

# Cover Sheet: Request 15245

## EDE 3XXX - Clinical Rotations Across Diverse Elementary School Contexts

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/28/2020 10:13:57 AM
Updated	10/23/2020 1:36:29 AM
Description of request	This is a new course request as part of the redesigned Elementary Education major

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/28/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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### Info

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**Description of request:** This is a new course request as part of the redesigned Elementary Education major

**Submitter:** Alyson Adams adamsa@coe.ufl.edu

**Created:** 10/2/2020 3:22:23 PM

**Form version:** 10

### Responses

**Recommended Prefix** EDE

**Course Level** 3

**Course Number** xxx

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Clinical Rotations Across Diverse Elementary School Contexts

**Transcript Title** Elementary Clinical Rotations

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** Yes

**If repeatable, # total repeatable credit allowed** 6

**Amount of Credit** 2

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 2

**Course Description** Engage in clinical rotations across diverse elementary school contexts and participate in seminars with university supervisors. Students will apply, extend, and reflect on the concepts, questions, theories, and models studied in university-based teacher preparation courses

**Prerequisites** Elementary Education major EED\_BAE

**Co-requisites** N/A

**Rationale and Placement in Curriculum** We are requesting a series of new courses for our redesigned BAE Elementary Education major. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This new course will be required for all Elementary Education majors in the first and second semesters in the major program as a clinical placement to apply learning from coursework.

In the Elementary Education program of study, one credit of practicum (clinical rotations) is the equivalent of completing field placement for one half of a school day each week, meeting with the university supervisor one hour each week, and/or completing associated asynchronous online activities that average one-hour a week over the entire semester. A two (2) credit experience will be one full day in the school, plus supervisor meetings and online activities.

**Course Objectives** Upon successful completion of this course, students will be able to:

1. Develop and utilize observational skills as a means of informing instruction that connects theory to practice.
2. Describe and compare instructional approaches to teaching and learning in diverse educational settings that are based on the understanding of children as individuals and a part of a group, as well as the alignment with important educational and developmental goals.

3. Discuss and interpret the unique needs of the educational community in diverse school contexts.
4. Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes and expectations with respect to cultural relativism.
5. Locate, identify, and assess community resources that enhance cultural, social, and economic opportunities for students and their families.
6. Describe practices, approaches, methods, and curriculum materials that support cognitive, physical, social, and emotional development.
7. Construct preliminary learning opportunities rooted in culturally-sustaining universal design for learning pedagogy.

**Course Textbook(s) and/or Other Assigned Reading** Rotations Across Diverse Field Experiences Handbook

Dana, N. F., & Yendol-Hoppey, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.

**Weekly Schedule of Topics** Weekly Schedule of topics discussed in seminars will include a variety of professional issues that would typically arise in response to student field-based experiences. Below is a sample, but topics will vary based on observed need:

- \* school cultures / collaborating with professionals
- \* observing / assessing / understanding young children
- \* equity and education; race and culture in teaching and learning
- \* LGBTQ topics in education
- \* intersectionality in education
- \* socio-economic status, instructional practices, and learners' needs
- \* establishing healthy teacher/learner/school/community relationships
- \* identifying culturally and linguistically sustaining classroom practices
- \* identifying differentiated instruction / UDL
- \* ability, ableism, special education
- \* critical and culturally relevant experiential learning with a STEAM focus
- \* introduction to inquiry
- \* active observation
- \* high leverage teaching practices
- \* informal assessments to guide practice
- \* active learning components and engagement strategies

**Grading Scheme** Grading Scheme / Assignment Points

- \* Becoming A Keen Observer (completed two times): 25 pts each for a total of 50 pts; 50 % of final grade
- \* Becoming a Reflective Practitioner: 40 pts; 40% of final grade
- \* Participation / Attendance: 10 pts; 10% of final grade

A core part of teaching involves becoming a reflective practitioner and a keen observer of students' behaviors, learning environments, and schooling practices to enact informed instruction. In this course, you will complete two core assignments (Becoming a Keen Observer and Becoming a Reflective Practitioner) to help you develop these skills and notice particular influencing factors on the teaching/learning process that an untrained professional would not ordinarily see. These assignments are as follows:

