The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ / (mm/dd/yyyy)
Date Effective:	/ / (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education	Dept: C&I
Contact Person: Rebecca Schneider	Phone: 2504
Email: Rebecca.Schneider@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: CI 8650	Course Alpha/Numeric: CI 8650
Course Title: Advanced mentorship	Course Title: Teacher Learning and Education
Credit Hours: 3	Credit Hours: 3
Cross Listings: CI 6650	Cross Listings: CI6650
Prerequisites: none	Prerequisites: none
Catalog Description: Investigates theoretical frameworks for mentoring in reform-oriented teacher education. Mentors' roles as collaborators for student learning, guides and partners for teacher learning, and professionals and leaders in classrooms are examined.	Catalog Description: Designed for future teacher educators and teacher leaders. Investigates frameworks for teacher knowledge, learning, mentoring, and program design. Teacher educators' roles as leaders for teacher learning and improvement are examined.
UNIV CORE: ☐Engl ☐ Hum ☐ Math ☐Sci ☐ Soc Sci ☐ US Culture ☐ Non-US Culture	UNIV CORE: ☐Engl ☐ Hum ☐ Math ☐Sci ☐ Soc Sci ☐ US Culture ☐ Non-US Culture
TRANSFER MODULE: ☐Arts & Humanity ☐ Engl ☐ Math ☐Soc Sci ☐ Natural Sci & Physics	TRANSFER MODULE: ☐Arts & Humanity ☐ Engl ☐ Math ☐Soc Sci ☐ Natural Sci & Physics

Reason for Change: The name and catalog description are being updated to better describe the course content, to be more informative for graduate students in education, and to be consistent

with language used by the State of Ohio for teacher leaders (new language is being used by the state for licensure and standards for teacher leaders).

Has course content changed? ☐Yes ☒No

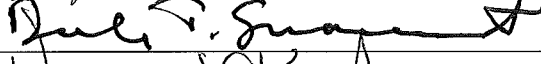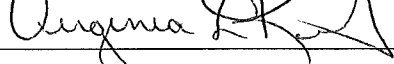If Yes, give a brief topical outline of the revised course:

NOTE: *Please attach a copy of the syllabus or course outline.*

Has the course changed from a non-core curriculum course to a core curriculum course?
☐ Yes ☒ No
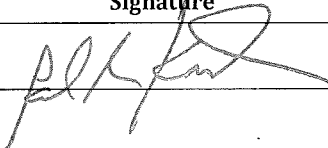
List any course or courses to be dropped:

APPROVAL:

	Signature	Date
Department Curriculum Authority:	*Rebecca Sohoush*	2-12-13
Department Chairperson:	*Zuph Chivalt*	2/12/13
College Curriculum Authority:	*Dule S. Suou*	3/13 Lv3
College Dean:	*Virginia R*	3/14/13

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUCC or Graduate Council Curriculum Chair:	*[signature]*	4-16-2013
Faulty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

CI 8650 Teacher Learning and Education
Course Syllabus

Instructor: Dr. Rebecca Schneider

Email: Rebecca.Schneider@utoledo.edu (preferred)　　　　Phone: 530-2504

Office Hours:　　　　Office: 2000KK Gillham Hall

Time/Location Course:

Course online site: http://alcot.utoledo.edu

Catalog description
Designed for future teacher educators and teacher leaders. Investigates frameworks for teacher knowledge, learning, mentoring, and program design. Teacher educators' roles as leaders for teacher learning and improvement are examined.

Overview
Teacher Learning and Education is designed for future teacher educators and teacher leaders. In this course, students investigate theoretical frameworks for teachers' professional knowledge including pedagogical content knowledge; how teachers learn and how their ideas progress; educative mentoring; and designing programs for teacher learning including preservice and continuing professional development. Educative mentoring means considering how teacher educators and teacher leaders can guide novices and promote their learning from professional practice. Emphasis will be on K-12 school settings and the roles of teacher leaders as collaborators for student learning, guides and partners for teacher learning, and as professionals and leaders from the classroom.

Prerequisites
1) Graduate student status at the University of Toledo
2) Those seeking the Teacher Leader Endorsement must hold a standard teaching license and enroll in the doctoral level (CI 8650)

Driving Question
The following question will be the focus of our work in this class: How can teacher educator and teacher leaders create effective learning environments for prospective or new teachers and become leaders in their practice? In addressing this question, we will focus on three topics that concern us as teacher educators and leaders: (a) guiding novices in learning from professional experiences, (b) developing partnerships to support improved practice, and (d) personal growth as professionals and leaders in practice settings.

Objectives
During the semester, emphasis will be placed on exploring appropriate methods for guiding teacher learning grounded classroom experiences. The major course goal is to provide you with appropriate experiences for growth as a professional educator and the knowledge and tools to support novices in their development as professionals. As teacher educators and teacher leaders, you will consider recommended practices and methods for assessing teaching and teacher learning.

As the result of the course, you will gain experiences in the following.
1. Understanding and guiding adult learning and growth regarding professional teaching practice
2. Planning and creating educational experiences for novices based on context, recommended practices, local and national standards, and the unique learning needs of individuals
3. Assessing, analyzing, and reflecting on your own and your mentees' learning and professional growth
4. Developing collaborative relationships to support novices' learning and improved practice
5. Synthesizing a rationale for professional practice and educative mentoring

Activities and Evaluation
Your performance will be evaluated on the following tasks.

