From: Allison Jon Hart-Young
Sent: Monday, October 8, 2018 11:35 AM
To: James A Muchmore
Cc: Allison Jon Hart-Young
Subject: Curriculum Course Request New Course ED5310 - E-2018-TLES-82; effective term: 201940

Please verify your data for New Curriculum Course Request for department: TLES; college: E. Go to the following URL to complete your worklist items: https://bwfp1.cc.wmich.edu:7102/wfbprod

Date of request: 07-OCT-2018

Request ID: E-2018-TLES-82

College: E

Department: TLES

Initiator name: Allison Hart-Young

Initiator email: allison.young@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: G

Proposed course data:
New Course ED5310
New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:
ED5310

2. Proposed credit hours:
3

3. Proposed course title:
Adolescent Learning and Development

4. Proposed course prerequisites:
Admission to Graduate Program for Secondary Teacher Certification

5. Proposed course corequisites:

ED5450, ED5200

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
CB

8. Major and/or minor restrictions:
Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
Banner codes to be determined.
'Post-baccalaureate Program for Initial Certification in Secondary Education'
'Master of Arts in Teaching: Secondary Education'

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
Graduate level only

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
 GR

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Adolescent Learning and Dev

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture/Lab/Discussion

20. How many contact hours per week for this course?

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
Yes

B. Please choose the applicable class level:
Graduate

C. Please choose Yes or No to indicate if this is a class for our current General Education program OR for the WMU Essential Studies program:
No

D. Explain briefly and clearly the proposed improvement.
The TLES department is proposing to create a 5000 level course that covers the material on adolescent development and learning needed for initial certification in secondary education. ED5310-Adolescent Learning and Development will serve to provide this content for the proposed program.

The ED5310 course prefix and number have been cleared by Kelly Oliver in the Registrar's office, 6/11/18.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
The TLES department, Program in Secondary Education, is proposing a new graduate certificate program and a new Master's degree program. This is to replace the current undergraduate program in Secondary Education. The existing undergraduate courses cannot be used. There are three recommended courses at the undergraduate level that students may choose to take prior to admission into the new program; two of these recommended courses are new courses. Therefore, the following new undergraduate and graduate-level courses are being created:

Undergraduate Coursework:
ED 3200 Clinical Experience in Education (3 credits) Pre-req or Co-req: ES2000
ED 4200 Clinical Rotations in Education (3 credits) Pre-req: ES2000

Graduate Coursework:
ES 5200 Education from a Socio-Cultural Perspective (3 credits) Pre-req: Admission into program
ED 5310 Adolescent Learning and Development (3 credits) Co-req: ES5200, ED5450
ED 5450 Curriculum and Assessment (2 credits) Co-req: ES5200, ED5310
ED 6320 Secondary Instructional Practice (1 credit) Pre-req: ES2000, ED5310, ED5450, LS6870
Co-req:ED6445, ED6455

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
Teacher education programs at WMU are accredited by the Council for the Accreditation of Educator Preparation (CAEP) which uses standards laid out by Interstate Teacher Assessment and Support Consortium (InTASC). The proposed course (ED5310) will address the following InTASC standards:

InTASC Standard 1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Sub-standards include: a,b,d,e,f,g,h,l

InTASC Standard 2 - Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Sub-standards include: a,c,d,g,j,k,l,m,n

InTASC Standard 3 - Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. Sub-standards include: b,n,o,p,q,r

InTASC Standard 9 - Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Sub-standards include: b,g,i,m,n

InTASC Standard 10 - Leadership and Communication: The teacher seeks appropriate leadership roles and opportunities to take responsibility for
student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Sub-standards include: o,q,r,t

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.
This curriculum change has resulted from a 2-year discussion between CAS concerning declining enrollment in the undergraduate programs housed in the CAS. Currently, each teachable major in CAS is considered a separate program. Many of these majors have only a handful of students, which is financially unsustainable.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.
The proposed course has no effect on other colleges, departments, or programs. Letters of support from the deans of CAS and CEHD, as well as the department chair of TLES/SPLS, are included within the certificate and graduate program proposals, supporting the creation of this new course.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.
This new course will serve a new iteration of the existing secondary education program that is currently housed within our department.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a

reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.
Currently, enrolled students will continue to have the current undergraduate courses available. A 3-year teach-out plan is attached. Current undergraduate students will be given an opportunity to apply for the new certification/certificate program(s). Proposed program completion is designed to take the same amount of time as it is to complete the current undergraduate program.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?
There has been consistent interest in a post-baccalaureate program over the last two decades. Anticipated students would be WMU undergraduates with interest in pursuing certification as well as other individuals who hold bachelor's degrees from accredited colleges and universities who are seeking professional teaching certification.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)
The proposed program will directly affect department (TLES) resources. Because the proposed program is a year-round program, alternative scheduling and summer contracts will be necessary for some secondary education faculty. ED5301 is offered only in Summer I semester because the foundational coursework occurs prior to the methodological and clinical coursework. Thus, certain faculty may need to be on an alternative schedule.

