

Rowan University

Interdisciplinary and Inclusive Education Department

BA in Education - Specialization in Early Childhood Education

HANDBOOK OF CLINICAL PRACTICE IN EARLY CHILDHOOD EDUCATION
Full year residency – Semester 2 requirements

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Syllabus – Full year residency

Semester 2 (5 day a week placement)

Course Number and Title: ECED 23.446 Clinical Practice in Early Childhood Education

Catalog Description: The clinical practice is a supervised, full-time activity conducted in the early childhood classroom, PreK to 3rd grade. In this course, teacher candidates must demonstrate abilities to plan and implement developmentally appropriate practice for all children, including developing lesson plans, integrating various activities/lessons into the teaching, accommodating multiple instructional strategies, assessing and documenting learners' performance, building safe and positive learning environment, managing the classroom, and collaborating with families and other professional. This is a full-time field-based course. This course should be taken in senior year.

Prerequisites: ECED 23.431 Planning, Integrating, and Adapting Curriculum: Across Content Area; ECED 23.430 Observing, Assessing, and Evaluating Diverse Learners; Passing Praxis Core and Praxis II-ECE Content scores; Overall GPA of 3.0 and overall professional GPA of 3.0. **Co-requisite:** ECED 23.447 Clinical Practice Seminar in Early Childhood Education; SPEC 03 350 Teaching Students of Linguistic and Cultural Diversity

Objectives of the Course: Teacher candidates will be able to

1. Identify developmental characteristics and needs of students and factors influencing their development and learning.
2. Plan and implement developmentally appropriate instructions that make students' learning meaningful.
3. Recognize and respect diversity in students and adapt curriculum planning and teaching to meet individual needs and diverse learning styles.
4. Create safe, positive, and learner-centered learning environment and guide students' behavior.
5. Demonstrate positive attitude and competency to establish respectful, productive, and cooperative relationships with diverse families and other professionals in school and community.
6. Identify benefits of assessment and show skills to select, create, and use appropriate tools for assessing students' performance and progress.
7. Articulate value of reflective teaching and demonstrate positive attitude and skills to approach reflection as an ongoing process.
8. Recognize uniqueness of early childhood profession and follow professional guidelines and standards for early childhood teachers.

Topical Outline/Content

1. Learning the Classroom, School, and Community
 - a. Understanding the Children
 - b. Understanding the Teachers
 - c. Understanding the School, District, and Community
2. Planning and Teaching

- a. Developing and Teaching Lesson Plans in Different Subject Areas/Developmental Domain
- b. Developing and Teaching a Unit Plan/Theme Based Teaching Plan
- c. Observing implementation of IEPs (Optional)
3. Assessments
 - a. Assessing and Documenting Students' Performance and Progress with Different Tools
4. Analyzing Student Performance and Progress
 - a. Reflecting on Candidates' Own Teaching
5. Classroom Management
 - a. Establishing Positive Learning Community
6. Creating Safe and Learner-Centered Physical Environment
 - a. Setting Classroom Rules and Guiding Students' Behavior V. Collaborating with Families, Colleagues, and Community
7. Understanding Diversity of Families
8. Communicating with Diverse Families
9. Observing and Participating in Parents Conference
10. Attending In-Service Education and Other School Activities
11. Observing and Participating in Child Study Team

Student Evaluation: 100 points total (outlined below) Final evaluation of clinical practice by the university supervisor and the cooperating teacher (50 points) Clinical practice assignments ((50 points) (Online submissions as applicable).

Attendance: The clinical practice begins on the first day of Rowan University's semester and ends on the last day of final exam week. During this period, candidates are expected to attend 5 days per week at their clinical practice site, and follow the same daily schedule as the cooperating teacher, including signing in and out and any other school duties. In addition, candidates will follow their school site calendar for breaks and vacations. More than three days of absence requires make-up days at the end of clinical practice.

Assignments: While many assignments will be shared online, candidates are still expected to put these together for reflection and action.

