PROPOSAL TITLE: Clinical Practice in Elementary Education

Sponsors:
Robin McBee
Janet Moss

DEPARTMENT: Elementary/Early Childhood

COLLEGE: Education

Liberal Arts & Sciences Check:  X History/Humanities  Math/Sciences  Social/Behavioral Sciences

X UNDERGRADUATE  _____ GRADUATE

The attached NON-GEN-ED PROPOSAL is best described by the item & checked:

X New non-gen course  _____ Minor curriculum change (from that minor to)

_____ Significant non-gen course  Existing non-gen course

_____ Non-gen degree requirements  _____ Exit:

_____ Minor, specialization, concentrator track

Certificate program

Department Chair: [Signature] Date: 9/24/04

* Department Curriculum Chair: [Signature] Date: 9/24/04

* Academic Dean: [Signature] Date: 10/21/04

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

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/14/04

Approved: X Not Approved: _____

COLLEGE CURRICULUM CHAIR: [Signature] Date: 1/8/05

Senate Curriculum Chair: [Signature] Date: Senate Announcement: 1/8/05

EXECUTIVE VICE PRESIDENT/PROVOST: [Signature] Date: 1/8/05

Approved: X Not Approved: _____

REGISTRAR: [Signature] Date: 1/25/05

Course Description: [Signature]

Registrar: [Signature] Date: 1/25/05

NOTIFICATION FORWARD

SCC Chair  Academic Dean  Department Chair  Registrar  R  CAP

TM 01/05
COURSE PROPOSAL

Details

a. **Course Title:** Clinical Practice in Elementary Education
b. **Sponsor(s):** Robin McBee, Associate Professor, Dept. of Elementary/Early Childhood Education
   Janet Moss, Associate Professor, Dept. of Elementary/Early Childhood Education
   Jodi Bornstein, Assistant Professor, Dept. of Elementary/Early Childhood Education
c. **Credit Hours:** 10 semester hours
d. **Course Level:** Undergraduate Senior (New Course 0802.4###)
e. **Prerequisites:** Admission to Clinical Practice
   Co-requisite: Technology in Education; Clinical Practice Seminar – Elementary Education
f. **Suggested time and scale of implementation:** This course will be offered in the Fall and Spring semesters beginning Spring 2005.

Curricular Effect

- **Offerings:**
  This course would replace the student teaching course offered by the Department of Elementary/Early Childhood Education. 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 elementary 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:**
  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 Elementary 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 elementary 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 Teacher Performance Standards and serve as the foundation for the College of Education’s Conceptual Framework as well as the evaluation criteria for teacher candidates. 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 Clinical Practice Seminar.

Essence of the Course

a. **Objectives of the Course**

   Upon completion of this course, teacher candidates will be able to demonstrate they are:
1. Effective users of multiple instructional strategies and technologies. Each teacher candidate will:
   - Identify and design instruction appropriate to elementary 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 elementary 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 form several subject areas.

2. Instructional Planners. To this end, each teacher candidate 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. Each teacher candidate will:
   - Apply knowledge of elementary grade students’ abilities/disabilities, experiences, talents and prior learning as well as language, culture, economic, family and community values to positively impact elementary 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. Each teacher candidate 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. Each teacher candidate 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. Each teacher candidate 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. Each teacher candidate 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 on Content-Specific Meaning Making. Each teacher candidate 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. Each teacher candidate 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 a plan for addressing management considerations and learning community issues related to teaching the unit.
- Develop and maintain a teacher candidate 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 time block 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 Students 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 Evaluation

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.

Results of Consultations

The following departments have been consulted (See attached letters of consultation):
Department of Reading, Cindi Hasit
Special Education Services/Instruction, Sandra McHenry
Catalog Description

The clinical practice experience is a supervised, full-time activity conducted in a public elementary 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 taken in the senior year.

