



Rowan College
at
BURLINGTON COUNTY

EDUCATION

CODE: INCL 02315

TITLE: STREAM I: Clinical Experience

DIVISION: Liberal Arts

COURSE DESCRIPTION: This clinical experience supports two co-requisite courses and provides a clinical classroom for candidates to apply their knowledge of elementary education content standards in Humanities-based areas of Social Studies, English Language Arts, and the Fine Arts and how interdisciplinary, thematic units of inquiry facilitate meeting those standards. Students apply research on the way children learn and effective teaching in Social Studies, English Language Arts, and the Fine Arts, as well as instructional knowledge and skills they are developing related to inquiry-based instruction, assessment, and differentiating that instruction for elementary students. Building on school district materials and mandates, teacher candidates plan, teach, and assess an interdisciplinary unit of inquiry, which reflects candidates' understanding of appropriate content and pedagogy in the Humanities as appropriate for the assigned clinical classroom. Teacher candidates will also review, administer as appropriate, and reflect on the results of varied assessments of student learning that are typically used in that classroom. (This clinical practice requires 56 hours of field experience or one day per week for 8 weeks)

PREREQUISITE: EDU 210, INCL 02330 and acceptance into year 3 of 3+1 Inclusive Education program

COREQUISITE: INCLE 02310, READ 30351

CREDITS: 1 cr.

REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):

Click on the bookstore for the supplies which you are attending each class.

Rcbc.edu/bookstore

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- To apply content and pedagogy knowledge of social studies, literacy, and the fine arts in a real-life learning environment

- To collaborate with professionals in the clinical to deepen understandings of teaching and learning
- To strengthen knowledge and skill in the development and use of assessments to improve instruction.

GENERAL EDUCATION OUTCOMES IN THIS COURSE:

Written and Oral Communication: Communication	<ul style="list-style-type: none"> * Logically and persuasively support their points of view or findings. * Communicate meaningfully with a chosen audience while demonstrating critical thought. * Conduct investigative research which demonstrates academic integrity, originality, depth of thought, and master of an approved style of source documentation.
Scientific Knowledge & Reasoning: Science	<ul style="list-style-type: none"> * Understand and employ the scientific method of inquiry to draw conclusions based on verifiable evidence.
Society & Human Behavior: Social Science	<ul style="list-style-type: none"> * Demonstrate a general knowledge of political, social and economic concepts and systems and their effects on society.
Global & Cultural Awareness: Diversity	<ul style="list-style-type: none"> * Be able to compare and contrast cultural norms from diverse populations. * Be able to explain how communication and culture are interrelated. * Be able to examine how multicultural societies and people help engender a richer understanding of diverse life experiences
Ethical Reasoning and Action (integrated learning goal)	<ul style="list-style-type: none"> * Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation. * Students will take a position on an ethical issue or a situation and defend it.

CORE COURSE CONTENT:

Context for Learning Information

Candidates will supply information about the school, class and students. Candidates will identify how their teaching will respond to their specific students and their context.

Plan and teach lessons from the mini-edTPA unit of interdisciplinary instruction

Each teacher candidate will develop an interdisciplinary set of lessons supported by appropriate NJ Student Learning Standard/Common Core State Standards and teach these lessons to the whole class.

The teacher candidate must collaborate with the cooperating teacher in selecting the topic of the mini-unit.

The lessons must engage the students in Humanities-based learning experiences in which students work to discover, examine, and synthesize information.

Candidates will utilize the Danielson Lesson Plan form.

Candidates must administer an informal assessment after the lesson, and analyze the data using a chart or table to explain the results.

Administer and score an Informal Reading Inventory for a student with special needs (or an at-risk learner). You will administer and score this assessment to identify areas of strength and areas of weakness based on test results. Students will compile a list of possible instructional materials and explain their rationale for choosing each item.

Tutor a student with special needs or a struggling literacy learner, individually and/or in a small group. The teacher candidates will conduct three tutoring sessions during their practicum. Using information gathered from the Informal Reading Inventory; candidates will adapt/scaffold instruction to assist the tutee with class assignments. The teacher candidate will conduct three tutoring sessions during the practicum and submit a lesson plan for each session, describing the lesson, how the lesson will meet student needs, including a rationale, the student's written and oral performance, and a plan for adapting instruction based on the student's performance.

Complete a case study on a student with special needs. Components of the case study will include:

Background information about the student

Assessment data (from testing, teacher information, and tutoring sessions)

Report on Instruction, which includes the lesson plans to enable the student to meet New Jersey Common Core Curriculum Standard.

Evidence of student learning

Overall reflection

Interview a teacher about the IEP process and about parental involvement in literacy. Students will write a personal reflection about the information gathered.

COURSE ACTIVITIES:

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- ▶ Writing assignments: students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.
- ▶ Speaking assignments: students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- ▶ Simulation activities: Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- ▶ Case Studies: Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- ▶ Lectures: This format will include question and answer sessions to provide interactivity between students and instructor.
- ▶ Speakers: Representatives from various related fields may be invited to speak.
- ▶ Videos: Related topics will provide impetus for discussion.

EDUCATIONAL TECHNOLOGY:

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include on-line materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

STUDENT EVALUATIONS:

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor's course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance

etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

GRADING STANDARD:

- A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
- B+ Mastery of essential elements and related concepts, showing higher level understanding.
- B Mastery of essential elements and related concepts.
- C+ Above average knowledge of essential elements and related concepts.
- C Acceptable knowledge of essential elements and related concepts.
- D Minimal knowledge of related concepts.
- F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

COLLEGE POLICIES:

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- ▶ Academic Integrity Code
- ▶ Student Conduct Code
- ▶ Student Grade Appeal Process

OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: www.rcbc.edu/studentsupport

ADDITIONAL SUPPORT/LABS:

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students

through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

Academic Advising www.rcbc.edu/advising
Student Support Counseling www.rcbc.edu/counseling
Transfer Center www.rcbc.edu/transfer

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at www.rcbc.edu/tutoring

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