The proposed program will require a different advising structure than we currently use. Undergraduate advisors in CAS will need to be trained on the proposed program and will need to advise undergraduate students in such a way that they can pass the requisite MTTC subject area exam(s). CEHD advisors will also need training on the proposed program and the workflow processes to communicate with Post-Baccalaureate Program for Initial Certification in Secondary Education (PICSE) Director and/or faculty.

The current university resources (equipment, space, technology, and library holdings) should be sufficient to support the proposed course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.
Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or

from the admissions office in completing this section.
NA

O. Current catalog copy:
NA

P. Proposed catalog copy:
ED5310   Adolescent Learning and Development
This course examines theories of psychology related to adolescent development and learning in the context of contemporary public secondary schools. Students will discuss cognition, motivation, and self-regulated learning as well as Bio-psycho-social theories of human development. The intersection of identity development and socio-emotional development will also be explored relative to the period of adolescence. Program requires a grade of "CB" or better.   3 credits.
Prerequisites: Admission to Certificate in Secondary Education

Western Michigan University - College of Education and Human Development
Department of Teaching, Learning, and Educational Studies (TLES)
ED 5310: Adolescent Development and Learning
Summer I 2020: MW 2:30-5pm

Instructor: Office:
Email:
Office hours:

Course Description – 2019-2020 Graduate Academic Catalog

(http://catalog.wmich.edu/index.php?catoid=XX)
This course examines theories of psychology related to learning, motivation, and development. Students will discuss cognition, motivation, and self-regulated learning in the context of contemporary schooling practices. Bio-psycho-social theories of development will also be explored relative to the period of adolescence. Program requires a grade of "CB" or better.

Prerequisites: Admission to the Post-Baccalaureate graduate level program

Possible Course Texts and Materials (Required Materials):

There is no required text for this course. Course readings will be on e-reserve (pw=adolescence).
Recommended texts for this course include:
National Research Council/ Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn.* Washington D.C.: National Academy Press.
http://www.nap.edu/openbook.php?record_id=10421

National Research Council. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.
http://www.nap.edu/openbook.php?isbn=0309070368

Candidates will also be asked to choose <u>one</u> from the following. Please wait to purchase a book until this has been assigned:
- Cushman, K. (2005). *Fires in the Bathroom: Advice for Teachers from High School Students*. New York: The New Press.
- Cushman, K., & Rogers, L. (2008). *Fires in the Middle School Bathroom: Advice for Teachers from Middle Schoolers*. New York: The New Press.
- Cushman, K. (2010). Fires in the Mind: What kids can tell us about motivation and mastery. San Francisco, CA: Jossey-Bass.

Course Rationale

This course provides important background understanding in educational and developmental psychology for the preparation of future educators. These theories inform our understanding of growth and maturation as well as our understanding of how people learn and how they are

motivated. These theories can help us to consider the most effective instructional strategies and practices so that all students can learn effectively.

Course Objectives

Teacher candidates will be able to:

- Define, describe, and discuss adolescent development from psychological perspectives (e.g., biological, cognitive, moral, psychosocial) as well as socio-anthropological perspectives (e.g., institutional, cross-cultural, and historical contexts)
    • Compare and contrast different theoretical perspectives on adolescent development
    • Evaluate various theoretical perspectives with regard to conventions of contemporary scholarship
- Critically examine and discuss contemporary educational and youth development contexts
    • Evaluate contemporary schooling practices and policies
    • Apply theoretical psychological and sociological approaches to various learning and teaching
        approaches
- Discuss and evaluate their own learning and development
    • Evaluate and apply learning and self-regulated learning strategies and writing processes
    •. Examine beliefs, attitudes, dispositions, and values

MI-InTASC Standards met in ED5310:
Standard 1 - Learner Development, substandards a,b,d,e,f,g,h,i
Standard 2 - Learning Differences, substandards a,c,d,g,j,k,l,m,n
Standard 3 - Learning Environments, substandards b,n,o,p,q,r
Standard 5 – Application of Content, substandard f
Standard 7 – Planning for Instruction, substandard l
Standard 8 – Instructional Strategies, substandard j
Standard 9 – Professional Learning and Ethics, substandards b, g, I,m,n
Standard 10 – Leadership & Collaboration, substandards o,q,r,t

Instructional Practices

Methods

While this is officially listed as a "lecture" course, it will be run as a discussion/recitation. Given this, your fullest participation is expected. Because I believe in the active construction of knowledge and understanding, students will be expected to come to class prepared to participate fully in the class session. Being prepared means having done the reading, having taken notes, having ideas about the reading, etc. If you miss a class when an assignment is due, you may not be given credit nor will you be given the chance to make it up UNLESS YOU HAVE MADE PRIOR ARRANGEMENTS.   Also, since teaching is a collaborative endeavor, you may be asked to work with partners or in small groups. Credit will be incumbent upon instructor's discretion.

