

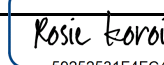

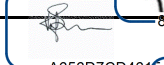
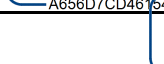
## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Elementary Student Teaching      **Alpha Number:** EDU 496      **CIP No.** 13.1202

**Type of Action:**

- New Course (attach narrative justification for course creation)
  
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)
  - Select all that apply:
  - Change in number of credit hours
  - Change in prerequisite
  - Substantive change in course content
  - Change to SLOs
  - Other: \_\_\_\_\_
  
- Non-substantive Revision
  - Select all that apply:
  - Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
  - Edit to course description that does not alter the substance of the course
  - Change to recommended texts
  - Other: change in contact hours from 576 to 420
  
- Reinstitution of Archived Course (attach narrative justification for reinstatement, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).
  
- Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

**Approvals:**

	Name	Signature	Date
<b>Department Chair</b>	Rosie Koroi	 <small>DocuSigned by: 59252531F4FC4A3...</small>	<small>DS</small> RK
<b>Curriculum Committee Chair</b>	Desmond Doulatram	 <small>DocuSigned by: 5A4E9FDD06E14D3...</small>	7/27/2024
<b>Dean</b>	Vasemaca Savu	 <small>DocuSigned by: A656D7CD46164E6...</small>	7/31/2024
<b>VPASA</b>	Dr. Elizabeth Switaj	 <small>DocuSigned by: 80DED3BDDC20455...</small>	8/2/2024

### CMI COURSE OUTLINE

**CIP No.** 13.1202

**Version No.** 3

**EDU 496**  
**Alpha Number**

**Elementary Student Teaching**  
**Course Title**

**Course Description:** Provides teacher candidates with full-time supervised elementary student teaching experience in an elementary school as knowledgeable, effective, ethical, and caring teachers. Students will gradually be expected to be responsible for all aspects of the classroom.

**Course originally prepared by:** Education Department      Education      Oct./2016  
**Most recent revision by:** Alvin Page      Education      June/2024

**Course Modes:**      |       Face to Face (including Zoom)      |      Hybrid      |      |  
    |       Distance Education      |      |      |      |

**Credits calculated by:**      X Credit Hour      \_\_\_\_\_ Clock Hour      \_\_\_\_\_ N/A

**Contact Hours: 420**

Type	No. of hours	No. of credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	60	4	
Clinical			
Practicum	360	8	
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	420	12	

**Purpose(s) of Course:**      Degree Requirement      BAEE  
    Degree Elective      \_\_\_\_\_  
    General Education      \_\_\_\_\_  
    Credit Certification      \_\_\_\_\_  
    Developmental      \_\_\_\_\_  
    CTE/TVET      \_\_\_\_\_  
    ABE/Adult HS      \_\_\_\_\_  
    \_\_\_\_\_

**Distribution Area:**

Humanities	_____
Social Sciences	_____
Mathematics (Credit)	_____
Science	_____

**Prerequisite:** Completion of EDU 416, 427, 444 & IDS 428 C or better Or with Permission from Program Coordinator

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**Student Learning Outcomes:** Upon completion of this course, students will be able to:

- 1.Design concepts, processes, and skills to implement effective lessons.
- 2.Create instruction for individuals, small groups, and large group activities.
- 3.Model mutual respect and maintain a positive, safe classroom climate conducive to learning.
- 4.Demonstrate methods for content-area instruction in the organization and implementation of lessons in the classroom.
- 5.Assess K-6 students' progress to select appropriate strategies that build on students' strengths and develop weaknesses.<sup>SEP</sup>

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
EDU 416 SLO #4 (Develop lessons and activities that engage the learner in authentic meaning construction).	<b>SLO #2</b> Create instruction for individuals, small groups, and large group activities.	Teachers develop and create lessons and activities using the Quality Pedagogy Framework to engage learners in authentic and meaningful instruction.
EDU 427 SLO #3 (Organize PE and Art lessons to present in elementary schools).	<b>SLO #4</b> .Demonstrate methods for content-area instruction in the organization and implementation of lessons in the classroom	Teachers integrate PE and Art lessons in content-area instruction to facilitate movement and creativity in their classrooms.
EDU 444 SLO #2 (Produce	<b>SLO #5</b> Assess K-6 students' progress	

