that meets diverse developmental, linguistic, cultural, social, and gender needs of students.

c. Evaluation of Students and Grading Procedure

An individually written research report, collaboratively prepared unit plan, and various in-class, field-based, and other tasks provide the foundation for evaluating student progress and grading their work.

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 in the College of Education were consulted:

- Elementary/Early Childhood Education, Robin McBee
- Secondary Education/Foundations of Education, Holly Willett
- Special Education Services/Instruction, Sandra McHenry
- Art
- Music
- Department of Reading, Cindi Hasit
- Co-Teach Program

Catalog Description

Teaching in Learning Communities I 0802.1##

This course for teacher candidates in Elementary and Subject-Matter Programs provides an introduction to the elements of successful, caring learning communities and will serve as a foundation for *Teaching in Learning Communities II* and future education courses. Teacher candidates will learn about, observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning. They will begin their understanding of the interactions between and among curriculum, planning, instructional approaches, assessment, culture, diversity, and management within a learning community environment. Field visits will provide the opportunity for teacher candidates to begin to make the connection between the content of the course and its application in elementary classrooms

Prerequisites: Teaching: An Introduction to the Profession; Characteristics of Knowledge Acquisition (0821.1##); Literacies in Today's World (0830.1##)

✓ DB
3/24/05