Assessment and Evaluation

Participation   25%
        A. In-Class Participation
        B. Informal Written Preparation
        C. Concept Mapping

Case 1: Self-as-learner	15%
Case 2: Fires analysis	15%
Case 3: Learners in Context	15%
Case 4: Diagnostic Assessment/Performance	15%
Final Essay – Essential Knowledge	15%

Instructional Practices

Methods

This is a graduate level course listed as lecture/discussion. As this is an intensive teacher education program, this course is organized as large group and small group discussion, with occasional lecture. Learning involves the active social construction of knowledge and understanding, and thus, candidates are expected to come to class fully prepared to participate in the class session with peers. Arrangements must be made for any missed class sessions or assignment due dates. Any opportunity to make up work will only be given when prior arrangements have been made. Credit for late work is incumbent upon instructor's discretion.

eLearning and TK20

The WMU eLearning classroom management system will serve several functions this semester, including but not limited to: downloading course content, submitting assignments, and receiving feedback from the instructor. There will be in-class tutorials on the technology tools utilized in this course during the first week of class. **Please check e-learning for instructions/rubrics and due dates for each assignment. It is your responsibility to be aware of your assignments and when they are due!** If you have questions, email or ask me prior to the day an assignment is due. If you have issues with the eLearning platform, contact the WMU help desk (http://www.wmich.edu/elearning/students/index.html) All assignments will be turned in in hard copy unless otherwise specified.

TK20 is an assessment and data management system that has been adopted by the College of Education and Human Development. The following evaluations should be uploaded to TK20 (NOT eLEARNING) for credit

- SELF Evaluation of dispositions
- Adolescent Development and Learning *Essential Knowledge Essay*
- Adolescent Development and Learning *Performance Assessment Essay*
- Clinical Experience *Final Review (Site Supervisor responsibility)*
- Clinical Experience *Professional Dispositions Form (Site Supervisor responsibility)*
- Clinical Experience Log Sheet

Policies and Procedures

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at http://catalog.wmich.edu/content.php?catoid=24&navoid=974 and the Graduate Catalog at http://catalog.wmich.edu/content.php?catoid=25&navoid=1030.

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. Please visit the following site for more information on WMU's Academic Honesty Violations: https://wmich.edu/conduct/honesty/definitions
In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

· Office of Student Conduct: www.wmich.edu/conduct
· Division of Student Affairs: www.wmich.edu/students/diversity
· Registrar's Office: www.wmich.edu/registrar and
www.wmich.edu/registrar/policies/interfaith
· Disability Services for Students: www.wmich.edu/disabilityservices.

Communication - It is the responsibility of the student to communicate individual needs and concerns is
a timely manner. Contact the instructor about attendance or assignments as soon as possible. Do no
wait until the night before or until the end of the semester.

Assessment
The following assignments will be used to assess student understanding of course materials and evaluate student performance throughout the course. Detailed DESCRIPTIONS along with RUBRICS are posted on eLearning. Due dates are on eLearning, the Course Schedule, and on the Grade Sheet. **The instructor may modify assignments, scoring, and/or due dates depending on the needs of the class.** I provide detailed feedback on your work, which will be handed in hard copy on the day they are due.

1. Active Participation/Professional Disposition
Active, meaningful participation is an important aspect of this course. To facilitate student learning and the development of instructional competencies, the following expectations guide student conduct in this course:

Attendance. **Every** seminar we will discuss new topics and ideas that directly affect the quality of your field experiences. Course attendance is critical to success. However, there are unexpected life events that may interfere with the ability to attend seminar. Students can miss one class period during the semester without penalty. If you miss any seminar session you are required to make contact with the instructor within 24 hours of the end of the missed class, although prior notification is expected. **After you have missed a class, it is highly recommended that you get information from classmates about what was missed (three before me) and remember to collect missed assignments at the next class session.** Attendance will be taken every class session, and class will start on time. Three tardies or early exits will be considered an absence. **More than one absence may result in a deduction of your grade and may impede forward progress in the seminar/placement.**

A. Participation. Teacher candidate success is contingent upon active and prepared participation in class activities and discussions. Engaging in class discussions, posing questions, clarifying ideas,

and providing examples all help us to have a better understanding of course material. Your efforts in class will be recognized and will become part of your overall participation grade. Basically, attendance will count for something, both for your learning as well as your grade. Please note, *tardiness will be noted and factored into the class participation grade*. The instructor will request a conference with students if concerns over participation arise. You may monitor your participation via e-learning.

