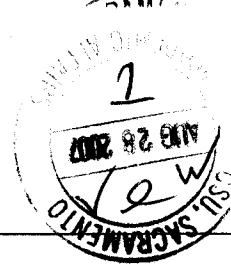




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): College of Education	Academic Organization (Department): Teacher Education	Date: 5/1/2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Robert Pritchard	Submitted by:
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2008 <input type="checkbox"/>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): EDTE 238	Title: Professional Development of Teachers in Democratic Schools	Units: 4
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JUSTIFICATION:

This course is the second in a three-course sequence intended to build the capacity of our graduate students to stimulate and promote the improvement of teachers individually and in groups. Participants will be provided with the opportunity to become practitioner leaders fully capable of providing professional development support for other teachers while remaining teachers.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

This course examines contemporary issues in professional development for teachers. Students learn specific foundations and procedures for professional development that have well-documented effects on student achievement, e.g., professional learning communities. Students also analyze and design appropriate strategies for implementing and evaluating professional development for the contexts in which they are teaching as well as for a variety of other settings.

Note:

Prerequisite:
Enforced at Registration: Yes No EDTE 237

Corequisite:
Enforced at Registration: Yes No EDTE 239

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval Required?** Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):
4/discussion **Title for SIS+/CMS (not more than 30 characters):**
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Cross Listed? Yes No **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Our graduates will know, be able, and be disposed to do the following:

- 1) Explain the conceptual and historical relationship between public schools and a democratic form of government and discuss why and how the aims of schooling must shape the professional development of teachers;
- 2) Differentiate between development models which view teachers as technicians who implement prescribed instructional routines vs. professionals who practice on behalf of children through the application of a professional knowledge base;
- 3) Assess the development needs of teachers and apply a variety of development strategies to address those needs, including demonstrations, mentoring strategies, coaching strategies, inquiry-based strategies (e.g., teacher research, examining student work), as well as strategies intended to build content-specific pedagogical knowledge;
- 4) Distinguish between the evaluation of teachers and the professional development of teachers and recognize the issues that can arise when this distinction is blurred;
- 5) Construct a theory of adult learning that accommodates diverse learning preferences and personalities and allows for differentiated professional development opportunities;
- 6) Design an approach to classroom observations and teacher consultations that promote mutual trust and lead to instructional risk-taking and innovation;
- 7) Facilitate teacher workgroups, professional book groups, lesson study groups, school study groups, and related collaborative strategies;
- 8) Explain and model approaches that promote positive teacher-family relationships and enhance teachers' funds of knowledge with respect to cultural and linguistic diversity;
- 9) Combine a variety of theoretical models of curriculum and instruction to support teachers in their implementation of standards-based curriculum, instruction, and assessment;
- 10) Implement a variety of professional portfolio techniques that stimulate teachers to focus on deep, long-term professional learning;
- 11) Organize teachers into professional communities of learners.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Recommended Course Readings

- Goldenberg C. (2004). *Successful school change: Creating settings to improve teaching and learning*. New York: Teachers College Press.
- Kise, J. (2006). *Differentiated coaching: A framework for helping teachers change*. Thousand Oaks, California: Corwin Press.
- Lieberman, A., and Miller, L. (Eds) (2001). *Teachers caught in the action: Professional development that matters*. New York: Teachers College Press.
- Martin-Kniep, G. (2004). *Developing learning communities through teacher expertise*. Thousand Oaks, California: Corwin Press.
- Portner, H. (2003). *Mentoring new teachers*. Thousand Oaks, California: Corwin Press.
- Speck, M. and Kniep, C. (2001). *Why can't we get it right? Professional development in our schools*. Thousand Oaks, California: Corwin Press.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessments

- 1) Participation in a threaded discussion focused on the relationship between a democratic form of government and the aims of schooling, including controversial and/or complex topics such as vocational education in a college prep era, gender and mathematics/science education, censorship, bilingual education, federal and state legislation (e.g., IDEA, Title I), etc.
- 2) A paper that compares and contrasts the role of the teacher within the factory model of schooling with the teacher's role as it plays out within a professional model of schooling (e.g., Linda Darling-Hammond, Lee Schulman); paper discusses the importance of mutual trust and instructional risk-taking and innovation in the professional model
- 3) A case study that assesses the needs of a teacher and discusses a variety of developmentally appropriate strategies to address those needs, including demonstrations, mentoring strategies, coaching strategies, inquiry-based strategies (e.g., teacher research, examining student work), as well as strategies intended to build content-specific pedagogical knowledge
- 4) A survey a population of teachers and/or administrators to illuminate the dynamics of teacher evaluation and its relationship with professional development and publish the results online
- 5) A webpage that links a theory of adult learning which accommodates diverse learning preferences and personalities to information about differentiated professional development opportunities (e.g., teacher workgroups, professional book groups,

lesson study groups, school study groups, and related collaborative strategies)

- 6) Participate in a webquest that explores approaches that promote positive teacher-family relationships and enhance teachers' funds of knowledge with respect to cultural and linguistic diversity; includes the exploration of financial resources for schoolbased projects that integrate community and social resources with the school

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other Elective in MA in Education with Curriculum and Instruction Emphasis (online option) ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No ___

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___

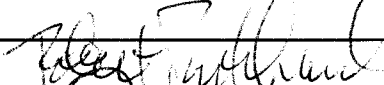
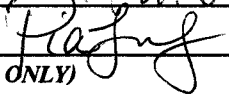
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	5/1/07
College Dean or Associate Dean: 	8/20/07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.