1. **5 full format learning experience plans on a full format before full time teaching (15 points).**
2. **5 Full format learning experience plans during full time teaching (on a theme or project) for edTPA learning segment (learning experience plans) during full time clinical practice – (15 points).**
3. **Developmentally appropriate short lesson plans for full time clinical practice (15 points). For days you are not writing full formal lesson plans.** Please use the questions at the end of ECED learning experience plan format for appropriate and challenging experiences.
4. **Weekly reflections (5 points). Reflections using questions identified by the candidate and the supervisor and shared through dialogue and mentoring conversations.**
5. **HIB and Bullying Content on NJ Website** – Understanding the process of responding to HIB is mandatory for each teacher candidate per NJ law. Read the content in the NJ HIB website: <http://www.nj.gov/education/students/safety/behavior/hib/> and consult with supervisor if necessary. In particular, view the tutorials in this link: <http://www.nj.gov/education/students/safety/behavior/hib/tutorials/> AND watch the webinars in this link <http://www.nj.gov/education/students/safety/behavior/hib/tutorials/>
6. **Copies of Danielson clinical practice evaluation rubrics and midterm and final conference form (Mid Term Evaluation- 20 points and Final Evaluation - 30 points).**
7. **Weekly logs of clinical practice (0 point)**
8. **Successful edTPA submission and following the edTPA timeline in the handbook (0 points) (Candidates will not receive a passing grade from the clinical practice until they successfully submit to Pearson, closely following the timeline in the handbook as much as possible with supervisor guidance).**

Teacher Candidate Responsibilities

The clinical practice will begin on the first day of Rowan University's semester and end on the last day Rowan University's semester. During this period, candidates are expected to carry out the following responsibilities.

1. To prepare and send a letter to parents introducing him/her and his/her responsibilities.
2. To plan **25 consecutive days** of full-time teaching.
3. To maintain weekly logs of clinical practice every week.
4. To complete all assignments including edTPA on time as professional representations of his/her ability to plan, teach, manage, and evaluate in the classroom.
5. To plan weekly teaching schedule with the cooperating teacher in advance and send the university supervisor of a copy by designated day. Supervisor will visit the placement site approximately every other week. However, the exact schedule of the supervisor's visit is subject to change depending on influencing conditions.
6. If full format learning experience plans fail to meet the professional expectations, your supervisors may ask for additional full formal plans. All lesson plans must be approved and initialed by the cooperating teacher before teaching. With the teacher's approval, prepare teaching materials. Send the university supervisor lesson plan(s) to be observed by him/her as the supervisor requested.
7. To attend all school events, including professional meetings, in-service workshops, school board meetings, parent conference, and child study team meetings that are available to you.
8. To invite principal(s) and/or chief school administrator to conduct a formal observation.
9. To offer to help with school functions, and show initiatives.
10. To seek help from the cooperating teacher and supervisor, and be open to constructive suggestions.
11. To be responsible to communicate with the cooperating teacher and the supervisor (i.e. Check e-mails everyday including weekend). Do not hesitate to ask questions to them.
12. To inform the school, the CT, and the supervisor of your absence or any changes in teaching schedule ASAP.
13. Teacher candidates are guests in the school system and are being observed. Follow all policies and procedures expected of teachers in the school. Professional behaviors must be exhibited at all times.

Responsibilities: Cooperating Teachers

1. To provide the student teacher with information of children, classroom, and the school.
2. To assist student teacher and supervisor with developing clinical practice process including 25-consecutive-days of full time teaching.
 - A. **Observation --) Teaching one lesson a day --) Teaching two lessons a day including transition -) Teaching three or more lessons a day including transition --) Full time teaching**
 - B. **Teaching simple lesson/activity --) Teaching complex and connected (spread over the day) learning experiences**
 - C. Teaching based on teacher's manual -) Teaching with student teacher's creative ideas
 - D. Teaching focusing on students with average level --) Teaching with differentiated instructional strategies for students with diverse needs
 - E. Teaching students --) Teaching students and involving parents
 - F. Teaching lessons only --) Practicing other responsibilities of a teacher, such as communicating with parents, participating in parent-teacher conference, observing child study team meeting, participating in teachers' meeting, in-service opportunities and school events.
3. To share ideas, materials of teaching, available technology, and resources with the student teacher.
4. To demonstrate/model:
 - A. Teaching lessons in different subject areas or activities with effective and developmentally appropriate materials and strategies.
 - B. Managing the classroom with effective and developmentally appropriate strategies.
 - C. Completing responsibilities of a teacher other than teaching, such as documenting children's progress, collaborating with parents and other professionals.
5. To review, approve, and **initial** all lesson plans prior to student teachers' teaching.
6. To review and approve student teacher's unit plan and arrange time for teaching the unit plan.
7. To closely communicate with the supervisor regarding the student teacher's progress and/or issues.
8. To observe and assess the student teacher's performances, and provide oral feedback and suggestions.
9. To review written evaluation and SPA Addendum, one at the midterm and the other at the final.
10. To assist the student teacher to complete their assignments and responsibilities.

