

WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.

Course or Program RED410: STEM Clinical Practice

Department Recommendation

Nancy Anderson 2/28/14 neckerson@winona.edu
Department Chair Date e-mail address

Dean's Recommendation ☒ Yes ☐ No*

Janice A. Sheehan 3-6-14
Dean of College Date

*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2 Date

Graduate Council Recommendation ☐ Approved ☐ Disapproved
(if applicable)

Chair of Graduate Council Date

Director of Graduate Studies Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President Date

Decision of President ☐ Approved ☐ Disapproved

President Date

Please forward to Registrar.

Registrar _____ Please notify department chair via e-mail that curricular change has been recorded.
Date entered

WINONA STATE UNIVERSITY

FINANCIAL AND STAFFING DATA SHEET

Course or Program RED410: STEM Clinical Practice

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

This course will be taught using existing staff.

If an adjunct faculty is needed to teach this course, selection will be based on expertise and currency in the field of Elementary Education.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

Approval of this course will increase the credits by 1, but will not impact the other existing coursework.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

This course will have minimal to no impact on department supplies and resources.

WINONA STATE UNIVERSITY

REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program RED 410 STEM Clinical Practice

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals *as submitted to A2C2*, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.

 X Completed

- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.

 X Completed NA

- 2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.

 X Completed NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.

 X Completed

Name and office phone number of proposal's representative: NANCY ANN ECKERSON Ph.D. 507/280-2860

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.

 x Completed NA

5. The course name and number is listed for each prerequisite involved in this proposal.

 x Completed NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations. x Completed NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:

- a. The course name and number.
- b. A brief course description.
- c. A brief statement explaining why the program should include the course.

 x Completed NA

8. This course or program revision proposal:

- a. Clearly identifies each proposed change.
- b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.

 x Completed NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.

 x Completed NA

Nancy Ann Eckerson

Department's A2C2 Representative or Alternate

2/28/14

Date

[Revised 9-05]

WINONA STATE UNIVERSITY

PROPOSAL FOR A REVISED COURSE

This form is to be used to submit proposed revisions to an existing undergraduate or graduate course which can not be changed with the Notification Form. Every item on this form must be completed prior to submission to A2C2. The department proposing this revision must include a **Financial and Staffing Data Sheet** and the **New and Revised Course and Program Approval Form** with department chairperson's and Dean's signatures. Refer to Regulation 3-4, **Policy for Changing the Curriculum**, for complete information on submitting proposals for curricular changes.

Department EducationDate 2/7/13

Please provide all of the current information for this course:

____RED410____
Course No.

STEM Clinical Practice: Collaboration, Instruction, & Student Learning ____1____
Course Title Credits

This proposal is for a(n): x Undergraduate Course Graduate Course

Is this course for USP? Yes** x No

Is this course for GEP? Yes** x No

List all Major Codes to which this proposal applies as a required course:

ELRC EERC

List all Major Codes to which this proposal applies as an elective course:

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course:

Prerequisites _____ Admission to the Rochester Education Program_____

Grading Method x Grade only P/NC only Grade and P/NC Option

Frequency of offering _____ yearly _____

Please indicate any proposed changes in this course information

Course No.	Course Title	Credits*
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This proposal is for a(n): Undergraduate Course Graduate Course

Is this course for USP? Yes** No

Is this course for GEP? Yes** No

List all Major Codes to which this proposal applies as a required course:

List all Major Codes to which this proposal applies as an elective course:

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course:

Prerequisites _____

Grading Method _____ Grade only _____ P/NC only _____ Grade and P/NC Option

Frequency of offering _____

* If this course will change the number of credits for any major or minor, the form ***Proposal for a Revised Program*** must also be submitted and approved according to the instructions on that form.

****For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses* or *Proposal for University Studies Courses* must also be completed and submitted according to the instructions on that form.**

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. **Changes in the Course Description.** This information will be submitted to MnSCU by the WSU Registrar's office.

1. Provide both the current and the revised catalog descriptions of this course, including credit hours, prerequisites, and grading method. Please place these in two columns, side-by-side, for easy comparison.