Preparation and response
Each student will have an online journal. This will be informal responses to questions posed by the instructor. This is informal writing to help you reflect on and learn from your experiences with a novice in your practice. This includes reflection on your or your mentee's practice, interactions with your mentee, class readings, and class discussions. Approximately every other week you will be given a question to guide your reflection. Responses should be approximately one paragraph long.

You will also participate in the class discussions. These are also informal but will be based on assigned readings or other homework. As assigned, students will take the lead in initiating and guiding discussion online.

Preparation and participation needs to be thoughtful and consistent. It is important to interact with the class online each week.

Teacher learning plan and analysis
Plan: You will make a plan for guiding and collecting evidence about a novice's practice and learning while under your guidance. This plan will be aligned with guidelines or standards for new teachers (or professionals). *Your plan will include collecting video of your mentee's practice and a sample of their work with students.* This can be in conjunction with the assignments included in the candidate's portfolio. You may also ask your candidate to complete specific tasks or assignments such as reflection questions.

Analysis: This is an assessment, feedback, and recommendation on your mentee's practice and learning. Providing useful feedback for mentees and making plans for guiding future mentees will be a key component of this assignment. (For teachers, this work is in alignment with Ohio criteria but is specific to your content area teaching and standards for new teachers.) *Your analysis will include a discussion of video of your mentee's practice and a sample of their work with students.*

Teacher educator statement, case, and annotations
Teacher educator statement: This statement should in two pages describe your goals and ideas for educating a novice content teacher. This includes ideas about what and how novices learn, what role you as an teacher educator will play in supporting novice learning, and your goals for improving your own knowledge and skills. This is a professional statement that can be included in a professional portfolio.

Case story: To illustrate your teacher educator statement in light of current ideas about teaching and what we know about candidate learning, you will attach an edited video of an interaction between you and a novice with a written commentary describing how this video illustrates your educative mentoring. You will include 2 to 3 questions seeking feedback from a peer as they review your work.

Annotation: To explain or ground your statement in the current ideas about teacher knowledge and learning in your area you will attach annotations. This is short comments or support statements to guide the person who will review your statement. Here you should include 2-3 references to support your position in your statement.

Peer reviews
Review of teacher educator statement: Each student will formally review another student's statement and case story. This will be a written critique describing strong points and areas for improvement with suggestions. The review of the mentoring statement will include a response to the case and questions. Here you should include 2-3 references to support your position in your review of the case.

Doctoral project (for those enrolled at the 8000 level)
Doctoral students only: Doctoral students will explore a topic related to teacher learning or education in more depth. Projects must be theory-based and integrate ideas from class, the professional literature, and personal experience as appropriate for doctoral level work. You may select a project from the following

types: an annotated bibliography, an analysis paper, synthesis paper, a literature review, research proposal, action research proposal, or pilot study. Other projects of similar rigor will be allowed. Papers do not need to be long or fully developed. They must, however, show original thought. Example topics include: plans for supporting first year teachers in your building, a critical review of a component of professional teaching evaluation such as national boards, or an action plan for personal professional growth. Selection of projects will be made in consultation with the instructor. Work must be thoughtful and clear, and claims should be supported (i.e. references should be cited). Papers will be in APA format for references.

Assessment Scheme: Assignments are due on the dates noted below unless prior arrangements are made with the professor. The requirements are subject to change and adaptation at the discretion of the professor. **Students must earn a grade of C or better on EACH assignment in order to earn a passing grade for the course.**

Assignment	Percent of Grade	Due Date
Preparation and participation Thoughtful and consistent…		
• Discussion leadership	10	Assigned dates
• Journal and discussion	10	Ongoing
Teacher learning and development		
• <u>Plan</u> for guiding and documenting teacher learning and development	10	9-29
• <u>Analysis</u> of teacher learning and development	15	12-8
Teacher educator statement		
• Draft for peer review	10	10-13
• Final statement	15	11-10
Peer review of …		
• Plan for teacher learning	10	10-27
• Teacher educator statement	10	11-24
Doctoral project		
• Proposal	P/F	9-15
• Final project	10	12-8

Online components
As an online (distance learning or DL) course all interactions and communications will be facilitated online through the ALCOT (http://alcot.utoledo.edu). You will need to prepare and participate weekly in online activities and discussions, in interactions with your mentee, and the course readings and assignments. Your learning and that of your peers is depended on consistent and progressive conversations, discussions, and assignments. Although this course is somewhat flexible and adjustments are made for individual needs and schedules, **this is NOT a self paced course.** Students are strongly cautioned against falling significantly behind the overall pace of the course activities.

<u>Sample APA references</u>
Author last, first initial. (year). *Title of Book.* City Published: Publisher.

> Stigler, J. W. & Hiebert, J. (1999). *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom.* New York, NY: The Free Press.

Author last, first initial. (year). Title of article. *Title of Journal, volume number,* pages.

> Van Sickle, M. & Kubinec, W. (2002). Transformation teaching: A physics professor's thoughts. *Journal of College Science Teaching, 32*(4), 258-263.

Required Materials

Darling- Hammond, L., Bransford, J., LePage, P. Hammerness, K., & Duffy, H. (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.

Bartell, C.A. (2005). *Cultivating high-quality teaching through induction and mentoring*. Corwin Press.

Penick, J. E. & Harris, R. L. (2005). *Teaching with purpose: Closing the research – practice gap*. NSTA Press.

Ohio Department of Education. (2007). *Standards for Ohio educators*. Author.