Responsibilities: University Supervisors

1. To check and assist with developing the clinical practice process based on the syllabus and the school calendar. Have the MOAs signed on / before the first visit.
2. To guide the student teacher and cooperating teacher to plan 25 consecutive days of full time teaching.
3. To help each cooperating teacher understand his/her responsibilities.
4. To make a minimum of 6 visits to observe, confer, and assess the student teachers. Notice some candidates might need more intense support to reach the effectiveness of a beginning teacher.
5. To provide written and oral feedback.
6. To submit observation reports into the TK20 system.
7. To plan for 3-way conferences (student teacher, supervisor, and cooperating teacher) at Midterm (8th or 9th week) and at the end of semester.
8. To submit travel expense brochure to the Office of Field Experiences at least once a month.
9. To collect teaching schedules from each student teacher by Thursday or Friday of prior week.
10. To collect lesson plans from each student teacher.
11. To assist student teachers to develop learning experience plans in a full format by the mid-term and in a short format after mid-term (Allow them to use their cooperating teachers' short lesson plan format).
12. To approve and inform each student teacher when to begin to use a short format of lesson plan.
13. To assist student teachers with budgeting time for completing all assignments.
14. To set deadlines of assignments, if necessary. Collect and review them, and provide student teachers with feedback. You will have access to candidate's edTPA materials, you should provide feedback on written edTPA commentaries in terms of meaning, content, and communication.
15. To grade the "Clinical Practice Notebook" and online assessments on TK20 as needed.
16. To assign make-up days when the student teacher was absent a total of more than 3 days.
17. To develop two written major assessments of CP, at the mid-term and at the end of the semester
18. To assist cooperating teacher to review the performance evaluations.
19. To make a decision for 10-day-plan when necessary.
20. To consult with the program coordinator and department chair before making any significant decisions regarding clinical practice.

Clinical practice Timeline

Week	Self-Check	Assignments/ Responsibilities
Week 1 Observation		Attend orientation and meet your supervisor.
		Send parents a letter introducing yourself (or reminding them of your role if you were introduced in first semester placement).
		Arrange the initial conference and set up a long-term schedule of student teaching with your cooperating teacher. Plan to teach your edTPA unit between the weeks 8-10 to have enough time for a timely submission. Discuss your needs for videotaping equipment and logistics for practice footage earlier and the real footage for edTPA. You need to plan for more videotaping than it is necessary since the files may get lost or corrupt, ideas get changed etc.
		Read edTPA handbook very carefully. Share your questions with your supervisor, clinical practice seminar instructor, and your program coordinator.
		Develop a weekly reflection format and e-mail it to your supervisor.
		Plan the schedule of next week and send it to the supervisor by designated day (Usually by Friday night). Develop one full format learning experience plan for your teaching next week. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor, if requested. Maintain a weekly log of clinical practice. Develop 4 other short-form learning experience plans* for your teaching next week. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching.
		Attend school events: PT conference, child study team, PLC, etc.
Week 2 Teaching one lesson a day		Read edTPA handbook very carefully. Share your questions with your supervisor, clinical practice seminar instructor, and your program coordinator. Schedule when you will be able to teach your project/unit where you will also collect data for edTPA. Make sure there is no issues with the permission for your classroom for edTPA. If there is an issue, let your supervisor know.
		Plan schedule of next week and send it to the supervisor by designated day (Usually by Friday night). Develop 2 full format learning experience plans for your teaching next week. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor for feedback. Develop 8 other short-form learning experience plans* for your teaching next week. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching.
		Develop a weekly reflection and e-mail it to your supervisor.
		Maintain a weekly log of clinical practice.