Current	Proposed
<p><i>Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements</i></p> <p>RED 410 – STEM Clinical Practice (1 S.H.) The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 4-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 3-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Prerequisite: Admission to the Rochester Teacher Education program. Grade only. Offered annually.</p>	<p><i>Purpose: Partially meets the BoT Standards of Effective Practice & Elementary Education Licensure Requirements</i></p> <p>RED 410 – STEM Clinical Practice (2 S.H.) The Clinical Practice: Collaboration, Instruction, and Student Learning block is a 4-course sequence through which teacher candidates address what it means to be a Professional Educator. Four topics will be explored throughout the duration of the 3-course sequence. Topic 1 focuses on the classroom as a cultural community. Topic 2 explores the nature of reflective practice. Topic 3 examines the dynamics of community collaboration. Topic 4 centers on the relationship between research and practice. Teacher Candidates will complete a 30 hour Situated Clinical and a 30 hour External Clinical in addition to 24 hours of in-class instruction. Prerequisite: Admission to the Rochester Teacher Education program. Grade only. Offered annually.</p>

2. Provide both the current and the revised course outline of the major topics and subtopics to be covered in the course. These outlines should be, at a minimum, two-level outlines of topics and subtopics. Place these in two columns, side-by-side, for easy comparison.

Current	Proposed
<ul style="list-style-type: none">I. Theor(ies) of Learning<ul style="list-style-type: none">A. Culturally Relevant PedagogyB. Theor(ies) of BehaviorC. Pedagogical Content KnowledgeD. Reflective PracticeII. Discourse<ul style="list-style-type: none">A. Of Culturally Responsive PedagogyB. Of a Professional EducatorC. Of a Reflective PractitionerIII. Content Knowledge<ul style="list-style-type: none">A. Classroom as a Cultural CommunityB. Reflective PracticeC. Community CollaborationD. Research/Practice Relationship	<ul style="list-style-type: none">I. Theor(ies) of Learning<ul style="list-style-type: none">A. Culturally Relevant PedagogyB. Theor(ies) of BehaviorC. Pedagogical Content KnowledgeD. Reflective PracticeII. Discourse<ul style="list-style-type: none">A. Of Culturally Responsive PedagogyB. Of a Professional EducatorC. Of a Reflective PractitionerIII. Content Knowledge<ul style="list-style-type: none">A. Classroom as a Cultural CommunityB. Reflective PracticeC. Community CollaborationD. Research/Practice RelationshipE. Impact on Student LearningF. Communication<ul style="list-style-type: none">1. Verbal2. Non-Verbal3. Culturally ResponsiveG. Classroom Management<ul style="list-style-type: none">1. Organization, Rules, & Procedures

IV. Assessment

A. Self-Assessment

V. Learning Environment

A. Physical

B. Social

C. Emotional

VI. Instructional Strategies

A. Core

B. Classroom Management

VII. Ethics

A. Code of Ethics for Minnesota Teachers

B. Mandatory Reporting

2. Behavior Management

3. Teacher-Student

Relationships

H. Motivation

1. Intrinsic

2. Extrinsic

I. Designing Groupwork – 2nd and 3rd grade clinicals

J. Responsivity

1. Language & Communication

2. Learning Styles

3. Curriculum

4. Learning Resources

IV. Assessment

A. Self-Assessment

B. Using student assessment data to inform instruction – differentiation and small groupings

C. Looking at Student Work

V. Learning Environment

A. Physical

B. Social

C. Emotional

VI. Instructional Strategies

A. Core

B. Classroom Management

C. Motivation

D. Math Message

E. Reflective Practice

VII. Ethics

A. Code of Ethics for Minnesota Teachers

B. Mandatory Reporting

C. Working Toward Equity for Learners

VIII. Children and Adolescents' Literature -

A. Mathematics Based

B. Science Based

C. Engineering Based

D. Technology Based

IX. External Clinical

A. 30-hours

	<p>B. Lesson with a Purpose</p> <p>C. SMART Goal</p> <p>X. Situated Clinical</p> <p>A. 30-hours</p> <p>B. Gradual Release of Responsibility</p> <p>C. Bubbleology Inquiry Unit with 5th Grade Team – Individual student support with classroom teachers at the lead</p> <p>D. “Classroom Store” Money Unit with 3rd Grade Team – co-create lesson plans with guided co-teaching with the 3rd grade team</p> <p>E. Academic Vocabulary Unit - Money - with 2nd Grade Team – Focus on differentiated instruction based on individual pre-assessments – data-driven decision making around small groups and instruction</p> <p>F. STEM Modules – After School Academy</p>
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3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom X	ITV	Online	Web Enhanced	Web Supplemented
Laboratory	Service Learning	Travel Study	Internship/Practicum	
Other: (Please indicate) Situated & External Clinical hours in elementary classrooms				

3.b. MnSCU Course media codes: (Please check all that apply).