After a great deal of thought and research, I have chosen to engage in low-digital technology pedagogy. This means that I would encourage you to use hand-written notes rather than taking notes on your laptop or mobile device. This may seem archaic, but current studies (i.e., Mueller & Oppenheimer, 2014) are indicating that non-digital mediated notes are better for learning.   I will expect your presence and engagement in the classroom for the entire class session. I will make my best effort to keep things engaging.

B. <u>Preparation</u>
You will be asked for various kinds of written preparation in this course. You will be asked to read and react to current research about secondary education. Class sessions will provide an opportunity to critically analyze these readings, and help to transfer content to practice in the field. Most readings will be accompanied by a written record of the reading. These include, but are not limited to: Entrance/exit tickets, reaction pages, reading questions, Cornell notes, etc. These will be described in greater detail on e-learning and may be discussed in class as they arise. Notes are due the day of the discussion. If you work with other people in the class, you will need to acknowledge this fact and recognize that your notes must not be identical. If your notes are identical to someone else's neither party will receive credit.

C. Concept Mapping
You will be responsible for building your own knowledge in this course. One way we will do this is through Concept Mapping. Throughout the semester, you will <u>identify main and supporting concept</u>s from your readings and our class discussions. These will be recorded on note cards that you will retain – you will need them for this assignment. Periodically, groups will work on an evolving map that they construct over the course of the semester. Some class time will be provided for groups to discuss their concept map, but you may also need to meet outside of class as well.

In groups of three or four, you will collaboratively <u>construct and explain a graphic representation of the course content</u>. Concept maps demonstrate how concepts are related to and influenced by each other. On the concept map, the size and location of the concepts reflect their relative importance to the field and to each other. Links are used to explain the relationships between the concepts presented.

You will keep a log of each iteration of the map, with the rationale behind the selection, placement and connections of the concepts. At the end of the semester, each group will develop a final concept map using https://bubbl.us/ . This work will be instrumental for your Essential Knowledge essay (final).

The grading system for both the informal written class assignments and discussion will be as follows:

3 = Demonstrating understanding of the readings for the week by using concepts from course and readings to help explain or justify verbal or written comments; writing a *thoughtful* answer to an assignment; active involvement in class; asking *good, thoughtful* questions; responding to other students' comments in a *responsible, constructive* manner.

2 = Demonstrating active listening to discussion; asking clarification questions about readings for the week; attempting to answer written assignments in a reasoned manner based on past experience and some psychological knowledge or use of course concepts.

1= Demonstrating limited attention to class; physically present but not listening or engaged in discussion (e.g. asleep, zoning, texting or excessive phone surfing, etc.); active attempt to take class discussion off task; attempt to answer assignments in a minimal way.

0 = Absent from class session;; absent when written assignment is discussed in class or turned in; no real attempt to answer class assignment using course concepts, or no attempt to answer assignments in a reasonable or thoughtful way.

2. Written Assignments

Teacher candidates demonstrate understanding of seminar materials and content through the successful completion of assignments. All assignments must be typed and submitted in hard copy, unless otherwise specified. All assignments must be turned in on or before the due date to be graded. Unexpected life circumstances may inhibit you from turning in an assignment on time; you must contact the instructor for permission to turn in an assignment late. It is not acceptable to ask for an extension more than one time. <u>No other late assignments will be accepted. These **additional late assignments will be recorded as a "zero."**</u>

<u>Case-Based Instruction</u>

Case-based instruction has been around for more than twenty years. For instance, in the late 1980s, Harvard Medical School changed its entire curriculum over to case-based instruction. It is similar to Problem-Based Learning (PBL), but does have some differences. We will be using four cases as the anchors for our work in this course: 1)self-as-learner, 2)examining learners in school contexts (Fires), 3)learners in youth serving settings (field experience/service learning) or Socio-anthropological analysis, and 4)learners in classroom contexts (diagnostic). You should be cueing into the theme here – learners. Each case will require you to develop an evidence base before you can do an analysis. Most of our assignments will ask you to create artifacts that will become your evidence.

Cases begin with evidence. In some cases, the evidence will be "out there" and sometimes you will be creating the evidence from your experience. The writing assignments in this course will require you to practice four kinds of expository writing (description, comparison, problem and solution, and narrative dispersion) and two kinds of narrative writing (description and reflection). You may find that you are stronger with one kind of writing than another – that is to be expected given that you will have varied experiences with reading and writing.

<u>**Cases 1 - 4 (15% each)**</u>

For us, the case approach will include some or all of the following:

1) **Review the case** with attention to the evidence in front of you, distinguishing observable evidence from conjecture.

