

OFFICE OF THE PROVOST
DEC 22 2004
ROWAN UNIVERSITY

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM REQUIRED

SCC #04-05-574

Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Clinical Practice in Early Childhood Education

Sponsor(s): Robin McBee E-Mail: mcbee@rowan.edu Ext: 4736
Janet Moss E-Mail: moss@rowan.edu Ext: 3806

DEPARTMENT: Elementary/Early Childhood Education

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
- Short-term 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

* Department 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 Signature: [Signature] Date: Senate Announcement 12/20/04

Comments _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 12/20/04

Approved Not Approved

REGISTRAR

Date: 1/7/05 Course Description Received & Approved - Hegis Taxonomy & Course #: 0802446

Registrar Signature: [Signature]

NOTIFICATION FORWARD

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

TM 2/1/05 DB/B

COURSE PROPOSAL: CLINICAL PRACTICE IN EARLY CHILDHOOD EDUCATION

Details

- a. Title: Clinical Practice in Early Childhood Education
- b. Sponsors: Robin McBee, Associate Professor, Dept. of Elementary/Early Childhood Education
Janet Moss, Associate Professor, Dept. of Elementary/Early Childhood Education
- c. Credit Hours: 10 s.h.
- d. Course Level: Undergraduate Senior, (New Course; 0802.4XX)
- e. Co-requisite: Early Childhood Education Clinical Seminar
Prerequisites: _ Admission to Clinical Practice
- f. Time and Scale of Implementation:
This course will be offered in Fall and Spring semesters, beginning Spring 2005.

Curricular Effect

- **Offerings:** This course would replace the student teaching course offered with the current Early Childhood Education Program by the Department of Elementary/Early Childhood Education. Following the established practice there is no impact on other departments. This course is designed to be taken concurrently with a one-credit seminar offered by the Elementary/Early Childhood Education Department which specifically addresses the concerns of early childhood teachers and a one-credit technology course, to be offered by the Department of Secondary Education/Foundations of Education. Scheduling and staffing of the latter course will need to be coordinated with seminar and student teaching hours.
- **Adequacy of present staff, resources, space needs:** No additional staff are required.
- **Recommended Library Resources:** The current library resources are adequate for this course.
- **Short Term Evaluations:** None

Rationale

Clinical Practice in Early Childhood Education is designed as the culminating experience in the education of teacher candidates. To fulfill the requirements for an endorsement by the State of New Jersey for teaching at the early childhood level, teacher candidates must demonstrate proficiency in a new national set of core standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and supported by the National Council for Accreditation of Teacher Education (NCATE), which is the national accrediting body for our program. These same standards are incorporated into the New Jersey Professional Teaching Standards and serve as the foundation for the College of Education's Conceptual Framework as well as the evaluation criteria for student teachers. The clinical practice experience is designed to provide prospective teachers with the opportunity to demonstrate their ability to apply their learning in a realistic classroom setting over a prolonged period of time under the supervision and guidance of a certified professional teacher and a teacher education university faculty supervisor. This course will be taken in conjunction with the proposed *Early Childhood Education Clinical Seminar*.

Essence of the Course

a. Objectives:

Upon completion of this course teacher candidates will be able to demonstrate they are:

1. *Effective users of multiple instructional strategies and technologies.* To this end, each student will:
 - Identify and design instruction appropriate to early childhood students' stages of development, learning styles, strengths and needs.
 - Plan instruction based on knowledge of classroom, school, and community culture and use cooperative, collaborative, and inclusive learning approaches.

- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
 - Identify strategies to create learning experiences that make all early childhood subject matter meaningful for students, address a variety of learning styles, help students connect their learning to personal goals, and encourage students to pursue their own interests and inquiries.
 - Plan and develop effective lessons by organizing instructional activities and materials incorporating a wide range of community and technology resources, and use a variety of instructional approaches to promote achievement of lesson objectives.
 - Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice.
 - Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.
2. *Instructional Planners.* To this end, each student will:
- Be committed to the educability of all children and their ability to learn at high levels and achieve success.
 - Believe that all children bring talents and strengths to learning and appreciate multiple ways of knowing and diverse talents of all students.
 - Plan learning experiences that help students develop self-confidence and subject-matter competence.
 - Apply learning theory to accommodate differences in student intelligence, perception, cognitive style, and achievement levels.
3. *Facilitators of Developmentally Appropriate Learning opportunities.* To this end, each student will:
- Apply knowledge of early childhood students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economic, family and community values to positively impact early childhood students' learning.
 - Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning.
 - Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate.
 - Meet the needs of all learners by using a wide range of teaching techniques and modifying strategies, services, and resources, including technology.
 - Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.
4. *Creators and Facilitators of Learner-Centered Learning Environments.* To this end, each student will:
- Be committed to the role of children in promoting each other's learning and recognizing the importance of peer relationships when creating a climate of learning.
 - Take responsibility for maintaining a positive climate in the classroom and participate in maintaining such a climate in the school as a whole.
 - Express and use democratic values in the classroom.
 - Maintain a learning community in which children assume responsibility for themselves and one another, participate in decision-making, and work collaboratively and independently.
 - Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills.
 - Establish and maintain appropriate standards of behavior, which create a positive learning environment.
 - Use time effectively.
 - Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.
5. *Advocates for Diversity and Equity.* To this end, each student will:

- Respect individual and cultural differences and show appreciation of the basic worth of each individual and cultural group.
 - Use strategies to support the learning of students whose first language is not English.
 - Use knowledge of learners and their lives to design and carry out instruction that builds on learners' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
6. *Assessors and Evaluators of Student Knowledge, Skills, and Dispositions.* To this end, each student will:
- Demonstrate commitment to the belief that students' strengths are the basis for growth and their errors are opportunities for learning
 - Analyze student performance using multiple sources of data, and modify future plans and instructional techniques in order to promote desired student learning outcomes.
 - Provide learners with constructive feedback on their learning and encourage the use of data and self-assessment strategies to monitor their progress toward personal goals.
 - Accurately document and report varied assessment data to parents and professional staff.
 - Consider child development when evaluating learners' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
7. *Effective Communicators.* To this end, each student will:
- Communicate in a variety of ways that demonstrates sensitivity to cultural, linguistic, gender, and social differences.
 - Assist learners individually or as members of groups to access, evaluate, synthesize, and use information effectively to accomplish a specific purpose.
 - Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking.
 - Be a thoughtful and responsive listener.
 - Communicate clearly in English, using precise language and appropriate oral and written expressions.
8. *Facilitators of Student Engagement ion Content- Specific Meaning Making.* To this end, each student will:
- Demonstrate in-depth knowledge of all subject matter to be taught in the classroom.
 - Plan and teach the relationship of a specific discipline in other content areas.
 - Keep abreast of new ideas and understanding of the discipline.
 - Help learners to develop the knowledge, skills, and dispositions that enable them to construct meaning from specific content areas and make sense of the world through reading, writing, listening, speaking, and viewing.
 - Enable learners to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.
9. *Members, Creators, and Facilitators of Partnerships.* To this end, each student will:
- Recognize the role of parents, guardians, and other family members as a child's primary teacher and utilize parents/families and community resources to foster a diverse learning environment and opportunities for student success.
 - Establish respectful and productive relationships and develop cooperative partnerships with diverse families, educators, and others in the community in support of student learning and student well-being.
 - Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.
10. *Reflective Practitioners and Committed Professionals.* To this end, each student will:
- Refine practices to address the needs of all learners and the school community.

- Approach professional reflection, assessment, and learning as an ongoing process.
- Collaborate with colleagues to give and receive help.
- Use reflective practice and the N.J. Professional Development Standards to set goals for his/her professional development plan.
- Make the entire school a productive learning climate through participation in collegial activities.
- Fulfill professional or other school responsibilities.

b. Topical Outline/Content:

Teaching Experiences and Responsibilities

- Attend Rowan and school orientation meetings
 - Assist cooperating teacher with setting up classroom for beginning of school.
 - Maintain a weekly reflective journal and respond to comments from supervisor.
 - Develop and teach a comprehensive, interdisciplinary unit plan, including in it a plan for addressing management considerations and learning community issues related to teaching the unit.
 - Develop and maintain a clinical practice notebook, including records of observations, interviews, lessons taught and reflections on them, and observations and evaluations by supervisor and cooperating teacher.
 - Meet with cooperating teacher at least once weekly about organization and management of the classroom, philosophy of instruction, lesson and unit planning, scope and sequence of curriculum.
 - Conference with cooperating teacher and supervisor regarding expectations, roles and responsibilities.
 - Gradually assume increasing responsibility for routine and instructional tasks and responsibilities, beginning by observing and assisting cooperating teacher and moving gradually to planning for and taking over all aspects of teaching and classroom management, one subject area or timeblock at a time.
 - Conference regularly with and work on recommendations for improvement made by cooperating teacher and university supervisor.
 - Develop and maintain a professional rapport with staff, teachers and school administrators.
 - Assume responsibility for all classes; preparing for and teaching classes
 - Continue to conference with cooperating teacher and university supervisor
 - Prepare at least four bulletin boards/learning centers.
 - Meet with cooperating teacher and supervisor to discuss midterm and final evaluations of performance, and develop a plan for remediation of any identified deficiencies.
 - Document and collect evidence, as appropriate, of meeting all course objectives and of impact on students.
 - At the end of the placement, allow cooperating teacher to slowly resume responsibilities for classroom instruction and management.
 - Complete and ensure that all documentation is properly signed and dated.
- c. Evaluation of teacher candidates and grading procedures.** Teacher candidates will be evaluated on their ability to synthesize their knowledge, skills and dispositions specific for instruction in the assigned placement. Grading will be based on written assignments; biweekly supervisory visits that include observation reports; student self reflections offering critical analysis of lessons taught, assessment strategies, and documented evidence of impact on learning in the classroom; and progress in meeting all performance expectations outlined in the evaluation rubric and documented through cooperating teacher and supervisor's midterm and final evaluation reports.
- d. Course Assessment.** The procedures that will be used to assess the success of the course in meeting the goals and objectives of the program, department, and college are course evaluations and appropriate departmental and program curriculum review processes.

Consultations

The following departments have been consulted (See attached letters of consultation):

*02/21/10
10/1*

Catalog Description

Prerequisites: Completion of Junior Level Professional Sequence of Courses
Admission to Clinical Practice

Co-requisite: Early Childhood Education Clinical Seminar - *02/21/10*
Technology in Education *02/21/10*

The clinical practice experience is a supervised, full-time activity conducted in an early childhood classroom. In this course, candidates must demonstrate mastery of subject area content, lesson planning, and use of multiple instructional strategies; ability to assess learner progress, manage all aspects of classroom activity, work collaboratively with all colleagues, administrators, families, and community, and to document evidence of doing all of the above. This is a full-time field-based course. Requirements: admission to Clinical Practice; should be taken senior year.

Reading
Special Education Services/Instruction