		Attend school events: PT conference, child study team, PLC, etc.
Week 3 Teaching two lessons a day		Begin to work on edTPA project topic for your full time clinical practice. Determine a topic for your learning segment and for the full week / period of edTPA plans. Seek suggestions from the cooperating teacher.
		Plan schedule of next week and send it to the supervisor by designated day (Usually by Friday night). Develop 2 full format learning experience plans for your teaching next week. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor for feedback.
		Develop 8 other short-form learning experience plans* for your teaching next week. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching.
		Develop a weekly reflection and e-mail it to your supervisor.
		Maintain a weekly log of clinical practice.
		Attend school events: PT conference, child study team, PLC, etc.
Week 4 Teaching two lessons a day		Think about your context and learning outcomes for the edTPA Task 1. See edTPA planning section and carefully review rubric for the expectations to be able to utilize your plans as part of edTPA. Begin to work on edTPA Task 1. Determine a topic for your learning segment and for the full week /period of edTPA plans. Seek suggestions from the cooperating teacher.
		Plan schedule of next week and send it to the supervisor by designated day.
		Develop one full format learning experience plan for your teaching next week. Develop short -form learning experience plans* for your other teaching experiences. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor for feedback.
		Develop a weekly reflection and e-mail it to your supervisor.
		Maintain a weekly log of clinical practice.
Week 5 Teaching three lessons a day		Continue to work on Task 1 learning segment (unit) for edTPA week and review again edTPA planning section for considerations on assessment in the commentaries. Determine the topic and instructional methods for your whole unit
		Plan schedule of next week and send it to the supervisor by designated day
		Develop one full format learning experience plan for your teaching next week. Develop short -form learning experience plans* for your other teaching experiences. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor for feedback.
		Develop a weekly reflection and e-mail it to your supervisor.
		Maintain a weekly log of clinical practice.
	Attend school events: PT conference, child study team, PLC, etc.	

Week 6 Teaching three lessons a day		Review Part 2 of edTPA commentary very carefully. Continue to work on Task 1 to design your learning segment. In two weeks, you will start full time teaching. Plan videotaping during edTPA in terms of equipment, timing, logistics, etc. Clarify and plan with your supervisor regarding how they will provide feedback for the work in TK20 folders as you work on them.
		Develop one full format learning experience plan for your teaching next week. Develop short -form learning experience plans* for your other teaching experiences. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor for feedback.
		Develop a weekly reflection and e-mail it to your supervisor. Maintain a weekly log of clinical practice.
		Attend school events: PT conference, child study team, PLC, etc.
Week 7 Teaching three or more lessons a day		Continue to work on full format learning experience plans for your learning segment for edTPA. Continue to work on your instructional methods for your whole unit in light of edTPA commentary directions. Complete design of planning part Task 1 for edTPA with your learning segment plans (3-5 learning experience plans) and submit to TK20 only for supervisor feedback. Plan for videotaping during edTPA in terms of equipment, timing, logistics, etc. Take the document preparation workshop with TK20 embedded in clinical practice. Begin videotaping yourself for getting used to this practice in preparation for edTPA.
		Develop short -form learning experience plans* for your other teaching experiences. Plan schedule of next week and send it to the supervisor by designated day. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send the learning experience plans to your supervisor for feedback.
		Maintain a weekly log of clinical practice. Attend school events: PT conference, child study team, PLC, etc. Next week, you will start full time teaching. Plan videotaping during edTPA in terms of equipment, timing, logistics, etc. Clarify and plan with your supervisor regarding how they will provide feedback for the work in TK20 folders as you work on them.
Week 8 Full time teaching (teaching		Conduct pre-assessment. Read carefully edTPA's assessment part to integrate these expectations into your teaching for the week of learning segment you will document for edTPA.

