



School of Social Work

**Student Proposal for School of Social Work**

**Teacher Traineeship: SWRK 5970\***

**\*Use this form if you are proposing to teach a particular course under the direction of a faculty member to develop teaching competencies.**

**\*Note: Only full-time faculty are eligible to precept a student in an independent study**

→**Date:** 2/20/14 (SWRK 5970 proposals are required to be to the Curriculum Committee Chair for review by 11/1 for Spring semester, 3/1 for Summer I and II, and 7/1 for Fall semester proposals)

**I. STUDENT INFORMATION:**

Name: A. Student	269-555-1234
Address: 100 Schoolview Drive	City/State/Zip: Benton Harbor, MI 12345
WIN #: 12345678	Anticipated Graduation Date (mo/yr): 5/15

Please check all that apply:

Undergraduate

Graduate Program:

Advanced Standing:  Year One  Year Two

(PT AS only)

Full Time:  Year One  Year

Two

Extended Study:  Year One  Year Two

Year Three

Program Site:

Grand Rapids  Kalamazoo  Southwest

## **II.FACULTY SECTION OF PROPOSAL:**

Course: SWRK 6420	Semester: Fall, 2015
Year: 2015	Credit Hours: 3
Sponsoring Faculty: B. Wallace	1. How often will you meet with student?: 1x week 2. Format for meeting (e.g., in-person, telephone, synchronous on-line, asynchronous on-line): by phone every other week; in person every other week  3. Length of each meeting: 1 hour

→ **Title: Teacher Trainee SWRK 6432**

- **Rationale for teacher traineeship** (specify how this will add to the student's knowledge, skills, and values and be differentiated from a currently available course): This Apprenticeship permits the students to develop a skill set not available in traditional coursework.
1. A student or students cannot do a teacher traineeship in a course they are currently enrolled.
  2. Undergraduate students must have a minimum of Junior status and may only propose a SWRK 5970 for an undergraduate course.
  3. Graduate students may propose a SWRK 5970 for either undergraduate or graduate level courses.
  4. Student must provide documentation that they have taken the course or an equivalent course they are proposing to do an apprenticeship in and received a minimum of a B/A.
  5. A course must not be taught by a student or students in a traineeship in lieu of the faculty of record. The traineeship is collaboration between the faculty sponsor and the student with the faculty teaching the majority of the class.
  6. When a student trainee is teaching during a class session, the faculty of record must be present.

7. Students and faculty proposing a teacher traineeship must have the proposal approved by the Curriculum Committee with final approval by the Director of the School of Social Work prior to beginning the apprenticeship.
8. If more than one student is proposing to be a traineeship for the same course section, the faculty must provide rationale for the number of teaching apprentices in the SWRK 5970 application forms, separate proposals must be submitted by each student must be approved by the Curriculum Committee Chair and the Director of the School of Social Work.
9. A proposal using the SWRK 5970 application form must be submitted by the instructor of record to the Social Work Chair of the Curriculum Committee (CC) for review. If approved by the CC, the proposal will be forwarded by the Chair of the CC to the Director of the School of Social Work for review. Either the Chair of the CC and/or the Director of the School of Social Work may return the proposal to the Instructor of record with suggestions for revision, full approval, or denial.

→**Documentation attached that student has completed the course they propose to do an apprenticeship and earned a minimum grade of BA:**      x Yes       No

→**Please provide a narrative of the activities you will be involved in relative to precepting the student in the teacher traineeship:** The trainee will solely be responsible for teaching on class period (negotiated with sponsoring professor). It will be the role of the Apprentice to assign readings and homework for that class. Additionally, the Apprentice should be prepared to instruct content during all class periods at the instructor's discretion, and related to the program content. Evaluating student assignments and providing feedback will be important roles. The comprehensive program evaluation assignment will be segmented to allow the students maximum feedback from the TA and the instructor. The TA will serve as a point of contact for student questions and communication, as needed.