Prerequisites: Completion of Junior Level Professional Sequence of Courses (0802.4##); Admission to Clinical Practice

Co-requisite: Clinical Practice Seminar for Elementary Education; Technology in Education 0803.420
Rowan University
Campbell Library

Library Resources Form*

Department/School: College of Education

Program Title: B.A. in Education

Program Review Committee:

Dr. Sudeck (General Education)
Drs. McBee, Moss, Hasit, and Benevento (Education Core)
Dr. McBee (Elementary Education)
Drs. Perry, Jorgensen, Benevento, and Cinaglia (Subject Matter Program)
Drs. Levinowitz and Graziano (Art and Music Special Courses)
Drs. Rattigan and Fopeano (Health and Exercise Science)

Course Proposals

A. Education Core

(1) Characteristics of Knowledge Acquisition
    (Sponsored by Drs. Sudeck, Graziano, Winther, Meyers)

(2) Human Exceptionality
    (Sponsored by Drs. Cook, Crites, Shuff, and Xin)

(3) Teaching in Learning Communities I
    (Sponsored by Drs. Moss, McBee, Perry, Shuff, Graziano, Levinowitz)

(4) Teaching in Learning Communities II
    (Sponsored by Drs. McBee, Moss, Perry, Shuff, Graziano, Levinowitz)

(5) Teaching in Learning Communities II – Art
    (Sponsored by Dr. Graziano)

(6) Teaching Literacy
    (Sponsored by Dr. Hasit)

(7) Teaching in the Music Learning Community II
    (Sponsored by Dr. Levinowitz)

* To facilitate review, one “Library Resources Form” is hereby submitted. Copies of individual Library Resource Forms submitted with the proposals will be used by the library for ordering.
(8) Teaching Students of Linguistic and Cultural Diversity  
    (Sponsored by Drs. Benevento and Wassell)

(9) Technology in Education  
    (Sponsored by Dr. Levy)

(10) Differentiating Instruction: Teaching in Inclusive Classrooms  
    (Sponsored by Drs. Cook and Shuff)

B. Elementary Education

(1) Practicum in Mathematics and Literacy  
    (Sponsored by Drs. Taber, Hasit, and McBee)

(2) Practicum Assessment in Elementary Classrooms  
    (Sponsored by Drs. Westcott, McBee, Shuff)

(3) Inquiry and Discovery in the Elementary Classroom  
    (Sponsored by Drs. McBee, Moss, Westcott, Quint, Rodriguez)

(4) Student Teaching – Elementary Education  
    (Sponsored by Drs. McBee, Moss, Bornstein)

(5) Differentiated Literacy Instruction in the Inclusive Classroom  
    (Sponsored by Dr. Hasit)

(6) Mathematics Pedagogy for Elementary Teachers  
    (Sponsored by Dr. Taber)

C. Subject Matter Education

(1) Adapted Physical Education  
    (Sponsored by Drs. Obrusnikova, Fopeano, Rattigan)

(2) Clinical Practice in Art Education  
    (Sponsored by Dr. Graziano)

(3) Clinical Practice Seminar for Art Education  
    (Sponsored by Dr. Graziano)

(4) Foundations of Teaching Health and Physical Education  
    (Sponsored by Drs. Putnam, Fopeano, Rattigan)

(5) Health Program Planning  
    (Drs. Fopeano and Rattigan)
(6) History of American Education
   (Sponsored by Dr. Davis)

(7) Introduction to Teaching Health and Physical Education
   (Drs. Bradley, Fopeano, Rattigan)

(8) Physical Education Curriculum and Instruction – K-12
   (Sponsored by Drs. Rattigan and Fopeano)

(9) Student Teaching in Health and Physical Education, Elementary School
   (Sponsored by Drs. Rattigan, Buhrer, Fopeano)

(10) Student Teaching in Health and Physical Education, Elementary School
    (Sponsored by Drs. Rattigan, Buhrer, Fopeano)

(11) Technology in Education
    (Sponsored by Dr. Levy)

(12) Teaching and Learning Art A
    (Sponsored by Dr. Graziano)

(13) Teaching and Learning Art B
    (Sponsored by Dr. Graziano)

(14) Teaching and Learning English Language Arts A and B
    (Sponsored by Dr. Jorgensen)

(15) Teaching and Learning Mathematics A
    (Sponsored by Dr. Perry)

(16) Teaching and Learning Mathematics B
    (Sponsored by Dr. Perry)