None: X	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Describe both the current and the revised course requirements (papers, lab work, projects, etc.) and means of evaluation. Place these in two columns, side-by-side, for easy comparison.

Current	Proposed
<p>❖ Candidates will be expected to complete a 30-hour external clinical placement, supervised by a TOSA. Completed assignments in this placement include:</p> <ul style="list-style-type: none"> ○ Lesson with a Purpose – classroom teacher evaluation ○ SMART goal setting ○ Individual and small group teaching – reflection and documentation <p>❖ Candidates will be expected to complete a 30-hour situated clinical placement, supervised by faculty. Completed assignments include:</p> <ul style="list-style-type: none"> ○ STEM lesson design and delivery 	<p>❖ Candidates will be expected to complete a 30-hour external clinical placement, supervised by a TOSA. Completed assignments in this placement include:</p> <ul style="list-style-type: none"> ○ Lesson with a Purpose – classroom teacher evaluation ○ SMART goal setting ○ Individual and small group teaching – reflection and documentation <p>❖ Candidates will be expected to complete a 30-hour situated clinical placement, supervised by faculty. Completed assignments include:</p> <ul style="list-style-type: none"> ○ STEM lesson design and delivery

<ul style="list-style-type: none"> ▪ 5th grade lesson led by classroom teacher with provided support to individual students ▪ Co-teach and small group instruction in 3rd grade ▪ Differentiated learning instruction in 2nd grade ○ STEM module design ○ Identify and develop classroom management routines & procedures for individual and small group learning. 	<ul style="list-style-type: none"> ▪ 5th grade lesson led by classroom teacher with provided support to individual students ▪ Co-teach and small group instruction in 3rd grade ▪ Differentiated learning instruction in 2nd grade ○ STEM module design ○ Identify and develop classroom management routines & procedures for individual and small group learning. ❖ Candidates will be expected to attend 24-hours of classroom instruction. Completed assignments include: <ul style="list-style-type: none"> ○ Design and deliver a small group lesson tied to a piece of children’s literature with a STEM focus. ○ Study the concept of “Gradual Release of Responsibility” and then generate & deliver a STEM lesson plan. ○ Plan and administer individual Math pre-assessments. Working in grade level teams, analyze the assessment data, design small group differentiated instruction. Follow-up with post-assessment and report out to classroom teachers. ○ Phase 1 of the edTPA backward mapping: <ul style="list-style-type: none"> ▪ Classroom context as a whole group ▪ Academic language related to mathematics instruction ▪ Video-tape teaching and complete a video-tape analysis form – 2 strengths & 2 areas for growth
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5. Describe both the current and the revised course materials (textbook(s), articles, etc.) to be used in this course. Place these in two columns, side-by-side, for easy comparison.

Current	Proposed
<p>Bahr, D., & Garcia, L. (2010). <i>Elementary mathematics is anything but elementary</i>. Belmont, CA: Wadsworth.</p> <p>Bloom, J. (2006). <i>Creating a classroom community of young scientists</i>. NY: Routledge.</p> <p>Christensen, L. (1994). Building community from chaos. In B. Bigelow, L. Christensen, S. Karp, B. Miner, & B. Person (Eds.), <i>Rethinking our classrooms: Teaching for equity and justice</i> (pp. 50 – 55). Milwaukee, WI: Rethinking Schools.</p> <p>Cochran-Smith, M., et al. (2008). <i>Handbook of research on teacher education: Enduring questions in changing times</i>. Routledge.</p> <p>Cohen, E. (1994). <i>Designing groupwork: Strategies for the heterogeneous classroom</i>. NY: Teachers College Press.</p> <p>Delpit, L. (1995). <i>Other people’s children: Cultural conflicts in the classroom</i>. NY: The New Press.</p> <p>Dewey, J. (1933). <i>How we think</i>. NY: D.C. Heath.</p> <p>Duckworth, E. (1997). <i>Teacher to teacher: Learning from each other</i>. NY: Teachers College Press.</p> <p>Dweck, C. (2000). <i>Self-theories: Their role in motivation, personality, and development</i>. NY: Taylor & Francis.</p>	<p>Bahr, D., & Garcia, L. (2010). <i>Elementary mathematics is anything but elementary</i>. Belmont, CA: Wadsworth.</p> <p>Bloom, J. (2006). <i>Creating a classroom community of young scientists</i>. NY: Routledge.</p> <p>Christensen, L. (1994). Building community from chaos. In B. Bigelow, L. Christensen, S. Karp, B. Miner, & B. Person (Eds.), <i>Rethinking our classrooms: Teaching for equity and justice</i> (pp. 50 – 55). Milwaukee, WI: Rethinking Schools.</p> <p>Cochran-Smith, M., et al. (2008). <i>Handbook of research on teacher education: Enduring questions in changing times</i>. Routledge.</p> <p>Cohen, E. (1994). <i>Designing groupwork: Strategies for the heterogeneous classroom</i>. NY: Teachers College Press.</p> <p>Delpit, L. (1995). <i>Other people’s children: Cultural conflicts in the classroom</i>. NY: The New Press.</p> <p>Dewey, J. (1933). <i>How we think</i>. NY: D.C. Heath.</p> <p>Duckworth, E. (1997). <i>Teacher to teacher: Learning from each other</i>. NY: Teachers College Press.</p> <p>Dweck, C. (2000). <i>Self-theories: Their role in motivation, personality, and development</i>. NY: Taylor & Francis.</p>