- **summarize** case in one page using evidence provided, identifying key ideas or themes

o Identifying what appears to be working well (identify strengths)

o Identifying issues, questions, or problems to be negotiated (identify areas where focused attention might be needed)

o Identify what assumptions are operating (what is behind what is happening)

2) **Specify the idea or question** raised in the case

3) **Describe and discuss research-based ideas or approaches** to issues, questions or problems, considering how each approach might work toward solving the problem

- identify 4-8 peer reviewed articles

- **synthesize** information from articles using organizational strategies

4) **Choose an approach to apply** and discuss the implications of said approach

      - provide one or two specific suggestions

      - give examples of what that might look like

Specific Case Descriptions

Case 1 – Self as Learner

This case uses the self as the subject of analysis and will answer the questions "Who am I as a learner? How did I get here? What does it mean? How might this influence who I am as a teacher?" The following items will serve as the evidence for this case:

o **Beliefs About Learning & Teaching** - During the first course session, you will complete a survey that asks you to assess yourself on your beliefs about learning and teaching. You will receive a score sheet giving you some feedback about these beliefs. You are to consider your scores, compare them to the averages, and write a reaction. You may need to use the glossary and/or index in the textbook to look up some of these concepts. What do you think? Would you like to change? If so, how?   See e-learning for more details.

o **Personal demographics** - Write a detailed description of where you spent your adolescence. Start with the hometown and then move onto the schools. How big is the city/town you are from? Who are the major employers? How diverse is the community? Ethnically? In terms of religious practice? In terms of socio-economic status? What is the median income? Where do people work and what do they spend their leisure time doing?   Is the community proud of the schools? In what ways?

What school/school district did you graduate from? How many schools in the district (elementary, middle school/junior high, high)? How many students attend the school? How is the school organized? What is the school day like? The school may draw students from several neighborhoods. How do these neighborhoods compare and contrast? How diverse is the school, ethnically? Religiously? What is the free & reduced lunch rate in your school? What is the

graduation rate? What is the attrition rate? How many graduates attend accredited two-year post-secondary programs? Accredited four-year post-secondary colleges/universities?

After providing a detailed and thorough description, discuss what it was like for you to grow up in this community. What do you think are the strengths of the community? What would you want to change? Why? Keep in mind that you will need to cite your sources for this paper.

- o **Critical Experience Reflection** - You will write a 4-5 page descriptive narrative based on an experience in which you feel that you really learned something significant. This should be something that occurred during your time in secondary school. It should be written in first person, active voice and it should focus specifically on YOU as a learner, rather than about a teacher or coach. This assignment is assessed on the focus of the description, the reflection on the perspective of the adolescent (inner thoughts and feelings), the transformation involved in the experience (how it affects you today), and the overall quality of the writing.

- o **Summary –** This essay will show the reader what you have learned about yourself. Summarize the evidence taken from your earlier papers (self-assessment, demographics, critical experience reflection). You want to condense your data without losing the gist of it. The first three or four paragraphs will be a summary of your **demographics** (Town, District, School demographics - showing me the data in each section). This leads right into the paragraphs where you present your **CER**. Provide a description so that the reader has a sense of what happened. And finally, you will discuss the main points of your **self-assessment**, broken down by paragraphs on motivation, cognition, and self-regulation.

The last few paragraphs will summarize your data as a whole - do you see any themes that run throughout your data? Is there something that stands out to you that you want to know more about? Something that piques your curiosity? You will present two possible questions raised by your data. These will need to be researchable questions that you want to pursue. Of course, I will give you feedback that will help you to refine your question.   This question will be the transition to the remainder of the Case 1 analysis paper.

An excellent summary will employ transition sentences between the data sources.   This essay is the INTRODUCTION to your analysis.

- o Create a matrix so that you can see where the ideas in these articles overlap. You'll find a matrix template in e-learning. **Research –** Find at least 4 peer-reviewed (4-6 is what I'm looking for, 7 is considered exceeding expectations), scholarly, peer-reviewed articles on your topic or question. Present these in a **Reference** page using APA 6ed format.

- o **Analysis –** Using your research, you will compare what the research says to what your evidence says. What does the research say about your experience? Find three main points to address in your analysis.   Conclude your essay with an implications section that provides at least two specific suggestions with

examples of how you would use these in the classroom. Please be sure to
include your references in APA format. More specific instructions can be found
on e-learning.

Case 2 – Fires Trilogy Analysis
This case uses the *Fires* texts as the subject of analysis and will answer questions like "How do
middle and high school students think about schools and learning? Why might they have this
perspective? What does it mean to me as a teacher candidate?" This assignment is an example
of complex instruction (Cohen, Lotan, Scarloss, & Arellano, 1999) and is designed to help
candidates learn about the Jigsaw method (Aronson, Blaney, Stephin, Sikes, & Snapp, 1978) as
well as course concepts through the Fires trilogy.   You can find more information on these ideas
here:
http://www.jigsaw.org/
http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi

The following serve as evidence for this case:
- **Individual notes on book** - you will choose to read one of the three *Fires* texts
  by Kathleen Cushman. You will take notes on things you see as dominant
  themes as well as identifying what questions are raised for you coming out of
  this reading. What do you continue to question/wonder about? It is expected
  that you will have no fewer than three or four pages of typed notes for this
  reading as the first artifact in this assignment. This assignment will run through
  the course of the semester and you should be organized.