lessons from your edtpa unit plan)		Plan schedule of next week and send it to the supervisor by designated day.
		Maintain a weekly log of clinical practice.
		Join the mid-term conference (Exact date of midterm conference will be scheduled by your supervisor).
		Develop a weekly reflection and e-mail it to your supervisor.
		Attend school events: PT conference, child study team, PLC, etc.
Week 9 Full time teaching (teaching lessons from Your edtpa unit plan)		Maintain a weekly log of clinical practice. Develop a weekly reflection and e-mail it to your supervisor.
		Attend school events: PT conference, child study team, PLC, etc.
		While teaching lessons of your unit edTPA plan, collect formative assessment data for your learning segment and plan to use it for edTPA Task 3. Begin to work analysis of instruction and student data. (Task 2 and 3). Conduct post-assessment and use it for your edTPA commentary. Ask feedback from your supervisor for feedback on Task 2 and 3 before submission.
		Maintain a weekly log of clinical practice.
Week 10 Full time teaching (Conclude teaching lessons from your unit plan - wrap up edTPA document ation)		Attend school events: PT conference, child study team, PLC, etc.
		Plan schedule of next week and send it to the supervisor by designated day.
		While teaching lessons of your unit plan and collect formative assessment data and use it for edTPA Task 2 and 3. Complete analysis of instruction and student data. (Task 2 and 3). Conduct post-assessment and use it for your edTPA commentary. Ask feedback from your supervisor for feedback on Task 2 and 3 before submission.
		Maintain a weekly log of clinical practice. No weekly reflection- edTPA submission process Put together your edTPA commentary and submit all documents into TK20 and transfer to Pearson. (Dates for edTPA submission might be earlier depending on department / evaluator needs. Please use the guidelines here flexibly).
		Develop short-form lesson plans* for your teaching next week as well as learning experience plans for your edTPA unit (when applicable). Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send your supervisor the lesson plans if requested.
Week 11 Full time teaching (wrap up edTPA document ation)		Attend school events: PT conference, child study team, PLC, etc.
		Develop short-form lesson plans* for your teaching next week as well as learning experience plans for your edTPA unit (when applicable). Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send your supervisor the lesson plans if requested.
		No weekly reflection- edTPA submission weeks Put together your edTPA commentary and submit all documents into TK20 and transfer to Pearson. (Dates for edTPA submission might be earlier depending on department / evaluator needs. Please use the guidelines here flexibly). Maintain a weekly log of clinical practice.

Week 12 Full Time Teaching		Attend school events: PT conference, child study team, PLC, etc.
		Plan schedule of next week and send it to the supervisor by designated day.
		Develop short-form lesson plans* for your teaching next week. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send your supervisor the lesson plans if requested.
		Maintain a weekly log of clinical practice.
		Attend school events: PT conference, child study team, PLC, etc.
Week 13 Full Time Teaching (Transition back to teaching less OR continue)		Plan schedule of next week and send it to the supervisor by designated day.
		Develop short-form lesson plans* for your teaching next week. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send your supervisor the lesson plans if requested.
		Develop a weekly reflection and e-mail it to your supervisor.
		Maintain a weekly log of clinical practice.
		Attend school events: Parent conference, child study team meeting, in-service education, etc.
Week 14 Transition		Develop a weekly reflection and e-mail it to your supervisor.
		Maintain a weekly log of clinical practice.
		Develop short-form lesson plans* for your teaching next week. Submit them to your cooperating teacher for his/her approval and initial; and then get ready for teaching. Send your supervisor the lesson plans if requested.
		Assist the cooperating teacher's teaching.
		Make up full time teaching, if you were absent and could not complete 25 days.
Week 15 Transition		Maintain a weekly log of clinical practice.
		Attend school events: PT conference, child study team, PLC, etc. Transition from teaching full time to teaching a few lessons a day
		Make up full time teaching, if you were absent and could not complete 25 days.
Week 16 Concluding clinical practice		Maintain a weekly log of clinical practice.
		Attend school events: PT conference, child study team, PLC, etc. Transition from teaching full time to teaching a few lessons a day

*****Exact dates of submitting assignments and scheduling meetings can be adjusted and confirmed by the supervisor/program.**

Assignments

All candidates who are taking the Clinical Practice in Early Childhood Education Program must complete the following assignments on time. These assignments must be organized in the Clinical Practice Notebook. The university supervisor will grade the Clinical Practice Notebook, which is 50 % of the final grade of this course, at the end of semester (Notebook can be arranged as an electronic/online folder system).

1. Five learning experience plans on a full format before full time teaching (15 points): Teacher candidates must develop all learning experience plans that they teach in full format until the mid-term week of the clinical practice. Of those learning experience plans written in full format, teacher candidates must select five best learning experience plans and include them in their Clinical Practice Notebook. The subject areas of these selected learning experience plans may vary depending upon the school curriculum and final decisions will be made by the supervisor. However, it is recommended to include different subject areas as well as the integration of the subjects below:

- Primary (1st to 3rd grade) Level- Math, Reading, Writing or Spelling, Science, Social Studies, Health and Safety
- PreK to K Level: Morning Circle, Math, Story Comprehension, Science, Social Studies, Visual Art, Music, Motor Activity, or Health/Safety.