<p>Epstein, J. (2001). <i>School, family and community partnerships: Preparing educators and improving schools</i>. Westview Press.</p> <p>Epstein, J. et al. (2008). <i>School, family and community partnerships: Your handbook for action</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G. (2000). <i>Culturally responsive teaching: Theory, research & practice</i>. New York: Teachers College Press.</p> <p>Ladson-Billings, G. (1994). <i>The dreamkeepers: Successfully teachers of African American children</i>. San Francisco, CA: Jossey-Bass.</p> <p>Landsman, J., & Lewis, C. (Eds.). (2006). <i>White teachers, diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism</i>. Stylus Publishing.</p> <p>Marzano, R. et al. (2003). <i>Classroom management that works: Research-based strategies for every teacher</i>. Alexandria, VA: ASCD.</p> <p>Marzano, R. et al. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i>. Alexandria, VA: ASCD.</p> <p>Schön, D.A. (1983). <i>The reflective practitioner: How professionals think in action</i>. NY: BasicBooks.</p> <p>Sugerman, D. et al. (2000). <i>Reflective learning</i>. Dubuque, IA: Kendall Hunt Publishing.</p> <p>Villegas, A. M. , & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. <i>Journal of Teacher Education</i>, 53(1), 20 – 32.</p> <p>Weinstein, C., et al. (2004). Toward a conception of culturally responsive classroom management. <i>Journal of Teacher Education</i>. 55(25), 25 – 38.</p> <p>York-Barr, J., et al. (2006). <i>Reflective practice to improve schools: An action guide for educators</i>. Thousand Oaks, CA: Corwin Press.</p>	<p>Epstein, J. (2001). <i>School, family and community partnerships: Preparing educators and improving schools</i>. Westview Press.</p> <p>Epstein, J. et al. (2008). <i>School, family and community partnerships: Your handbook for action</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Gay, G. (2000). <i>Culturally responsive teaching: Theory, research & practice</i>. New York: Teachers College Press.</p> <p>Kreite, R. (1999). <i>The morning meeting book</i>. Greenfield, MA: Northeast Foundation for Children.</p> <p>Ladson-Billings, G. (1994). <i>The dreamkeepers: Successfully teachers of African American children</i>. San Francisco, CA: Jossey-Bass.</p> <p>Landsman, J., & Lewis, C. (Eds.). (2006). <i>White teachers, diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism</i>. Stylus Publishing.</p> <p>Marzano, R. et al. (2003). <i>Classroom management that works: Research-based strategies for every teacher</i>. Alexandria, VA: ASCD.</p> <p>Marzano, R. et al. (2001). <i>Classroom instruction that works: Research-based strategies for increasing student achievement</i>. Alexandria, VA: ASCD.</p> <p>Schön, D.A. (1983). <i>The reflective practitioner: How professionals think in action</i>. NY: BasicBooks.</p> <p>Sugerman, D. et al. (2000). <i>Reflective learning</i>. Dubuque, IA: Kendall Hunt Publishing.</p> <p>Villegas, A. M. , & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. <i>Journal of Teacher Education</i>, 53(1), 20 – 32.</p> <p>Weinstein, C. S. (1998). “I want to be nice, but I have to be mean”: Exploring prospective teachers’ conceptions of caring and order. <i>Teaching and Teacher Education</i>, 14(2), 153 – 163.</p> <p>York-Barr, J., et al. (2006). <i>Reflective practice to improve schools: An action guide for educators</i>. Thousand Oaks, CA: Corwin Press.</p>
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6. List both the current and the revised student learning outcomes for this course and how each outcome will be assessed. Place these in two columns, side-by-side, for easy comparison

