

ROWAN UNIVERSITY  
College of Education  
FIELD EXPERIENCES-AT-A-GLANCE  
Beginning Fall 2011

PROGRAM	COURSE WITH FIELD COMPONENT	FALL/ SPRING	ELIGIBILITY- MEET REQUIRED BENCHMARKS	FIELD EXPERIENCE	START /END DATE DAYS/WEEKS	HOURS
<b>ELEMENTARY EDUCATION</b>	Teaching in Learning Communities I	Both	SOPHOMORE Program Specific	Candidates are paired and placed in grades K-5 as a class and are bused to the school. Candidates will: <ol style="list-style-type: none"> <li>1. observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning.</li> <li>2. observe and learn how teachers plan and deliver instruction in a learning community</li> <li>3. observe and learn how teachers assess student progress in a learning community;</li> <li>4. observe and learn how learning community approaches facilitate management and successful learning.</li> </ol>	4 <sup>TH</sup> Week of Rowan Semester 7 weeks, A.M. only	3 hours per day 7 Weeks Total = 21 hours
	Teaching in Learning Communities II – Elem	Both	SOPHOMORE Program Specific	Candidates take this course concurrently with Teaching Literacy, are paired, and placed in grades 6-8 (by area of concentration). During the initial visit, a school representative will provide candidates with an orientation that highlights the various goals, programs, and personnel at the school.  During subsequent visits, candidates are expected to actively contribute (e.g. tutoring and small group instruction) to their assigned classroom and the larger school community. Candidates will have specific field tasks to complete.	4 <sup>TH</sup> Week of Semester 7 weeks, A.M. only	3 hours per day 7 Weeks Total = 21 hours
	Curriculum and Assessment in the Elementary Classrooms	Both	JUNIOR Must meet benchmark requirements	Teacher candidates are provided with opportunities to apply instructional knowledge and skills related to inquiry-based instruction, assessment, and differentiation in the elementary school classroom. Candidates will observe and assist teachers and will plan, teach, and assess a single interdisciplinary inquiry lesson from a thematic, integrated unit plan they have designed. Candidates will also gather information on a small group of students for the purpose of planning differentiated instruction. Finally, classroom and school district assessment materials and mandates will be analyzed and critiqued. The candidate will design an appropriate performance assessment for the inquiry lesson, administer it and reflect on the results, and consider the results of various other classroom assessments of student learning in terms of modification of instruction needed to further student development.	4 <sup>TH</sup> Week of Rowan Semester 8 weeks	4 hours per day 8 Weeks Total = 32 hours
	Practicum in Math & Literacy	Both	JUNIOR Must meet benchmark requirements	Teacher candidates are provided with opportunities to apply theories, skills, and pedagogical practices from their courses in Differentiated Literacy Instruction and Mathematics Pedagogy for Elementary Teachers. During the eight week practicum teacher candidates will: <ol style="list-style-type: none"> <li>1. observe and participate in the elementary classroom teaching and learning activities, with an emphasis on mathematics and literacy;</li> <li>2. design and conduct individual interviews with four students focused on the students' understanding of mathematics concepts and procedures;</li> <li>3. write a teaching lesson plan and teach a mathematics lesson to a class;</li> <li>4. administer an informal Reading Inventory to at-risk students;</li> <li>5. interview a teacher on the IEP process</li> <li>6. tutor a student with weak skills in literacy 1 hour a week.</li> </ol>	4 <sup>TH</sup> Week of Rowan Semester 8 weeks	6 hours per day 8 Weeks (1 visit per week) Total = 48 hours
	Clinical Practice	Both	SENIOR Must meet benchmark requirements	Candidates complete an application for Clinical Practice at <a href="http://www.rowan.edu/ofe">www.rowan.edu/ofe</a> and submit at designated times 2 copies to OFE along with a witnessed Criminal Background Affidavit.  Candidates are then placed based upon information provided on applications and consultation with school administration and teachers.	Begin first day of Rowan semester End last day of semester	7 hours per day 35 hours per wk. 16 Weeks

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				Candidates will: <ol style="list-style-type: none"> <li>engage in cooperative teaching</li> <li>observe cooperating teacher procedures, activities, teaching strategies and classroom management</li> <li>pick up a class a week moving toward a full teaching load</li> <li>take teaching strategies learned in the classroom and make them part of practice</li> </ol>	Monday – Friday 16 Weeks Candidates follow school calendar between the above dates.	Total = 560 hours Candidate follows teacher schedule, plus additional time necessary to have effective lessons and appropriate student records.
<b>EARLY CHILDHOOD EDUCATION</b>	Teaching in Learning Communities I	Both	SOPHOMORE Program Specific	Candidates are paired and placed in grades K-5 as a class and are bused to the school. Candidates will: <ol style="list-style-type: none"> <li>observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning.</li> <li>observe and learn how teachers plan and deliver instruction in a learning community</li> <li>observe and learn how teachers assess student progress in a learning community;</li> <li>observe and learn how learning community approaches facilitate management and successful learning.</li> </ol>	4 <sup>th</sup> Week of Rowan Semester 7 weeks, A.M. only	3 hours per day 7 Weeks Total = 21 hours
	Teaching in Learning Communities II - ECED	Both	SOPHOMORE Program Specific	Candidates are paired and placed in a Pre-K Inclusive Classroom. Candidates will <ol style="list-style-type: none"> <li>Be involved in observation for the whole period of field experience. They will document, and reflect on the observations.</li> <li>Maintain a set of observational guidelines from which to respond during their field visits representing philosophies and theories in education, the classroom environment, developmentally appropriate practices, and teaching strategies.</li> <li>Link their observations to create meaning by writing how theory informs teaching strategies, a child’s learning, DAP, activities, and good teacher decision-making.</li> </ol>	4 <sup>th</sup> Week of Rowan Semester 7 weeks, A.M. only	3 hours per day 7 Weeks Total = 21 hours
	Growth and Learning: 0 to 5  and  Language Development & Emergent Literacy (Continued)	Fall	JUNIOR  Must meet benchmark requirements	For Growth and Learning- 0 to 5: Candidates are paired and placed in a Pre-K Classroom. Candidates will <ol style="list-style-type: none"> <li>Create a “Child Study” to learn how to systematically observe children’s development and behavior in three domains (physical, intellectual, and social-emotional). They will take objective anecdotal notes, and use a checklist and a rating scale.</li> <li>Link their observations to create meaning by writing how they apply the information from the child study to the process of teaching and learning. Candidates will partially participate in ongoing activities in the classroom.</li> </ol> For Language Development & Emergent Literacy: Candidates are paired and placed in a 1 <sup>st</sup> -3 <sup>rd</sup> Grade Classroom. Candidates will <ol style="list-style-type: none"> <li>Keep a field notebook that documents their learning in the field. In this notebook, students should connect the course texts and class learning to their observations in the classroom.</li> <li>Work with one child in creating a written/dictated story. Students will write a story as the child dictates or tells it to them. The story may also be illustrated. A final “book” will be put together and presented to each child. Students must also reflect, analyze, and critique this experience, learning to use the written/dictated story as an informal literacy assessment.</li> <li>Complete a case study on one child. They will shadow their selected child, gathering information about his/her literacy understandings and proficiencies/needs. Candidates will then synthesize the information collected and write a literacy case study of one child. In gathering and analyzing evidence that documents a child’s literacy development and growth, students will show understanding of the various phases of literacy development, implement and interpret early literacy assessments, and learn and apply the New Jersey Literacy/Language Arts Standards to literacy instruction.</li> </ol>	4 <sup>th</sup> week of Rowan semester 8 full days 1 day per week Start time no later than cooperating teacher schedule End no later than end of teacher’s workday.	6.5 hours per day 8 Weeks Total = 50 hours Candidate follows teacher schedule for full day
	Growth and Learning: K to 3  and	Spring	JUNIOR  Must meet benchmark requirements	For Growth and Learning - K to 3: Candidates are paired and placed in a 1 <sup>st</sup> -3 <sup>rd</sup> Grade Inclusive Classroom. Candidates will <ol style="list-style-type: none"> <li>Develop a “Child Study with Differentiated Instructional Strategies.” They will take objective anecdotal notes and use checklist and rating scale to collect data and to represent the child’s developmental characteristics in physical, cognitive, and social-emotional domains. They will further analyze their observations to develop differentiated instructional strategies that are educationally appropriate to enhance his/her development and learning.</li> </ol>	Begin 4 <sup>th</sup> week of Rowan semester 8 full days 1 day per week Start time no later than	6.5 hours per day 8 Weeks Total = 50 hours Candidate follows teacher schedule for

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	Planning, Integrating and Adapting Curriculum Math & Science			<p>2. Partially participate in ongoing activities in the classroom.</p> <p>For Planning, Integrating and Adapting Curriculum- Math &amp; Science: Candidates will</p> <ol style="list-style-type: none"> <li>1. Observe planning and implementing math and science lessons for primary grade children. They will observe teachers setting goals and objectives, selecting appropriate teaching strategies, and preparing environment for teaching math and science.</li> <li>2. Document and reflect on these observations.</li> <li>3. Have opportunities to teach a small group of children to try out teaching strategies in math and/or science. They will plan and implement this under the cooperating teacher's supervision.</li> <li>4. Partially participate in ongoing classroom activities.</li> </ol>	<p>cooperating teacher schedule</p> <p>End no later than end of teacher's work day</p>	<p>full day</p>
	<p>Planning Curriculum: Across the Content Areas</p> <p>and</p> <p>Observation, Assessment and Evaluation of Diverse Learners</p>	Fall	SENIOR	<p>For Planning Curriculum- Across the Content Areas: Candidates are paired and placed in a Pre – K Inclusive Classroom. Candidates will</p> <ol style="list-style-type: none"> <li>1. Observe classroom management and organization.</li> <li>2. Observe developmentally appropriate practice in planning and implementing lessons of health, social studies, music, movement, or arts, including teaching strategies, environment, and teachers' roles.</li> <li>3. Have opportunities to teach lessons for a small group of children selected by the classroom teacher to try out teaching strategies of health, social studies, music, movement, or arts.</li> <li>4. Document and reflect on these observations and participation. Candidates will partially participate in ongoing activities in classroom.</li> </ol> <p>For Observation, Assessment, and Evaluation of Diverse Learners: Candidates are paired and placed in a Pre – K Inclusive Classroom. Candidates will</p> <ol style="list-style-type: none"> <li>1. Perform a series of ongoing observations on using running records, anecdotal records and time sampling methods.</li> <li>2. Contact the parent by phone and send home written permission for the observations and skill testing, and administer a developmental assessment using guidelines established by NAYCE.</li> <li>3. Gain written parental permission to view IEP Present Levels of Performance and Goals and Objectives relative to instructional purposes.</li> <li>4. Partially participate in ongoing activities in the classroom.</li> </ol>	<p>Begin 4<sup>th</sup> week of Rowan semester</p> <p>8 full days</p> <p>1 day per week</p> <p>Start time no later than cooperating teacher schedule</p> <p>End no later than end of teacher's work day</p>	<p>6.5 hours per day</p> <p>8 Weeks</p> <p>Total = 50 hours</p> <p>Candidate follows teacher schedule for full day</p>
	Clinical Practice	Spring	SENIOR	<p>Candidates complete an application for Clinical Practice at <a href="http://www.rowan.edu/ofe">www.rowan.edu/ofe</a> and submit at designated times 2 copies to OFE along with a witnessed Criminal Background Affidavit.</p> <p>Candidates are then placed based upon information provided on applications and consultation with school administration and teachers.</p> <p>Candidates will:</p> <ol style="list-style-type: none"> <li>1. engage in cooperative teaching</li> <li>2. observe cooperating teacher procedures, activities, teaching strategies and classroom management</li> <li>3. pick up a class a week moving toward a full teaching load</li> <li>4. take teaching strategies learned in the classroom and make them part of practice</li> </ol>	<p>Begin first day of Rowan semester</p> <p>End last day of semester</p> <p>Monday – Friday</p> <p>16 Weeks</p> <p>Candidates follow school calendar between the above dates.</p>	<p>7 hours per day</p> <p>35 hours per wk.</p> <p>16 Weeks</p> <p>Total = 560 hours</p> <p>Candidate follows teacher schedule, plus additional time necessary to have effective lessons and appropriate student records.</p>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	Teaching in Learning Communities I	Both	FRESHMAN Mixed Majors	<p>Candidates are placed in schools at grades K-5 as a class and are bussed to the school. Candidates will:</p> <ol style="list-style-type: none"> <li>1. observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning.</li> <li>2. observe and learn how teachers plan and deliver instruction in a learning community</li> <li>3. observe and learn how teachers assess student progress in a learning community;</li> <li>4. observe and learn how learning community approaches facilitate management and orderly successful learning.</li> </ol>	<p>Begin: 4<sup>th</sup> Week of Rowan Semester</p> <p>7 weeks, A.M. only</p>	<p>3 hours per day</p> <p>7 Weeks</p> <p>Total = 21 hours</p>

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	Teaching in Learning Communities II, Foundations of Teaching Health & Physical Education	Both	SOPHOMORE	Candidates are put in groups of two or more and placed in an elementary, middle, and high school and visit each school two times over six weeks. Candidates will: <ol style="list-style-type: none"> <li>observe, participate, and micro-teach</li> <li>document, reflect and be involved in selective planning; maintain a set of observational guidelines to analyze theory and philosophy to classroom environment, developmentally appropriate practices and teaching strategies</li> <li>link observations to create meaning by writing how theory informs teaching strategies, children's learning, DAP, activities, and teacher decision-making.</li> </ol>	Begin: 4 <sup>th</sup> Week of Rowan semester 6 pre-scheduled half-day visits, 1 day per week for 6 weeks	4 hours per day 6 Weeks Total = 24 hours Arrive when school begins and depart a minimum of 4 hours after arrival
	Practicum A & B: HPE Practical Field Experience in Health & Physical Education	Both	JUNIOR/SENIOR	Candidates are paired and placed two per class in an elementary and secondary school and visit each school six times over a twelve week period. Candidates will: <ol style="list-style-type: none"> <li>observe, and record Health and Physical Education teacher style, lesson presentation, goals, motivation, and clarity of ideas</li> <li>interview school personnel</li> <li>maintain a journal</li> <li>assist cooperating teacher with any duties</li> <li>plan an instructional lesson using the objectives of the cooperating school, utilize a variety of methods of instruction, including technology</li> </ol>	Begin: 3 <sup>rd</sup> week of Rowan semester 2 days per week (Mondays/Wednesdays) 6 weeks	Equivalent of 4 hours per day, must attend 2 days per week 6 Weeks per school Sub Total = 48 hours Total = 96 hours
	Adaptive PE	Both	JUNIOR	As a result of taking this course students will: <ol style="list-style-type: none"> <li>Learn current concepts and trends in Adapted Physical Education.</li> <li>Understand the influence of selected diseases, conditions, or disabilities on the learning and performance of motor skills and physical activities.</li> <li>Be able to demonstrate the ability to modify physical education activities to meet student needs and abilities.</li> <li>Understand ways to modify instructional strategies to meet student needs and abilities.</li> <li>Locate and review resources applicable to Adapted Physical Education.</li> <li>Increase their experiences as an observer of and participant with students who have a disability</li> </ol>	1 visit per semester	2 hours (1 visit per semester)
	Clinical Practice	Both	SENIOR	Candidates complete an application for Clinical Practice at <a href="http://www.rowan.edu/ofe">www.rowan.edu/ofe</a> and submit at designated times 2 copies to OFE along with a witnessed Criminal Background Affidavit. Candidates are then placed based upon information provided on applications and consultation with school administration and teachers. Candidates will: <ol style="list-style-type: none"> <li>engage in cooperative teaching</li> <li>observe cooperating teacher procedures, activities, teaching strategies and classroom management</li> <li>pick up a class 4 to 7 days after start moving toward a full teaching load</li> <li>take teaching strategies learned in the classroom and make them part of practice</li> </ol>	Begins first day of Rowan semester 8 weeks in elementary and 8 weeks in a secondary school	7 hours per day 35 hours per wk. 16 Weeks Total = 560 hours Candidate follows teacher schedule, plus additional time necessary to have effective lessons and appropriate student records.
<b>SUBJECT MATTER EDUCATION</b>	Teaching in Learning Communities I	Both	SOPHOMORE	Candidates are paired, and placed in grades K-5 as a class and are bused to the school. Candidates will: <ol style="list-style-type: none"> <li>observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning.</li> <li>observe and learn how teachers plan and deliver instruction in a learning community</li> <li>observe and learn how teachers assess student progress in a learning community;</li> <li>observe and learn how learning community approaches facilitate management and orderly successful learning.</li> </ol>	4 <sup>th</sup> Week of Rowan Semester 7 weeks, A.M. only	3 hours per day 7 Weeks Total = 21 hours

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	Teaching in Learning Communities II	Both	SOPHOMORE	Candidates take this course concurrently with Teaching Literacy, are paired, and placed in grades 6-8 (middle school). During the initial visit, a school representative will provide candidates with an orientation that highlights the various goals, programs, and personnel at the school.  During subsequent visits, candidates are expected to actively contribute (e.g. tutoring and small group instruction) to their assigned classroom and the larger school community. Candidates will have specific field tasks to complete.	4 <sup>TH</sup> Week of Rowan Semester  7 weeks, A.M. only	3 hours per day  7 Weeks  Total = 21 hours
	Practicum Teaching & Learning A	Both  Science and Foreign Lang offered only in the Fall	JUNIOR	Candidates are placed by coordinate major in a middle school, grades 6-8. Candidates will: 1. observe classrooms for practices advocated by the New Jersey Core Curriculum Standards and the New Jersey Professional Teacher Standards 2. assist the cooperating teacher in appropriate ways and 3. plan and present lessons appropriate for the developmental stages and curriculum areas of the students 4. complete assigned field tasks, e.g. analyze and reflect upon the experience in terms of the elements of learning community 5. engage in and complete reflective writings 6. teach at least (2) complete lessons, planned under the supervision of the cooperating teacher and professor 7. video tape, where possible, (1) lesson	Start 4 <sup>TH</sup> Week of Rowan Semester  8 weeks  Arrive: Start of school day Depart: 5 hours after arrival	5 hours per visit  8 Weeks  Total – 40 hrs  (Except for on-site classes)
	Practicum Teaching & Learning B	Both  Science and Foreign Lang offered only in the Spring	JUNIOR	Candidates are placed by coordinate major in a high school, grades 9-12. Candidates will: 1. teach a minimum of 2-3 lessons, at least one of which must be a full class. This can be co-taught with peers, but each candidate must take the lead at least three times. One lesson may be video taped, if appropriate. 2. engage in reflective practice 3. work with cooperating teacher in lesson/project completion 4. work with small group instruction as determined by teacher 5. complete cooperating school tasks 6. actively participate in classroom instruction as directed by the cooperating teacher.	Start 4 <sup>TH</sup> Week of Rowan Semester  8 weeks  Arrive: Start of school day Depart: 5 hours after arrival	5 hours per visit  8 Weeks  Total – 40 hrs  (Except for on-site classes)
	Clinical Practice	Both	SENIOR	Candidates complete an application for Clinical Practice at <a href="http://www.rowan.edu/ofe">www.rowan.edu/ofe</a> and submit at designated times 2 copies to OFE along with a witnessed Criminal Background Affidavit.  Candidates are then placed based upon information provided on applications and consultation with school administration and teachers. Candidates will: 1. engage in cooperative teaching 2. observe cooperating teacher procedures, activities, teaching strategies and classroom management 3. pick up a class a week moving toward a full teaching load 4. take teaching strategies learned in the classroom and make them part of practice	Begin first day of Rowan semester  End last day of semester  Monday – Friday  16 Weeks  Candidates follow school calendar between the above dates.	7 hours per day  35 hours per wk.  16 Weeks  Total = 560 hours  Candidate follows teacher schedule, plus additional time necessary to have effective lessons and appropriate student records.
<b>SUBJECT MATTER EDUCATION-ART</b>	Teaching in Learning Communities I		SOPHOMORE	Candidates are paired, and placed in grades K-5 as a class and are bussed to the school. Candidates will:  1. observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning. 2. observe and learn how teachers plan and deliver instruction in a learning community 3. observe and learn how teachers assess student progress in a learning community; 4. observe and learn how learning community approaches facilitate management and orderly successful learning.	4 <sup>TH</sup> Week of Rowan Semester  7 weeks, A.M. only	3 hours per day  7 Weeks  Total = 21 hours
	Teaching in Learning Communities II - Art	Both	SOPHOMORE	Candidates are paired and placed in a middle school. Candidates will: 1. observe 2. interview teachers in field re: learning community approaches used and nature/demographics of class group and curriculum related goals	Begin: 4 <sup>th</sup> week of Rowan semester  End: 13 <sup>th</sup> week	Min. 3 hours per day  20 hours total

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				<ol style="list-style-type: none"> <li>collect data about school, students, and community</li> <li>analyze the art classroom in terms of elements of learning community</li> <li>develop and teach a mini Art unit plan, integrating literacy into one lesson</li> <li>design a unit related assessment plan</li> <li>design a learning community plan for management relate issues as they pertain to teaching the mini-unit</li> </ol>	<p>One day a week: Thursdays</p> <p>Arrive: Time to be arranged between candidate and cooperating teacher, due to candidate and teacher schedule</p>	
	Practicum A: Teaching and Learning Elementary Art Methods		JUNIOR	<p>Candidates are paired and placed in an elementary school. During this experience Candidates will:</p> <ol style="list-style-type: none"> <li>observe cooperating teacher</li> <li>interview teachers in regard to learning community approaches used, demographics of class, and curriculum related goals</li> <li>collect data about the school, students, and community</li> <li>develop and teach mini Art unit plan (3 lessons), integrating literacy into one lesson</li> <li>design unit-related assessment plan, including project and portfolio</li> <li>design learning community plan for management related issues as they pertain to teaching candidates mini-unit.</li> <li>design and teach art lessons for the Saturday Morning Art Program (smart)</li> </ol>	<p>Begin: 4<sup>th</sup> Week of Rowan semester</p> <p>End: 13<sup>th</sup> week</p> <p>7 weeks</p>	<p>Min. 3 hours per day</p> <p>7 Weeks</p> <p>Total = 21 hours</p> <p>Arrive: 9 a.m.</p> <p>Depart: 12 p.m.</p> <p>Candidates must also participate in Saturday morning art program for 20 hours</p>
	Practicum B: Teaching and Learning Secondary Art Methods		JUNIOR	<p>Candidates will be paired and placed in a secondary school. During this experience candidates will:</p> <ol style="list-style-type: none"> <li>observe cooperating teacher</li> <li>interview teachers in regard to learning community approaches used, demographics of class, and curriculum related goals</li> <li>collect data about the school, students, and community</li> <li>develop and teach mini Art unit plan (3 lessons), integrating literacy into one lesson</li> <li>design unit-related assessment plan, including project and portfolio</li> <li>design learning community plan for management related issues as they pertain to teaching candidates mini-unit.</li> <li>design and teach art lessons for the Saturday Morning Art Program (smart)</li> </ol>	<p>Begin: 4<sup>th</sup> Week of Rowan semester</p> <p>End: 13<sup>th</sup> week</p> <p>7 weeks</p>	<p>Min. 3 hours per day</p> <p>Total = 21 hours</p> <p>Arrive: 9a.m.</p> <p>Depart: 12p.m.</p> <p>Candidates must also participate in Saturday morning art program for 20 hours</p>
	Clinical Practice			<p>Candidates complete an application for Clinical Practice at <a href="http://www.rowan.edu/ofe">www.rowan.edu/ofe</a> and submit at designated times 2 copies to OFE along with a witnessed Criminal Background Affidavit.</p> <p>Candidates are then placed based upon information provided on applications and consultation with school administration and teachers.</p> <p>Candidates will:</p> <ol style="list-style-type: none"> <li>engage in cooperative teaching</li> <li>observe cooperating teacher procedures, activities, teaching strategies and classroom management</li> <li>pick up a class a week moving toward a full teaching load</li> <li>take teaching strategies learned in the classroom and make them part of practice</li> </ol>	<p>Begin first day of Rowan semester</p> <p>End last day of semester</p> <p>Monday – Friday</p> <p>16 Weeks</p> <p>Candidates follow school calendar between the above dates.</p>	<p>7 hours per day</p> <p>35 hours per wk.</p> <p>16 Weeks</p> <p>Total = 560 hours</p> <p>Candidate follows teacher schedule, plus additional time necessary to have effective lessons and appropriate student records.</p>
<b>SUBJECT MATTER - MUSIC</b>	Teaching in Learning Communities I		SOPHOMORE Mixed Programs	<p>Candidates are paired, and placed in grades K-5 as a class and are bussed to the school. Candidates will:</p> <ol style="list-style-type: none"> <li>observe, participate in, and reflect on various aspects of learning communities and types of collaborative teaching and learning.</li> <li>observe and learn how teachers plan and deliver instruction in a learning community</li> <li>observe and learn how teachers assess student progress in a learning community;</li> <li>observe and learn how learning community approaches facilitate management and orderly successful learning.</li> </ol>	<p>4<sup>th</sup> Week of Rowan Semester</p> <p>7 weeks, A.M. only</p> <p>End 12<sup>th</sup> Week</p>	<p>3 hours per day</p> <p>7 Weeks</p> <p>Total = 21 hours</p>

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	Teaching in Learning Communities II – Music	Both	SOPHOMORE	Candidates are placed in groups of 5 to 10 students in five different schools, elementary, middle, and high schools, one visit each. Candidates will: <ol style="list-style-type: none"> <li>observe</li> <li>interview teachers regarding learning community approaches used and demographics of class group and curriculum related goals</li> <li>collect data about school, students, and community</li> <li>analyze the music classroom in terms of elements of learning community</li> <li>develop and teach a mini Music unit plan (3 lessons), integrating literacy into one Music lesson</li> <li>design a unit-related assessment plan, including project and portfolio</li> <li>design learning community plan for management related issues as they pertain to teaching of mini-unit.</li> </ol>	Start: 8 <sup>th</sup> week of Rowan semester  Half-day a week (Wednesdays)	Min. 4 hours per day  20 hours  Arrive: 10 minutes prior to school begins  Depart: 4 hours after arrival
	Practicum A: Teaching and Learning Music		JUNIOR	Candidates are placed in groups of 4-12 students in an elementary school, grades 1-5, and five visits. Candidates will: <ol style="list-style-type: none"> <li>observe and record the music teacher’s technique and style</li> <li>assist in the development of lesson plan</li> <li>assist in the actual teaching of a lesson</li> <li>introduce song material and movement activities</li> <li>play accompaniment instruments</li> <li>analyze school in terms of the elements of learning community.</li> </ol>	Start: 8 <sup>th</sup> week of Rowan semester  7 weeks (Tuesdays)	Min. 4 hours per day  28 hours  Arrive: 10 minutes prior to school begins  Depart: 4 hours after arrival
	Practicum B: Teaching and Learning Music – Instrumental	Spring	JUNIOR	Candidates are placed in groups of 4–12 students in elementary, middle, and high schools, grades 3-12, two visits each, for a total of 10 visits. Candidates will: <ol style="list-style-type: none"> <li>observe in the classroom setting, other observations outside the assigned classroom require approval of appropriate school personnel</li> <li>collect data about the school and community</li> <li>assist teacher in meeting the learning needs of students</li> </ol>	Start: 8 <sup>th</sup> week of Rowan semester  Half-day a week (Tuesdays)	Min. 4 hours per day  20 hours  Arrive: 10 minutes prior to school begins  Depart: 4 hours after arrival
	Practicum B: Teaching and Learning Music – Vocal	Spring	JUNIOR	Candidates are placed in groups of 4–12 students in a secondary school, grades 6-12. Candidates will complete five visits. Candidates will: <ol style="list-style-type: none"> <li>observe classroom setting and other observations outside the assigned classroom. (This will require approval of appropriate school personnel.)</li> <li>collect data about school and community</li> <li>assist teacher in meeting the learning needs of students</li> </ol>	Start: 8 <sup>th</sup> week of Rowan semester  Half-day a week (Tuesdays)	Min. 4 hours per day  20 hours  Arrive: 10 minutes prior to school begins  Depart: 4 hours after arrival
SPECIAL EDUCATION POST BAC ENDORSEMENT	Differentiated Instruction in the Inclusive Classroom	Both		Candidates are paired and placed in an elementary (grades 1-5) regular education classroom with an inclusive population. Candidates will: <ol style="list-style-type: none"> <li>evaluate the effectiveness of the accommodations and modifications to the instruction</li> <li>develop a tiered activity for the class/group assigned in one academic area</li> <li>develop coordinating anchor activities for the class/group assigned</li> <li>work closely with the classroom teacher to meet the expectations of the experience</li> <li>work closely with group/class assigned by the cooperating teacher.</li> </ol>	If not taken with corresponding course, students set own visitation schedule in order to complete required hours	20 hours total  Visitation schedule established between student and teacher/school

PROGRAM	COURSE WITH FIELD COMPONENT	FALL/SPRING	ELIGIBILITY-MEET REQUIRED BENCHMARKS	FIELD EXPERIENCE	START /END DATE DAYS/WEEKS	HOURS
	Positive Behavioral Support Systems for Students w/ELNs	Both	Mixed	Candidates will review a case study in class and: 1. Identify the behavior problem 2. Identify antecedents of the behavior Develop effective evidence-based intervention recommendations	Visitation schedule established between student and teacher/school	Minimum: 15 hours
	Assessment of Students w/Exceptional Learning Needs	Both	Mixed	Candidates will: 1. discuss assessment practices of classroom, school, and district with clinical teacher. 2. assume instructional responsibilities for one group of students in one academic area 3. develop, implement, and evaluate the effectiveness of two assessment plans.	Start: 6 <sup>th</sup> week of semester, time to be mutually agreed to by cooperating teacher	Minimum: 20 hours
	Assessment of Students w/Exceptional Learning Needs – Severely Handicapped Setting	Both		Candidates will: 1. discuss assessment practices of classroom, school, and district with cooperating teacher 2. assume instructional responsibilities for one group of students in one academic area 3. develop, implement, and evaluate the effectiveness of two assessment plans.	Start: 6 <sup>th</sup> week of semester, time to be mutually agreed to by cooperating teacher	Minimum: 20 hours
	Assistive Technology & Transition Planning for Students w/ELNs	Both		Candidates will: 1. review at least 3 IEP's, focusing on: PLEP statements, Instructional Goals, and Accommodations/Modifications involving AT or Transition 2. do an analysis of class/building/district AT interventions and relevant transition plans 3. develop and AT intervention plan for an identified student with AT needs develop a transition plan for an identified student for transitioning to the next level	Start: 6 <sup>th</sup> week of semester, time to be mutually agreed to by cooperating teacher	Minimum: 20 total hours
	Specialized Instruction for Students w/ELNs I (P-5) & II (8-12)	Both		Candidates will be placed half time (12 hours) in mild special education placement (ICS or Recourse Center) and the half (12 hours) in a moderate/severe self-contained Special Education classroom.  Candidates will: 1. develop and implement a behavior intervention plan for an identified student or group, using previously learned functional Behavioral Assessment guidelines 2. implement 2 related lessons, based on the district curriculum and the NJCCCS, with the class or an assigned group within the class 3. report on the effectiveness of the lessons (including self-evaluation and clinical teacher critique) 4. collaborate with the clinical teacher on developing an IEP update for an assigned student, with emphasis on writing a PLEP statement, identify instructional goals in at least 2 areas, indicating necessary accommodations and/or modifications and evaluative criteria for each area 5. develop a 504 Accommodation Plan for an assigned student	Start: 6 <sup>th</sup> week of semester, time to be mutually agreed to by cooperating teacher	Minimum: 20 total hours
	Clinical Practice	Both		Candidates will be placed in a public school setting with a clinical teacher and assume responsibility for all program aspects (i.e., management, planning, instruction, parent contact, etc.)	Start: Beginning of semester Minimum of 6 weeks Hours per day = 7	7 hours per day 35 hours per wk. 6 Weeks 210 total hours

MST	Clinical Internship I	Fall	Completion of Summer Course Sequence	Field Based mentoring in appropriate grade level and/or subject area classroom. Field tasks to include observation and lesson planning and teaching. Teach four lessons: Elementary one in each of the four major content areas. Subject Matter: Different topics to different subjects	Beginning of Fall Rowan semester	3 days per week (Wednesday, Thursday, and Friday)  Full Day  Approximately 7 hrs per day for 15 weeks (21 hrs/week for 15 weeks)
	Clinical Internship II	Spring	Completion of Fall course sequence	Candidates complete an application for Clinical Internship II at <a href="http://www.rowan.edu/ofe">www.rowan.edu/ofe</a> and submit at designated times 2 copies to OFE along with a witnessed Criminal Background Affidavit.  Candidates are then placed based upon information provided on applications and consultation with school administration and teachers. Candidates will: <ol style="list-style-type: none"> <li>engage in cooperative teaching</li> <li>observe cooperating teacher procedures, activities, teaching strategies and classroom management</li> <li>pick up a class a week moving toward a full teaching load</li> <li>take teaching strategies learned in the classroom and make them part of practice</li> </ol> Candidates will also complete an Action Research Project during Clinical Internship II.	Beginning of Rowan Spring semester. Ending last week of Rowan Spring semester	Full-time  5 days/week  Minimum 525 hrs
PROGRAM	COURSE WITH FIELD COMPONENT	FALL SPRING	ELIGIBILITY -MEET REQUIRED BENCHMARKS	FIELD EXPERIENCE	START/END DATE DAYS/WEEKS	HOURS
Counseling in Educational Settings	Practicum in Counseling	Spring/ Summer (Proposed)	After completion of prerequisites <ul style="list-style-type: none"> <li>Individual Counseling Procedures</li> <li>Group Counseling</li> </ul>	This course is designed to provide practicum candidates with an opportunity to <ol style="list-style-type: none"> <li>Gain practical experience in individual counseling</li> <li>Critique live counseling sessions</li> <li>Learn the importance of viewing the whole person in the counseling process, and</li> <li>Use referral where appropriate in counseling.</li> </ol>	Start: Beginning of Spring or Fall semester  End: Last week of Spring or Summer (proposed) semester	40 hours direct service  10 hours conferences with on-site supervisor  50 hours on campus  <b>Total = 100 hours</b>
	Internship in Counseling in Educational Settings	Both	After completion of all core Counseling courses.	For students in K-16 settings, Internship is intended to provide a culminating experience for school counselors in training, during their final semesters; it is also required by the N.J. Department of Education for school counselor certification. IN an incremental manner, and under the direction and mentorship of an on-site, experienced and certified school counselor, the intern is expected to participate in all phases of the district's guidance and counseling program.  For students in Higher Education settings, Interns are placed in campus offices that reflect their career interests including, admissions, career, and academic planning, residence halls, student and recreation center, etc.	Start: First week of semester  End: Last week of semester	<b>Total = 600 hours</b> (over two semesters)
Masters in School Administration: Principal Certification	Practicum and Seminar in Administration and Supervision I (1 <sup>st</sup> Semester)	Both	Final Year of MSA Program. Candidates must have satisfactorily completed all courses and have a leadership change project approved before Practicum I.	Students will work under the tutelage of a field mentor in their school/district. Students apply human relations skills, apply decision-making skills, articulate ethical beliefs and values and apply various leadership theories.  Students also demonstrate group process abilities such as shared decision making, group motivation, conflict resolution, and planning and conducting effective meetings. A project report is required integrating research findings with selected field projects.  Candidates will:	Start: First week of semester  End: Last week of semester	10 hours/week  30 weeks  <b>Total =300 hrs</b> (over two semesters)
	Practicum and Seminar in Administration and Supervision II (2 <sup>nd</sup> Semester)	Both			Start: First week of semester  End: Last week of semester	

				<ul style="list-style-type: none"> <li>▪ Analyze the school’s vision and mission; conduct an activity designed to communicate the school’s vision and mission to all stakeholders; assess the extent to which the school’s vision and mission are being achieved</li> <li>▪ Prepare a briefing report for the school principal on the most current state standardized test data</li> <li>▪ Make a presentation advocating district/school goals to a parent and community organization</li> <li>▪ Review and analyze the district’s or school’s use of data for informed decision making and the accountability of students’ academic and social progress</li> </ul>		
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Master of Arts in School Psychology	Applied Research Seminar II: School Psychology or Seminar II: Applied Research in School Psychology	Spring	After completion of SCPY 22600 Applied Research Seminar I: School Psychology or PSY 22600 Seminar I: App Res in School Psychology	School psychology graduate candidates will be placed within P-12 settings under the supervision of a certified school psychologist. Students will “shadow” their school psychologist supervisor to observe typical activities during the school day. Examples of shadowing practicum may include, but are not limited to observation of: teacher consultation; Intervention and Referral Services (I&RS) meetings; parent conferences; classroom observations; CST meetings, etc.	Beginning of second semester as arranged with school psychologist supervisor and approved by the district.	<b>Total = 60 hours</b>
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Educational Specialist in School Psychology	Practicum in School Psychology	Spring or Summer	After completion of SPSY 06627 Cognitive Assessment and Data-Based Decision Making, and SPSY 06629 Behavioral-Social Assessment and Data-Based Decision Making;  and after or concomitantly with SPSY 06628 Psychoeducational Assessment and Data-Based Decision Making, and SPSY 06632 School Psychology: Consultation, Collaboration, and Intervention.	School Psychology practicum students will work within a P-12 public school setting under supervision of a certified school psychologist. Activities will include but not limited to completion of: <ul style="list-style-type: none"> <li>• PRACTICUM LOG</li> <li>• PRACTICUM CONTRACT</li> <li>• Psychoeducational Evaluation(s)</li> <li>• Psychological Evaluation(s)</li> <li>• Consultation Case Study</li> <li>• Academic Assessment for Intervention</li> <li>• Social/Behavioral Assessment for Intervention</li> <li>• System-Wide (Universal Level) Intervention</li> <li>• Counseling Case(s)</li> <li>• Field Supervisor’s evaluation of students’ knowledge, skills and professional work characteristics (dispositions)</li> </ul>	Beginning of second semester (or summer) as arranged with school psychologist supervisor and approved by the school district.	<b>Total = 300 hours</b>
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	Internship in School Psychology and Internship in School Psychology (total of 12 graduate credits)	Fall and Spring	After completion of all EdS courses.	School Psychology Interns will work within a P-12 public school setting (or up to 600 hours in an approved alternative site). Activities will include but not limited to completion of the following: <ul style="list-style-type: none"> <li>• NARRATIVE SUMMARY OF INTERNSHIP</li> <li>• INTERNSHIP LOGS</li> <li>• INTERNSHIP CONTRACT</li> <li>• WRITTEN TRAINING PLAN</li> <li>• INTERN EVALUATION OF INTERNSHIP</li> <li>• ACADEMIC PROBLEM-SOLVING RTI CASE STUDY</li> <li>• BEHAVIORAL PROBLEM-SOLVING CASE STUDY</li> <li>• CLASS, SCHOOL OR SYSTEM WIDE INTERVENTION</li> <li>• COUNSELING PLAN FOR INDIVIDUAL OR GROUP</li> </ul>	Beginning of the school year until 1200 hours are completed.	<b>Total = 1200 hours</b>
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			<ul style="list-style-type: none"> <li>• Psychological/psychoed evals</li> <li>• CONSULTATION CASE STUDY</li> <li>• CST DETER. OF ELIGIBILITY RPT. WRITTEN BY INTERN</li> <li>• INDIVIDUAL EDUCATIONAL PROGRAM WRITTEN BY INTERN</li> <li>• INSERVICE PRESENTATION DESCRIPTION</li> <li>• COMPREHENSIVE CASE STUDY</li> <li>• PRAXIS II REVIEW MATERIAL</li> <li>• TWO (2) INTERNSHIP EVALUATIONS COMPLETED BY SUPERVISOR</li> <li>• SELF REFLECTION</li> <li>• Praxis II School Psychology exam score</li> </ul>		
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