

## 2013 Curriculum Grant Awardee

**Drs. Patricia Heydet-Kirsch and Lori Dassa**

College: College of Education  
Department: Teaching and Learning

Project Description:

The research and inquiry curricular enhancements we propose include exposure to research as inquiry, skill building research engagement and an intensive level action research project that impacts an elementary classroom over a 3 semester timeline. We expect our FAU students (teacher candidates) to research current "hot topics" that impact the elementary classroom and apply this research to formulate an assessment cycle that can be implemented into their clinical experiences in the program. While the research exposure and skill building to be included in three program courses are essential, the critical location for a research component is in the clinical (practicum and student teaching) courses of the program. Teacher candidates are in the field for a compilation of 180 hours between two practicum courses and then a full 16 weeks in student teaching. This existing course design offers an opportunity to apply their inquiry and research work in a real classroom environment. The proposed curriculum will support the mission of our program because we will be preparing teacher candidates to be researchers and inquiry based learners in a world of accountability and assessment. With new national Common Core standards, formative assessments, and teacher accountability being the focus in the public school (P-12) arena it is essential that we guide our pre-service teachers to be able to enter the field with the skills they need to be successful. Sondergeld, Bell & Leusner (2010) redefine formative assessment as, "(it) requires teachers to deliberately elicit evidence of student thinking, make decisions about what to do with that evidence, and then implement appropriate changes in instruction. This is not done every six or nine weeks. It is done every day for the entire school year\" (p.74). With the inclusion of exposure, skill building and intensive action research into our practicum and student teaching courses we can help our developing teachers learn to apply research skills they will need in their professional practice. The experience working with a QEP DtD focused Faculty Learning Community has sparked a dedicated interest in providing an honors in the major option for our students! Sondergeld, T. A. , Bell, C. A. & Leusner, D. M. (2010). Understanding how teachers engage in formative assessment. Teaching & Learning, 24(2), 72-86.

List of Courses scheduled for Enrichment:

Introduction to Teaching Profession (EDF 2005)

- a) Proposed Undergraduate Research Level: Exposure
- b) Targeted Learning Outcomes – Knowledge, Ethical Conduct, Communication

Applied Learning Theory (EDF 3210)

- a) Proposed Undergraduate Research Level: Exposure, Skill Building
- b) Targeted Learning Outcomes: Knowledge, Critical Thinking, Ethical Conduct, Communication

Educational Measurement and Evaluation (EDF 3430)

- a) Proposed Undergraduate Research Level: Skill building
- b) Targeted Learning Outcomes: Knowledge, Critical Thinking, Formulate Questions, Ethical Conduct, Communication

Effective Teaching Practices 1 (EDG 3323)

- a) Proposed Undergraduate Research Level: skill building
- b) Targeted Learning Outcomes: Knowledge, Critical Thinking, Formulate Questions, Ethical Conduct, Communication

EDG 3324 Effective Teaching Practices 2

- a) Proposed Undergraduate Research Level: Skill Building
- b) Targeted Learning Outcomes: Knowledge, Critical Thinking, Formulate Questions, Ethical Conduct, Communication, Plan of Action

Student Teaching/AIT (EDE 4943)

- a) Proposed Undergraduate Research Level: Intensive
- b) Targeted Learning Outcomes: Knowledge, Critical Thinking, Formulate Questions, Ethical Conduct, Communication, Plan of Action