<p>formative and summative assessments using a scoring rubric, <sup>SEP</sup>scoring guide with its scoring criteria, a checklist, and a list of performance standards).</p> <p>IDS 428 SLO #3 (Identify appropriate activities to meet health-related objectives both on the personal and broader levels).</p>	<p>to select appropriate strategies that build on students' strengths and develop weaknesses</p> <p><b>SLO #3</b> Model mutual respect and maintain a positive, safe classroom climate conducive to learning.</p>	<p>Teachers assess students using formative and summative assessments in order to select appropriate strategies that build on students' strengths and develop weaknesses.</p> <p>Teachers model mutual respect and maintain a positive, safe classroom climate in order to create opportunities for students to engage in health-related objectives both on the personal and broader levels.</p>
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**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.  4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.	M	Student Teaching in elementary classrooms is the ideal opportunity for BAEE students to practice the concepts they have learned in regard to developing engaging and quality learning plans using the RMI curriculum.
2.	3. Differentiate instruction for individuals, small and large groups.  5. Assess K-6 students' progress in all areas.	M	Teachers implement all parts of the Quality Pedagogy Framework learning plans, with particular emphasis on components of the variety of connected activities which focus on engaging and assessing elementary students at the small group and individual levels.
3.	1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.  6. Exhibit professional practices.	M	Teachers reflect on and document their professional practices in all areas of social, academic and cultural perspectives when they create and maintain a positive, safe classroom environment

			conducive to learning.
4.	4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.	M	Teachers use the RMI elementary curriculum together with other related and available local resources to develop quality learning plans that are engaging and meaningful for elementary students.
5.	5. Assess K-6 students' progress in all areas. 6. Exhibit professional practices.	M	Teachers exhibit professional practices when they assess students' progress during their practicum experience in order to select and implement appropriate strategies that benefit and enhance the learning experiences of elementary students.

**Course Content:** Students in this course will master: <sup>[1]</sup><sub>[SEP]</sub>

1. Taxonomies that reflect the need for connecting activities to prior knowledge
2. Learning plans in all subject areas with Quality Pedagogy Framework (QPF)
3. Instruction design and implementation<sup>[1]</sup><sub>[SEP]</sub>
4. Evaluation of student learning<sup>[1]</sup><sub>[SEP]</sub>
5. Classroom management<sup>[1]</sup><sub>[SEP]</sub>
6. Materials preparation<sup>[1]</sup><sub>[SEP]</sub>
7. Academic performance feedback<sup>[1]</sup><sub>[SEP]</sub>
8. School policies and participation <sup>[1]</sup><sub>[SEP]</sub>

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Weekly meeting with supervising instructor, weekly meetings and feedback from cooperating teacher, in-school experience, weekly seminar

- Assigned Readings
- Field research (Interview with schools' principal or administrator)
- Group Project
- Observations
- Presentations
- Small and large group discussions
- Case studies and critique
- Movie Critique
- Learning Games
- Assigned Readings
- Field research (Interview with schools' principal or administrator)

**Recommended Assessment Tool Type(s):**

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):**

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

**Note:** for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

**Equipment and Materials:**

1. Recommended texts:  
Education Department. BAEE Student Teacher and Cooperating Teacher Handbooks. Current Semester.College of the Marshall Islands.
2. Equipment/Facilities:  
Elementary school classroom, computer
3. Materials and Supplies: Plan book, Record book, RMI Curriculum Standards

### **College Mission**

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

*BoR approved 1st December, 2020*

### **Connection to the College Mission**

EDU 496 provides learning experiences that are relevant and meaningful which students can apply when they teach their students in the future; this is in support of the mission to provide access to quality education through relevant and engaging activities. This course will also help future teachers use better and more effective approaches that should contribute to students building a foundation for improving their understanding of professional and effective teaching practices.

### **BAEE degree Mission:**

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students.

*Approved November 23, 2016*

### **Connection to BAEE degree Mission**

In EDU 496, faculty members provide experienced and pre-service teachers quality higher-level educational services in relevant academic and career learning opportunities that include elementary classroom experiences based on quality pedagogy. By engaging in meaningful learning, students become familiar with and develop resources that provide foundations throughout the elementary curricula as a basis for lifelong learning.

CC Approved June 14, 2024

### **Justification for change in contact hours**

The current hours for student teaching are way too high. They are currently at 576.

The only explanation we can think of now is that 576 hours covers the time period students would be spending in an elementary classroom if they were at school for 16 weeks, 5 days a week, and 7.5 hours a day (8:00 am - 3:30 pm). We also mistakenly listed this as fieldwork.

The way the program was originally organized, teachers would spend the entire semester in the classroom, but only be observed for 12 observations. This would allow for wiggle room for the teachers if they needed to catch up observations due to illness or underperforming. It would also account for changes (or challenges) in the PSS calendar where teachers would not be teaching regular classes (for example, Manit week, Education Week or ECE Week). And since most of our teachers are interns, and will be spending their days in the classroom anyway, this seemed an appropriate decision to make.

We mistakenly listed the number of hours as **fieldwork**, giving the indication that all 576 hours needed to be done in the classroom. Our intention was that students would expend 576 hours of student effort towards student teaching across the duration of the semester and this would

include time in the classroom, creating lesson plans, meeting with supervisors and attending to school functions and requirements ... basically, acting like they were a teacher employed by PSS.

In line with student teaching programs in other institutions (run over a period of 12 weeks), we propose to reduce the number of hours from 576 across 16 weeks to 420 across 15 weeks. 360 of the 420 hours will be counted across 12 weeks in the classroom. The additional 60 hours will be spent at CMI during Pre- and Post-Student Teaching weeks (1 week pre-teaching and 1 week post-teaching). The additional week includes holidays and spring break for PSS.