- **Group (Expert) notes on book** - you will use the notes you've taken for the
  individual notes during an in-class discussion of your text.   Since everyone in
  the group will have read the same book, as a group you will identify major
  themes and create a set of discussion points/talking points that you can use to
  convey the main ideas to someone who hasn't read the book. The artifact for
  this part is one set of notes that synthesize the discussion of your text. Each
  group will provide one set of notes that synthesize the discussion of your text.

- **Group (Sharing) notes on trilogy** – You become the expert on your book. You
  will be assigned to a group of three (or four) where you will represent the book
  you read in a discussion of all three Cushman books. Each person will
  summarize the main discussion points he or she developed in the Expert group
  along with the questions he or she identified. Listen for similarities across the
  three books, as well as ideas or concepts that seem particularly important from
  the readings. Cushman's data come from conversations with students. What
  are some issues you would like to know more about? Identify two to three
  questions you would like to explore with scholarly research.

You will need to present discussion points developed in the Expert discussion as well as listen for
discussion points of others. The artifact for this experience will be a paper that presents a brief
summary of each Fires text. Then, you will explore the overarching themes in all three books as

well. Your group will identify three questions or themes they would like to explore based on Fires. I will review these questions and refine the questions and search terms that will get you your best results.

I'm expecting a three to five-page summary of the main issues in the three books (synthesis) and a set of questions that you will use to further your understanding of some of the issues involved in these books. There will be one product per group.

- o **Group Annotated Bibliography**- Your group will have a question that you derived from your readings of Fires books. You will research that question using contemporary scholarly literature. An annotated bibliography you prepare is the artifact for this exercise. An annotated bibliography is a bibliography with short summaries of the articles below the APA citation. A sample annotation appears below.

You will write a one-two page summary of evidence for your question using examples from Fires (probably a revised version of your Group-Sharing notes, actually). Show me how you arrived at your question. Then, each person in the group will find at least three scholarly articles (in education) that respond to the question. Each person will write annotations for the sources they find. An annotation is the citation for the article and then a brief synopsis of it. The synopsis must be in your own words. Because your annotations will be in alphabetical order, I would like each individual to have a way to distinguish their annotations. The easiest way is to use a color coding system for the citation only.

You will need to review your literature to identify two to three main ideas or themes that come from the articles you found. How do these main ideas/themes address your question? Discuss these two or three main ideas or themes in a summary discussion. Connect the main ideas to your evidence in Fires. Finally, what does the scholarship tell us about what we can do in our classrooms? From your scholarship, give two specific suggestions for teachers to use with secondary students.

To recap the instructions, this paper has an introduction (the summary of evidence from Fires and the question), a body (the annotated bibliography), a summary (a discussion of themes identified in the scholarship connected to evidence), and a conclusion (the implications for teaching and learning). You will turn in one paper per group.

Sample annotation:

Jennings, P.A. & Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79(1), 491-525.

In this article, the authors address the importance of social and emotional competence (SEC) in educational relationships. Specifically, they address the need for teachers to develop strategies and skills in order to create effective classroom climate. They discuss several models of social and emotional competence with emphasis on how this influences student motivation and learning. They also offer several ways to promote teachers' social and emotional competence, such as mindfulness training and practice. The thrust of the article it to help teachers to develop strategies that will prevent burn out and foster more effective classroom climate.

This article has a number of implications for teachers of the students Cushman interviewed. It addresses the middle and high school students' concerns about their social environment in school and it also addresses issues of motivation raised in Fires in the Mind. [paragraph should continue on to illustrate these connections]

Case 3a – Learners in Youth Serving Settings
This case uses the service learning site as the subject of analysis and will answer questions like "How does context influence learning and development? What considerations must I make to context as a teacher?" The following serve as evidence for this case.

- o **Demographics paper for site** -Write a detailed description of the community in which you are serving. Start with the hometown and then move onto the schools. How big is the city/town? Who are the major employers? How diverse is the community? Ethnically? In terms of religious practices? In terms of socio-economic status? What is the median income? Where do people work and what do they spend their leisure time doing?   Is the community proud of the schools? In what ways?

How is the school/school district structured? How many schools in the district (elementary, middle school/junior high, high)? How many students attend the school? How is the school organized? What is the school day like? The school may draw students from several neighborhoods. How do the neighborhoods compare and contrast? How diverse is the school, ethnically? Religiously? What is the free & reduced lunch rate in the school? What is the graduation rate? What is the attrition rate? How many graduates attend accredited two-year post-secondary programs? Accredited four-year post-secondary colleges/universities?

After providing a detailed description, you might want to consider what it is like for students who have grown up in this community. What are their perceptions of the community and the schools? What do they think are the strengths of the community? Of the school? What would they like to change, if they could? You will need to interview several different students during the tutoring sessions to be able to write this effectively.

- o **Journals** – each service learning meeting should be reflected upon with a journal entry. Compiling your weekly journals, what are some themes you see in your writing? What stands out to you as something you want to know more about? In three to five pages, summarize your journals and identify two questions you have about what you have observed in your Academic Service Learning experience. Please be sure to use quotes from your journals and cite the date these were taken. Every time you go to the service site, you will write a full page (or two) summary of what you experienced and learned.

- o **Interview/Conversations with youth** - Using some of the ideas described in the self-assessment, discuss the learning and motivation processes you see in your tutoring/mentoring. You are welcome to talk with the students about their perceptions. How do they understand learning? Motivation? Self-regulated

learning? What do they see as their own strengths? What do you see as their strengths? What may be obstacles for them?

- o **Service Learning Final Reflection** - Using a summary of your demographics paper, your journals, and any scholarly resources you would like to include, write an essay that responds to the following questions:

Given what you've written in your demographics and in your journals, what have you learned from the service learning experience?
How did this experience affect you as a person? As a future teacher? As a member of the larger professional community?
How do you think this experience will affect the way you engage with your teacher education courses?
How did this experience inform how you think about your own cultural background? About the background of the learners you worked with?
How did this experience affect how you relate to students? What does the research say about all this? Give examples as you discuss these questions and other reflections from the experience. Compare and contrast your experience with the scholarship you have explored in this class.

Your paper should begin with your demographic description of the service site as the introduction. Please respond to the questions above in narrative form and be sure to give examples from your data (journals, etc.). Use these experiences and others you've had in the site to respond to these reflection questions. Your paper should be in the range of 7-10 pages, which begins with your demographic description of your site and/or the explanation of the service you worked on this semester. If you worked with KPS, you will want to look up the GEAR UP/Upward Bound program descriptions. Remember that I'm looking for you to go into depth in your responses to these questions and it will benefit you to provide me with elaborate reflection (explain the inner experience to me).   Cite any sources you use (U.S. Census, etc.) using correct APA format.

Case 4 – Diagnostic Assessment (15%)
This case is your final exam where you will use the knowledge you build in this course to examine and discuss a teaching/learning episode.   On the first day of class, we will watch a teaching case together, taking careful notes on what we see. These notes will be used at the end of the semester when we watch the case again, this time with concepts and theories at our disposal. The artifacts here are the following:

- detailed, typed notes from the first viewing of the case on the first day of class.
- detailed, typed notes from the second viewing of the case at the end of the semester.
- a thorough discussion of the case deliberately and effectively:
1) evaluating the teacher in the case, using InTASC Standards (**Performance Assessment**)
2) explaining their evaluation using course concepts, cited using APA format

More detailed discussion of the artifacts, etc., can be found on e-learning.

Here is the APA citation for the video:
Smithsonian Institution Astrophysical Observatory in association with the Harvard-Smithsonian Center for Astrophysics. (Producer). (1997). Case studies in science education: Erien, year 2 – grade7 [VoD]. Available from http://www.cfa.harvard.edu/smgdvl/cas/CAS007.mp4

Learners and Learning (Essential Knowledge) Essay (15%)
You should keep all of your work for ED3000 in a folder on OneDrive (our email system at WMU) or in Google Docs. You will need to re-assess yourself at the end of the course to see if you have experienced any changes this semester. In addition, you will build on this coursework throughout the Teacher Education Program, so you will want to be able to access it later. During your internship, you will be asked to demonstrate competency in ten standards (InTASC) and the work you do in this course will likely fall into Standard 1 and 2, but keep an eye on 9 and 10, too. This assessment will look at Essential Knowledge. These assignments will be loaded onto TK20 and used to assess your progress in the Teacher Education Program.

In an essay (individual), you should explain what you know about learner development, learning differences, and leadership and collaboration. Then, you'll explain your own professional learning. Specific expectations can be found in the rubric for this assignment. Be sure to support your assertions with evidence from your course readings and class discussions as well as your concept map (cited in correct APA format, both in-text and references).

Part one of this essay deals with learner development, learning differences, and leadership and collaboration. I'll expect you to be able to describe and explain the learning process, developmental influences on learning and motivation, and the importance of the cultural context in learning (Standard 1); individual differences in learning, learners' assets for learning, and cultural responsiveness in teaching and learning (Standard 2); and contributing to the common school culture (Standard 10).