2. 5 full-format edTPA learning experience plans (preferably planned for edTPA's learning segment – unit) during full time clinical practice (15 Points). This is a state mandated assessment for exiting a teacher education program and will be externally processed and evaluated by Pearson. To prepare this assignment is candidates' full responsibility. However, candidate is expected consult with the **clinical practice/diversity seminar instructor** and **the supervisor** to get feedback on the drafts and be supported in this process. These individuals will have access to candidate portfolios that will be prepared in TK20. It is expected that candidates will integrate selections from their unit/long learning experience plans and integrate those into edTPA assignment to utilize the same plans, thus, making this assignment more meaningful for their overall work. Therefore, it is ideal that you select your edTPA submission plans among the plans you created for your full time teaching experience.

Directions: Submit the drafts of your edTPA learning experience plans for that week (at least 5 full learning experience plans for the week) on the weekly topic/learning segment to your supervisor for feedback and support. Add any additional document (such as assessments etc.) your supervisor may feel is useful in providing feedback to you before you build your portfolio to be officially submit your edTPA.

- 3. Developmentally appropriate short lesson plans for full time clinical practice (15 Points)** Please submit short weekly lesson plans for all other days/lessons that is based on the format of the school and several center-based plans when applicable, and assessment tools to be used during the full time teaching and other documents in the appendix to your supervisor. Candidates do not submit additional short form plans for the lessons/periods they plan using full format plans.
- 4. Weekly reflections on clinical practice (5 points):** Teacher candidates must reflect on their teaching and write reflection journals every week. For each reflection, teacher candidate self-analyze their experiences in instructions and classroom management, summarize the comments from the supervisor and the cooperating teacher, and articulate how their work/teaching can be improved next time. The can be written in a narrative form with some bullets. Please collaborate with your supervisor on the questions.
- 5. HIB Content on NJ Dept. of Education Website (See above for the directions). (0 points).**
- 6. Copies of Danielson clinical practice evaluation rubrics and midterm and final conference form (Mid Term Evaluation- 20 points and Final Evaluation - 30 points).**
- 7. Weekly logs of clinical practice (0 point)**
- 8. Successful edTPA submission and following the edTPA timeline in the handbook (0 points) (Candidates will not receive a passing grade from the clinical practice until they successfully submit to Pearson closely following the timeline in the handbook as much as possible with supervisor guidance)**

Sample Short (Block) Form Lesson Planning (If there is a district / school based format, please use that instead)

Lessons	Monday
Title and	A. Learning outcomes: “Student will be able to...”
Time	B. Preparation in advance and technology
	C. Key ideas of instruction and a list of essential questions and their answers
	D. Expected participations and performances
	E. Assessment Methods
	F. Involving Parents/Guardians
	G. Back-up Activities
Lessons	Tuesday
	Wednesday
	Thursday
	Friday

Weekly log of clinical practice in early childhood education (Sample)

Week #	Day	Hours Spent				Total Hours
		Observation	Participation	Teaching	Others (Specify)	
	M	2.5	4	.5		7
	T	0	1	3	3 (Parent Teacher Conference)	7
	W	1	5	1	1 (in-service)	8
	R	2	4	0	1 (interviews)	7
	F	1	4	2	2 (science fair)	9
Total Hours		4.5	14	13.5	6	38
Week #	Day	Observation	Participation	Teaching	Others (Specify)	Total Hours
	M					
	T					
	W					
	R					
	F					
Total Hours						
Week #	Day	Observation	Participation	Teaching	Others (Specify)	Total Hours
	M					
	T					
	W					
	R					
	F					
Total Hours						

Signature of Teacher Candidate _____ Signature of Cooperating Teacher _____

Rowan University Early Childhood Education Program
edTPA/NAEYC/DANIELSON Learning Experience/Lesson PLAN TEMPLATE
(Revised 5/2017)