1. College-level instruction and learning evaluation experience,
2. Class session planning and delivery,
3. Specialized learning with targeted readings and discussion in seminar on working with Gen X-ers, Millennials, and the Adult Learner,
4. Distinguish training from pedagogy (and to pronounce it correctly!),
5. Formulate this apprenticeship experience into a teachable format that I can replicate in future classes for adult learners
6. Learn how to engage students,

7. Implement Kirkpatrick's Levels of Learning,
8. Learn teaching tools, tips, and strategies,
9. Gain insight into my own teaching style,
10. Practice classroom management techniques, and develop skills regarding classroom management,
11. Learn how to set up a syllabus, teaching modules, and skill assessment measures.

→**If you are requesting more than one student apprentice for this course, please provide rationale for how each student will be able to do unique learning and contribution in the SWRK 5970 course:**

### **III. STUDENT SECTION OF PROPOSAL:**

**1. Proposed role for teaching apprenticeship (specific details about proposed tasks and responsibilities):** Leadership and interpersonal skills are pertinent to graduate student development in a scholarly setting. Teacher Trainees (TTs) will positively interact with students to cultivate a supportive learning environment, including the evaluation of how knowledge on the content matter is obtained. TTs will also gain a deeper understanding of the Program Evaluation course and how to teach and apply concepts in “real world” scenarios. The TT will assist in building a curriculum, including readings, assignments and quizzes. This allows the TT to learn planning and organizational skills similar to the content of social work programming.

1. Attend weekly consultation with faculty sponsor on teaching tools and strategies with instructor,
2. Assist in the development of the course syllabus, rubrics, and assignments,
3. Be the first 'read through' in grading papers and assignments,
4. Independently prepare and deliver three hours of course content to students,
5. Co-teach with instructor a minimum of three hours (does not include prep time),
6. Keep a log to react to thoughts about observed instruction, and how it does/does not relate to what was covered in seminar,
7. Assist with the development of a grading matrix, and final course grading,
8. Review and discuss Kirkpatrick's Levels of Learning, Bloom's Taxonomy, and Beady's social theory in addition to books on the attached bibliography.

## 2. Teaching activities that will be used in the apprenticeship:

- Prepare lesson plan     Observe class lecture     Facilitate class activities     Research topic
- Deliver class lecture     Develop online content     Develop rubric     Develop assignment
- Tutor students     Manage study groups     Project management     Revise syllabus
- Other

### **Relevant EPAS and Products: List the proposed product(s) (e.g., observation, paper, teaching module, etc.) for the traineeship, upon which learning will be evaluated**

Competencies: E.P. 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

E.P. 2.1.3 Apply critical thinking to inform and communicate professional judgments.

#### Practice Behaviors & Commensurate Activities:

E.P. 2.1.1--PB1 Advocate for client access to the services of social work

PB2 Practice personal reflection and self-correction

PB3 Attend to professional roles and boundaries

PB4 Demonstrate professional demeanor in behavior, appearance, and communication.

PB5 Engage in life-long learning

PB6 Use supervision and consultation

E.P. 2.1.3.--PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

PB12 Analyze models of assessment, prevention, intervention, and evaluation

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues

#### Outcomes:

1. Keep a journal on how the instructor engages the students, and the approach to pedagogy used
2. Compare this information with the articles on adult learners and other readings.
3. Develop formative and summative assessment for use with students and the course (in collaboration with Dr. Barton),

4. Improve general teaching skills, as measured by pre/post-test knowledge,
5. Develop a storyboard for each class this traineeship will teach, and Examinations.

Products:

**Core readings:** List *at least three* references that the student will read as part of the Independent Study

Student (signature):	Date:	Comments:
Social Work Faculty Sponsor:	Date:	Comments:
SSW Curriculum Committee Chair:	Date:	Comments:
SSW Director:	Date:	Comments: