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OFFICE OF THE PROVOST
PROCESS A
DEC 22 2004

NON-GENERAL EDUCATION - CURRICULUM PROPOSAL
LEAFAR, EARL, ECE 2025M, ECE 2025, REC

SCC #04-35- 357

Deadlines

October 1, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: Practicum: Assessment in the Elementary Classroom

Sponsors: Robin McBee email: mcbee@rowan.edu ext: 4736
Patrick Westcott email: westcott@rowan.edu 3819

DEPARTMENT: Elementary/Early Childhood

COLLEGE: Education

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Minor curricular changes fewer than three to
- Existing non-gen-ed course
- Non-gen-ed degree requirements
- Major
- Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date 9/24/04
Department Curriculum Chair: [Signature] Date 9/24/04
Academic Dean: [Signature] Date 10/6/04

* Dept. Curriculum Committee is Committee of the Whole, with Department Chair as Chair

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/26/04 Approved: Not Approved:

COLLEGE CURRICULUM CHAIR: [Signature]

Senate Curriculum Chair's signature: [Signature] Date Senate Announcement: 12/20/04

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 12/21/04

Approved Not Approved

REGISTRAR

Date: 1/7/05 Course Description Page(s) & Approved - Reg's Taxonomy & Course #: 0802318

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SOC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

DB/B

TM 2/1/05

COURSE PROPOSAL

Details

- a. **Course Title:** Practicum: Assessment in Elementary Classrooms
- b. **Sponsor(s):** Dr. Patrick Westcott, Department of Elementary/Early Childhood Education
Dr. Robin McBee, Department of Elementary/Early Childhood Education
Dr. Margaret Shuff, Department of Special Educational Services/Instruction
- c. **Credit Hours:** 1 credit hour
- d. **Course Level:** Junior (300 level)
- e. **Prerequisites:** Admission to Certification Program
Co-requisites: Teaching in Learning Communities II (08XX.2XX)
Inquiry and Discovery in the Elementary Classroom (0802.3XX)
Differentiated Instruction: Teaching in the Inclusion Classroom (0808.3XX)
- f. **Suggested time and scale of implementation:** This one credit field experience is required to be taken by all Education Majors specializing in Elementary Education concurrent to companion courses: *Inquiry and Discovery in the Elementary Classroom* and *Differentiated Instruction in the Inclusion Classroom*. Sections of this proposed field experience course will be scheduled to run on the same days as the co-requisite courses. The hours of offering will take place during instructional time in the classroom, normally between 9:00 AM and 3:00 PM. It is projected that 4-5 sections of this course will need to be offered each semester (Fall and Spring) beginning Spring 2006.

Curricular Effect

- Course will be required for all Education Majors specializing in Elementary Education.
- Since this course will be taken in conjunction with a course offered by the Special Educational Services/Instruction Department, both departments will need to coordinate scheduling and staffing, as well as the tasks that are required to be completed as a part of the field experience. See attached letter of support from the Special Educational Services/Instruction Department.
- Since this is a field internship, teaching of this course takes place primarily in the field setting. The staffing of this supervision will necessitate coordination between the Departments of Elementary/Early Childhood Education and Special Educational Services/Instruction. In addition to full-time faculty providing this supervision, part-time faculty (adjunct and clinical) may also be hired and trained to take on this responsibility. The Department of Elementary/Early Childhood Education will actively consult with the Special Education Services/Instruction Department in the training of faculty to supervise candidates in this course.
- **Offerings:**
This course, along with all courses proposed under the new Bachelor of Arts in Education Degree Program, Elementary (K-5) Specialization, is proposed as part of the programmatic package of courses that would replace the courses formerly offered under the Bachelor of Arts in Elementary Education Program. Some of the content of this course is similar to content in *Educational Studies II: Problems of Practice*; however, because that course no longer meets state code, it will no longer be offered.
- **Adequacy:**
Since this is a field internship, teaching of this course takes place primarily in the field setting. The staffing of this supervision will necessitate coordination between the Departments of Elementary/Early Childhood Education and Special Education Services/Instruction. In addition to full-time faculty providing this supervision from both departments, part-time faculty (adjunct and clinical) may also be hired and trained to take on this responsibility. The Department of

Elementary/Early Childhood Education will actively consult with the Special Education Services/Instruction Department in the training of faculty to supervise candidates in this course.