Candidate Name:	Subject/Grade/Program Type:		
Date:	Title of the Lesson:		
Lesson Essential Question: Unit Essential Question:	Concepts/Big Ideas: (Statements/ideas that are broad and applicable to similar topics – such as all animals and humans have reproduction in various ways, as well as vital organs that sustain life)		
Objective	Student will be able to (SWBAT):		
Expected Learning (NAEYC 5a, 5b, 5c; Danielson 1a)	<i>(Specific knowledge and performances, developmental outcomes, expected student actions)</i>		
Justification (edTPA Rubrics 1, 2, 3; NAEYC 3a, 3b, 3c, 5a, 5b, 5c; Danielson 1b)	<i>Demonstrate how prior observation and assessment, use of qualitative and quantitative data determined the content knowledge, level of intensity and complexity of the lesson. Make connections to research and theory to justify your instructional decisions.</i>		
Content Standards	Standard(s): <i>What are the standard(s) addressed by this lesson? How will you ensure interdisciplinary learning with standards from more than one content area? (Component 1A)</i> Include number and text of each standard being addressed		
Resources/ Materials (Danielson 1d)	<i>What texts, digital resources, & materials will be used in this lesson? (Component 1D)</i>		
Assessment (edTPA Rubric 5; NAEYC 3a, 3b, 3c, Danielson, 1c, 1f)	Pre-Assessment <i>Results of formal or informal check for children's prior understanding, skills, beliefs.</i>	Checking for Understanding <i>How will you assess children's emerging knowledge and skills during instruction-- Are they building knowledge?</i>	Post-Assessment <i>How will you assess children's knowledge and skills after instruction - How will you know they learned and performed what you targeted? How will you demonstrate your impact on student learning?</i>

Learning Experience (edTPA rubric 4, 8; NAEYC 5a, 5b, 5c; Danielson 3a, 3b, 3c, 2a)	a) Brief Description: <i>Brief sequence of learning experiences that you create for children to meet all objectives within the allotted (yet flexible) time frames. Show the logical flow including an interesting opening, designed learning experiences, ongoing checking for understanding, and closure. List plans for academic language development (vocabulary) and describe how will vocabulary learning be facilitated?</i>		
Elements of an Effective Learning Environment	(Briefly address only 1-6 for Grades 1 through 3, and address all in Pre-K/K)		
1) Differentiation (edTPA rubric 6, 7, 8; NAEYC 4b, 4c, 4d; Danielson 3d)	<i>How will you differentiate content, process, and product based on interest, readiness, or learning profile groups?</i>		
2) Diverse Learners (edTPA rubrics 6, 7; NAEYC 1c; Danielson 1b)	<i>How will you accommodate the needs of culturally diverse students, advanced and struggling learners, gifted education and special education considerations (EIP and 504), and ELL adaptations?</i>		
2) Intellectual Growth (edTPA rubric 6, 8; NAEYC 4d)	<i>How will you address specific higher level intellectual skills (one page handout from ELE Class)</i>		
3) Self Regulation/ Autonomy (edTPA 6, 8; NAEYC 4d; Danielson 2b, 3b, 3d)	<i>How will you support development of student autonomy, leadership and self-regulation?</i>		
5) Instructional Feedback (edTPA 7, 8, 9, 12, 13; Danielson 3d)	<i>How will you set up a system for teacher/peer feedback and scaffolding? How will students use instructor and peer feedback?</i>		
6) Multimodality (edTPA 1; NAEYC 4b, 4c, 4d).	<i>How will you create multimodal experiences visual, kinesthetic, verbal, print, technology, audio, video, field visits, sensory, two/three dimensional etc.</i>		
7) Building Positive Approaches to Learning (edTPA 8, 10)	<i>How will you support children's approaches to learning in each part of the lesson? (NJ Preschool Standards) (Approaches to learning include Initiative, engagement and persistence, Creativity and imagination, Children identify and solve problems, and Children apply what they have learned to new situations)</i>		

8) Play as best practice (edTPA 6, 10; NAEYC 4b, 4c)	<i>How will you incorporate play and active construction of learning, specifically dramatic / role play, social play, block play, construction play and games?</i>
9) Home/Community Link (NAEYC 2a, 2b, 2c)	<i>9) How will you connect this plan to children’s home lives and community resources around you?</i>
10) Social Emotional and Physical Dev. (edTPA 6; NAEYC 1a, 1b, 1c, 4d)	<i>10) How will you address social emotional and physical development goals? Identify specific skills.</i>
Reflection (Complete after the lesson is done) (NAEYC 3a, 3b, 3c, 6c, 6d, 6e; edTPA 12, 13, 14, 15)	<i>Analyze your impact on student learning:</i> <ol style="list-style-type: none"> <i>1) Analyze student learning for individuals, groups, and whole class using multiple forms of assessment data. How does your assessment indicate what children learned?</i> <i>2) Provide evidence for student’s use of knowledge and academic language, specifically vocabulary (words, statements and concepts within academic topics)</i> <i>3) What will be next steps in your teaching based on your assessment?</i>