Part two of this essay asks you to reflect on your own development here in this course (Standard 9). Specifically, reflecting on the development of your practice (knowledge, skills, and dispositions) and on the development of your personal identity as it influences your perceptions and expectations.

 I am expecting thoughtful responses with <u>detail and evidence</u>. In addition to citing sources from readings in the course, I will ask that you make clear what standard you are writing to. In order to accomplish this essay effectively, you should be writing no less than one page per subsection (10 page minimum). You are free to write until you feel you have sufficiently covered the content.

The InTASC standards (typically focusing on Standards 1 and 2, though you may see others) can be found using this PDF link: (InTASC_Model_Core_Teaching_Standards_2011 (2).pdf)

The rubric for this final essay assessing Essential Knowledge will be provided on e-learning.

Rubrics - Assessing Cases

The "evidence" papers that you will write will be assessed on a three-point scale, as follows:

3	2	1
Exceeds Expectations	Meets Expectations	Focused Attention Needed
The essay goes beyond what is required for the assignment.	The essay is solid and will allow you to make use of it as a piece of evidence.	The essay may require revision due to content, organization, or mechanics.

Cases will be considered on the quality of the evidence provided as well as the effectiveness of the analysis. Therefore, all evidence needs to be present prior to engaging in analysis. Reference to the evidence must occur in the appropriate sections of the analysis write up. In addition, research-based support must be present to support the analysis and each case must include between 4 and 7 peer-reviewed articles. The rubrics used to evaluate your work are adapted from this:

	3 Exceeds Expectations	2 Meets Expectations	1 Focused Attention Needed

Summation of evidence	Narrative refers to evidentiary trail explicitly using and reflectively.	Narrative refers to evidence consistently and appropriately.	Narrative makes minimal reference to evidentiary trail; assumes reader has prior knowledge.
Questions about the case	A thoughtful, researchable question appears in the narrative and is referenced throughout.	A thoughtful, researchable question appears in the narrative.	Question is unclear or does not follow the evidence.
Discussion of Main Points from Research.	Three to five themes to consider are presented with a thorough discussion of each.	Three to five themes to consider are listed.	One or two themes to consider are listed.
Suggestions for improvement and Implications	Two or more suggestions are presented with discussion of implications.	One or two ideas are presented with minimal discussion of their implications.	One or two ideas are presented and rhetorical implications presented.
APA format	Follows correct APA format in references AND citations.	Follows correct APA format in references OR citations.	Does not follow correct APA format in references AND citations.
Source Quality		Current, peer-reviewed, scholarly articles from a variety of journals/authors are used.	Some non-peer reviewed articles are used; no variety in journals/authors.
References	7 or more references	4-6 references	3 or fewer references

**Specific rubrics are available on e-learning.

Grading System
A note about checks, rubrics and other alternative grading systems: The grading system in this course is intended to orient the candidate to focus on improvement and the effort that you put into the course. Most of your assignments will be assessed using a system that will show you where you can improve and we will often discuss in class how that improvement might happen. All rubrics have a conversion scale and percentages are assessed based on the final

draft of an assignment. You are not obligated to revise, but it does tell us about your effort in the class.

Grading Scale
Major/formal assignments will be assessed using the following scale:

A = 94-100%	C = 73-77
BA= 88-93	DC= 68-72
B = 83-87	D = 63-67
CB= 78-82	E = 62 and below

Most often, the rubric used for assessing an assignment will display a score-grade conversion chart.

Incompletes
 A grade of incomplete will only be given only in extreme situations. A written request with justification is required. Please contact the instructor as soon as possible should concerns about an extreme situation arise.

	Sum1	Sum2	Fall	Spring
2018-2019			ES2000	ES2000
			ED3000	ED3000
			ED4060	ED4060
			ED4065	ED4065
			ED4086	ED4086
			ED4085	ED4085
2019-2020			ES2000	ES2000
			ED3000	ED3000
			ED4060	ED4060
			ED4065	ED4065
			ED4086	ED4086
			ED4085	ED4085
	*Applications for first cohort due Jan 2020			
2020-2021	ED5450		ES2000	ES2000
	ED4060		ED3200	ED3200
	ED4065		ED3000	ED3000
	ES5200		ED6320	ED4200
			ED6445	ED6452
			ED6455	ED6455
			SCI4040	ED4085
				ED4086
2021-2022	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED3000	ED3000
	ED4060		ED6320	ED4200
	ED4065		ED6445	ED6452
	ED6452		ED6455	ED6455
	ED6455		SCI4040	ED4085
				ED4086
2022-2023	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED6320	ED6452
	ED6452		ED6445	ED6455
	ED6455		ED6455	

			SCI4040	
2023-2024	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED6320	ED6452
	ED6452		ED6445	ED6455
	ED6455		ED6455	
			SCI4040	