- **Recommended Library Resources:**
Library resources required for this course are listed under the associated courses, *Inquiry and Discovery in the Elementary Classroom* and *Differentiated Instruction in the Inclusion Classroom*. No additional resources are required, and current library resources are considered adequate.
- **Short-term Evaluations:** None

Rationale

A significant aspect of this learning experience is the need for and resulting role played by regular placements of our teacher candidates, under the guidance of experienced elementary teachers, in order that they might explore, test, and practice applications of theory acquired through course work. Calls for increased field experience associated with course work abound in the literature, in our national and state standards, and in surveys of our own local school administrators and recent graduates of our programs.

Practicum: Assessment in Elementary Classrooms will present teacher candidates in the elementary education specialization with opportunities to review, analyze, create, administer, and reflect on appropriate assessment instruments for inquiry and multi-disciplinary instruction in science, social studies, health, and the arts. They will learn how they can effectively use assessments to support the varied and differentiated developmental, linguistic, cultural, social, economic, and gender needs of their kindergarten to 5th grade students. The practicum will also provide Rowan elementary education students with opportunities to reflect upon their growing understanding of assessment and its interconnection with instruction.

Essence of the Course

a. Objectives of the Course

Upon completion of this practicum, the teacher candidate will be able to:

- Choose and develop assessment methods appropriate for instructional decisions
- Administer, score, and interpret results of both commercially produced and teacher-produced assessment methods
- Use assessment results in making decisions about individual students, planning instruction, developing curriculum, and improving schools
- Adapt and modify assessment tools and processes to accommodate students' individual needs
- Communicate assessment results to students, parents, and educators

b. Topical Outline/ Content

Teachers' Classroom Decisions:

- Instructional decisions to make before, during, and after teaching
- Assessment procedures that provide useful information for instructional decisions

Assessments, Tests, Measurements, and Evaluations:

- Relationships among teaching, assessment, testing, measurement, and evaluation
- Selection, development, and use of educationally meaningful assessments

Assessment and Educational Decisions About Students

- Educational decisions for which quality assessments are needed
- Formative and summative evaluations
- Decision-making for diagnostic/remedial actions, feedback to students/parents/educators, student motivation, and assignment of grades
- Selection, placement, classification, and counseling and guidance decisions

c. Evaluation of Students and Grading Procedure Evaluation

Students will be evaluated on their ability to synthesize and apply their growing understanding of assessment as demonstrated through periodic discussions and writing assignments. The primary course outcome will be an assessment portfolio, which will include examples of actual assessments administered by teacher candidates along with their reflective analyses of the resulting data, impact on kindergarten to fifth grade students, and changes to subsequent instruction.

d. Course Evaluation:

The procedures that will be used to assess the success of the course in meeting the goals and objectives of the College of Education are: student course evaluations and appropriate departmental and program curriculum review processes.

Results of Consultations

The following departments have been consulted and have provided letters of consultation (see attached):

Elementary/Early Childhood Education, Robin McBee
Special Education Services/Instruction, Sandra McHenry
Health and Exercise Science, Richard Fopeano
Art
Music
Theatre and Dance

Catalog Description

Practicum: Assessment in Elementary Classrooms

This field-based course provides an opportunity for candidates to apply instructional knowledge and skills related to inquiry-based instruction, assessment, and differentiation in elementary school field placements. Building on school district materials and mandates, candidates design appropriate assessments for interdisciplinary units of inquiry and review, administer, and reflect on results of varied assessments of student learning. This course provides a required field component.

Prerequisite: Admission to Certification Program

Co-requisites: Inquiry and Discovery in Elementary Classrooms (New Course: 0802.3XX)

Differentiating Instruction: Teaching in Inclusive Classrooms (New Course: 0808.3XX)