

## New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

**COURSE PROPOSAL NUMBER:** 22-23-02

**REVISION** (label Revision #1, #2, etc.):

### SECTION 1: PROPOSAL INFORMATION

Name:	Keisha-Morae Hopkins Kibler
Title:	Assistant Professor/Coordinator of Secondary Education Programs
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College:	College of Education, Health & Human Performance
Department:	Education
Program Level:	Undergraduate
Date Originally Submitted:	9/30/2022
Implementation Date Requested:	8/1/2023

### APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Education, Health and Human Performance	<i>Amanda Metcalf</i>

**ADDITIONAL COMMENTS:**

## New Course Proposal

### SECTION 2: COURSE CATALOG INFORMATION

1. <b>Course Subject Prefix and number (e.g., ENGL 1101):</b> Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	EDUC 4480
2. <b>Course Title:</b> The title of the course as it will appear in the course catalog.	Teacher Performance Assessment Seminar
3. <b>Number of Credit Hours:</b> Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	2
4. <b>Repeatability (number of repeat credit hours):</b> Students can repeat the course for credit.	N/A
5. <b>Course Prerequisites:</b> Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	EDUC 3341; EDUC 3365
6. <b>Course Co-requisites:</b> Include subject prefix and course number.	EDUC 4483; EDUC 4496; EDUC 4484; EDUC 4491
7. <b>Course Cross-listings</b> (e.g., PSYC 2230 and SOCY 2230)	N/A
8. <b>Course Restrictions</b> (e.g., Seniors only)	Seniors Only
9. <b>Grade Type:</b> Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard
10. <b>Requirements:</b> Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required
11. <b>Course Terms:</b> In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall and Spring
12. <b>Writing Intensive:</b> Does this course fulfill the Writing Intensive major requirement?	No
13. <b>Core Curriculum:</b> Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

### SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

This is a required course that seniors in Elementary Education or any Secondary Education program must take during their student teaching/Residency 2 semester to fulfill WV Board of Education Policy 5100 6.7.b.2. The revision to this policy requires all teacher education programs in WV to adopt a nationally normed, scientifically valid and reliable instrument of teacher performance assessment (TPA) by September 1, 2024 to certify in West Virginia. This course will provide the supportive space and tools needed for students to engage in analysis of their teaching to prepare them for the reflective thinking process and writing assessed by TPA.

### SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

**Catalog Course Description:** Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

**Course Learning Outcomes:** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

**Assessment:** Describe generally how students' achievement of the course learning outcomes will be assessed.

**Course Outline:** Attach a course content outline consisting of at least two levels.

**Catalog Course Description:**

Earning a grade of C or better, residents/student teachers will analyze their teaching practice through examination of a range of artifacts including videos of their instruction, analysis of student work samples, and tools they design to engage, support, and assess K-12 students. Throughout this course, residents/student teachers will demonstrate their readiness to teach and adjust their instruction to meet their students' needs and improve student learning.

**Course Learning Outcomes:**

Upon successful completion of this course, students should be able to:

1. Analyze a range of student work samples/assessments and draw connections between their planning, instruction, and assessment of student learning.
2. Analyze knowledge about learners and reflect on how knowledge about learners informs planning, instruction, and assessment.
3. Analyze the affordances and constraints of different forms of data and their influences on teaching practice.
4. Analyze a sequence of instruction and its alignment to intended learning goals and desired results.
5. Analyze and reflect on ways students' needs inform professional learning, leadership, and collaboration.

**West Virginia Professional Teaching Standards and INTASC Standards:**

<b>WV Professional Teaching Standards and InTASC Standards (Council for the Accreditation of Educator Preparation)</b>	
WVPTS Standard 1: Curriculum and Planning	InTASC Standard 7: Planning for Instruction
WVPTS Standard 2: The Learner and the Learning Environment	InTASC Standards 1-3: Learner Development; Learner Differences; Learning Environment
WVPTS Standard 3: Teaching	InTASC Standards 4-5: Content Knowledge and Application of Content InTASC Standards 6 and 8: Assessments and Instructional Strategies
WVPTS Standard 4: Professional Responsibilities for Self- Renewal	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration
WVPTS Standard 5: Professional Responsibilities for School and Communities	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration

**Assessment:** Describe generally how students’ achievement of the course learning outcomes will be assessed.

**Assessments: Council for the Accreditation of Educator Preparation (CAEP) approved**

Assessment	Course Learning Outcomes
Written analysis of data sets	CLOs: 1, 2,3,4
Written analysis and self-assessment of teaching videos	CLOs: 2,4,5
Written analysis of student performance across an instructional sequence with specific connections to instruction and assessment	CLOs: 1, 2, 3, 4, 5
Exit Portfolio with written reflection of InTASC standards and artifacts	CLOs: 1, 2, 3, 4, 5

**Course Outline:** Attach a course content outline consisting of at least two levels.

- A. Planning, Instruction, and Assessment
  - a. Analysis of the interactional role of teaching, learning context, knowledge of students, content knowledge, assessments, and instructional decision-making.
  - b. Research and align student needs with evidence-based practice.
  - c. Continuous analysis of data to determine student learning needs and curricular and instructional moves including future planning and sequencing of instruction.
  
- B. Student Data
  - a. Analysis of the affordances and constraints of different forms of data.
  - b. Gathering and analyzing student data to create a group learning profile.
  
- C. Data Informed Instruction
  - a. Make specific connections between student data and planning sequence, instructional decision-making, and assessments.
  - b. Analysis of planning, instruction, and assessment decisions on student learning.
  
- D. Professional Learning, Leadership, and Collaboration
  - a. Make connections between student learning needs and professional learning, leadership, and collaboration.
  - b. Determine a range of resources to support professional learning that is driven by students’ learning needs.
  - c. Reflect on teaching as a profession and the role of teachers as leaders in their own learning and collaborative learning with other professionals.