(17) K-12 Science Pedagogy A and B
    (Sponsored by Dr. Cinaglia)

(18) Teaching and Learning Music A
    (Sponsored by Dr. Levinowitz)

(19) Teaching and Learning Music B
    (Sponsored by Dr. Levinowitz)

(20) K-12 Science Pedagogy Practicum A and B
    (Sponsored by Dr. Cinaglia)
(21) Teaching and Learning in Business Education A and B
    (Sponsored by Dr. Tener)

(22) Teaching and Learning Foreign Languages K-12: Part A
    (Sponsored by Dr. Benevento)

(23) Teaching and Learning Foreign Languages K-12: Part B
    (Sponsored by Dr. Benevento)

(24) Teaching and Learning Foreign Languages L-12: A and B
    (Sponsored by Dr. Benevento)

(25) Teaching and Learning Social Studies A
    (Sponsored by Dr. Spencer)

(26) Teaching and Learning Social Studies B
    (Sponsored by Dr. Spencer)

(27) Student Teaching – Art
    (Sponsored by Drs. Graziano and Passmore)

(28) Student Teaching Seminar in Art
    (Sponsored by Drs. Graziano and Passmore)

(29) Student Teaching Seminar in Music
    (Sponsored by Drs. Levinowitz and Kuhlman)

_Anticipated Date for Course/Program Offering:_ Fall 2005

_Resources that should be acquired_

Individual proposals include recommendations for additional library resources. Given the adequacy of the library budget for the College of Education, as well as a significant enhancement to our general library materials budget this fiscal year, these resources can be ordered.

_Resources available in Campbell Library_

The library has significant, up-to-date book and multimedia holdings in education and related areas in business (including management, organizational behavior and change, and personnel management), psychology, and the social sciences. Currently, we have 28,032 book volumes in education (Library of Congress “L” group). Multimedia resources total 48,406 items (includes all areas). The entire ERIC documents collection
also is available. In addition, Campbell Library is a depository for selected U.S. federal and selected N.J. state documents.

With vendor approval plans in place for both education publishers and university presses, the library captures new imprints across all areas education. Special publications of educational associations are also received through standing order subscriptions.

List key periodical resources

Campbell Library is fortunate to have access to online journal databases in a large number of academic subjects, including the arts, education, humanities, literature, mathematics, philosophy, psychology, the physical and natural sciences, and the social sciences. Access to worldwide, regional, and local newspapers is also provided, including alternative press publications.

Of particular significance are the key education databases, Education Full-Text and ERIC. These provide access to over 2,000 major journals, many of which are full-text, in education and related areas. The library also subscribes to PsychINFO and Sociological Abstracts, key journal databases in psychology and the social sciences, respectively. In addition, Academic Search Premier, a large general academic database, and ABI-Inform, a large database in business and related fields, provide access to over 4,500 journals, including those covering the major journals in education and related fields. Specialized databases in the sciences are also available.

Librarian remarks

Given the library's current book holdings and online journal access, this program can be supported. As stated previously, funds are available for enhancement of book, multimedia, and periodical resources, as needed.

Gregory C. Potter, Ed.D.
Interim Dean, Campbell Library

September 22, 2004
For 361:

Prerequisites: Inquiry and Discovery in the Elementary Classroom, 0802.3XX; Practicum: Assessment in Elementary Classrooms, 0802.3XX; Differentiating Instruction: Teaching in the Inclusion Classroom, 0808.3XX

For 363:

Prerequisites: Mathematics Pedagogy for Elementary Teachers, 0802.3###; Practicum in Mathematics and Literacy, 0802.3###; Differentiated Literacy Instruction, 0830.3###

Robin Haskell McBee, Ph.D.
Associate Professor
Department Chair
Dept. of Elementary/Early Childhood Education Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028-1701
~bee@rowan.edu

.6-256-4736
Fax: 856-256-4918

Hello All,

On course proposals 04-05-361 and 363, would you please clarify the prerequisites using course titles, as opposed to "junior level professional sequence of courses" and "first semester professional sequence course" Thank, Christy

Christy L. Faison, Ed.D.
Interim Provost
Rowan University
856-256-4108