Subpart 5. Standard 4, Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

The Teacher Candidate will:

<ul style="list-style-type: none"> • The following learning outcomes will be assessed in class with teacher candidates developing a lesson and teaching it to their peers. • Journaling • Group Work 	<ul style="list-style-type: none"> • The following learning outcomes will be assessed in 3 Situated clinicals (5th, 3rd, & 2nd grades) with teacher candidates developing connected lessons and teaching to elementary pupils. • Videotape Analysis & Peer Coaching • Journaling • Group Work
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4A. Understand Minnesota's graduation standards and how to implement them;	4A. Understand Minnesota's graduation standards and how to implement them;
4B. Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;	4B. Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
4C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;	4C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
	4D. Enhance learning through the use of a wide variety of materials and human and technological resources;
	4K. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The Teacher Candidate will:

<ul style="list-style-type: none"> The following learning outcomes will be assessed in class with teacher candidates developing a lesson and teaching it to their peers. Journaling Group Work 	<ul style="list-style-type: none"> The following learning outcomes will be assessed in 3 Situated clinicals (5th, 3rd, & 2nd grades) with teacher candidates developing connected lessons and teaching to elementary pupils. Videotape Analysis & Peer Coaching Journaling Group Work
6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;	6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;

Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The Teacher Candidate will:

<ul style="list-style-type: none"> The following learning outcomes will be assessed in class with teacher candidates developing a lesson and teaching it to their peers. Journaling Group Work 	<ul style="list-style-type: none"> The following learning outcomes will be assessed in 3 Situated clinicals (5th, 3rd, & 2nd grades) with teacher candidates developing connected lessons and teaching to elementary pupils. Videotape Analysis & Peer Coaching Journaling Group Work
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7A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;	7A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
	7B. plan instruction using contextual considerations that bridge curriculum and student experiences;
	7C. plan instructional programs that accommodate individual student learning styles and performance modes;
	7D. create short-range and long-range plans that are linked to student needs and performance;
	7E. plan instructional programs that accommodate individual student learning styles and performance modes;
	7F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
7G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and	7G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and
7H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.	7H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

The Elementary Education Teacher Candidate will:

<ul style="list-style-type: none"> The following learning outcomes will be assessed in class with teacher candidates developing a lesson and teaching it to their peers. Journaling Group Work 	<ul style="list-style-type: none"> The following learning outcomes will be assessed in 3 Situated clinicals (5th, 3rd, & 2nd grades) with teacher candidates developing connected lessons and teaching to elementary pupils. Videotape Analysis & Peer Coaching Journaling Group Work
	(6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and
(3) teach concepts of numerical literacy:	(3) teach concepts of numerical literacy:
(a) possess number sense and be able to use numbers to quantify concepts in the students' world;	(a) possess number sense and be able to use numbers to quantify concepts in the students' world;
(b) understand a variety of computational	(b) understand a variety of computational

procedures and how to use them in examining the reasonableness of the students' answers;	procedures and how to use them in examining the reasonableness of the students' answers;
(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and	(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and
(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;	(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;

B. Rationale

Provide a rationale for each of the changes proposed.

We had a reduction in the number of credits assigned to one of the Math requirements from 4 credits to 3 credits. We are using this credit to increase the authenticity and situated learning in this Clinical Experience. We are now able to increase both the content of this course and the outcomes.

C. Impact of These Changes on Other Departments, Programs, Majors, and Minors

1. Clearly state the impact of this revision on courses taught in other departments. Does this course duplicate the content of any other course? Is there an effect on prerequisites for this or any other courses?

No Impact

2. Would approval of this course revision change the total number of credits required by any major or minor of any department? If so, explain the effects which this course revision would have.

No Impact

3. If this revision has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

No Impact

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

__Nancy Ann Eckerson__
Name (please print)

__507/280-2860__
Phone

__neckerson@winona.edu__
e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete _____
Signature of A2C2 representative

Definitions for codes in 3a and 3b:

01-Satellite:

02- CD Rom:

03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.

04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations

05 – Broadcast TV:

- 06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog
- 07 – Taped: a course in which the teacher records the lessons for playback at a later date
- 08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations
- 09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.
- 10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.