1. **Becoming a Keen Observer:** At each rotation site, over the course of your six-week placement you will complete an observation protocol that will consist of the following four components. Each component is worth 5 points, individually, for a total of 20 points per observation protocol for one school site. You will complete this whole process two times.

a. **School/Community Profile**

To help build an understanding and awareness of the complex socio-cultural and historical factors that affect students' learning and other behaviors in the classroom, students will complete a school/community profile. This profile will assist teacher-candidates in interpreting teaching strategies observed in the classroom context including the building of reflective classroom learning environments and the sharing of other significant cultural information with students. Worth 5 points; 5% of final

grade.

b. Classroom Diagram

Examining multiple perspectives towards the construction of learning environments is an important step towards understanding the learning patterns of students in the elementary classroom. Teacher-candidates will sketch a detailed map of their classroom placement and identify the location of students, important resources, and the teacher in relation to the schooling environment. Worth 5 points; 5% of final grade.

c. Observation of Students

Observing a classroom, and interpreting those observations from a lens rooted in cultural and linguistic sustaining universal design for learning pedagogy, can provide important information that teacher-candidates will use in their instructional planning and teaching practices. Students will complete a guided-observation table of students in their classroom placement followed by a close observation of an individual learner. Observations of individual learners will be selected systematically and intentionally for the purpose of connecting coursework to frame individual learners and how they interact with their environment. Worth 5 points; 5% of final grade.

d. Inventory of Practices to Support Social/Emotional Learning

Through surveying in-service teachers' instructional practices, you will begin to identify skills and indicators that support the development of social and emotional learning in elementary classroom settings. Teacher-candidates will complete a guided-observational table of their placement teachers' pedagogical practices that support social/emotional learning. Worth 5 points; 5% of final grade.

The observation protocols are cumulative across the diverse rotation sites, opening up an opportunity for ongoing critical comparison during seminar in relation to topics discussed in EDE 3XXX: Equity Pedagogy Foundations and EDE 3XXX: Equity Pedagogy Instructional Strategies at each field placement. Students will submit the observation protocol at the end of each rotation and include a synthesis of their raw observations to receive feedback from their supervisor. A grading rubric will be available that outlines expectations for successful completion of the observation protocol, including clarity of expression, connections to course concepts, & inclusion of all required elements.

2) Becoming a Reflective Practitioner: Reflexive Journaling: The purpose of keeping a journal is to help you organize and reflect on your experiences in the program. Journaling is meant to be a tool for you to make a record of what you learn and what you think about the things you learn. We believe that reflective professionals (those who self-consciously examine their beliefs and practices) are much more effective than technicians (those who mindlessly implement systems designed by others). Keeping a journal in which self-conscious examination is expected is one way we hope to encourage your development as a reflective professional. Your field journal entries need to reflect on one or more activities, experiences, or impressions you had during each of your school-based visits. You should complete a journal entry during or after each visit. Suggested prompts for each week's observation and reflection journal entries will be provided in the clinical rotations handbook. These prompts serve to connect what you have learned and will be learning in your equity pedagogy courses and other coursework to your experiences in the field. A grading rubric will be provided that will outline expectations for the quality of each journal entry. Five (5) points will be deducted for each missing journal entry and/or submitting entries below stated expectations.

3) Class Participation, Attendance, & Professionalism. Regular attendance in this class is required. In addition, full participation is required. Students can engage in active participation by extending ideas presented in class, supporting and elaborating ideas and perspectives, asking questions, making connections between the readings and their knowledge and beliefs, and completing assignments. At the mid-point of the semester you will receive feedback about your participation using a grading rubric provided in class that explains how attendance and participation connect to professionalism. At the end of the semester you will receive up to 10 points using the same rubric.

Final course grades will be assigned using the following scale:

- 93-100 Points Earned (A)
- 90-92 Points Earned(A-)
- 87- 89 Points Earned (B+)
- 83-86 Points Earned (B)
- 80—82 Points Earned (B-)

77-79 Points Earned (C+)  
73-76 Points Earned (C)  
70 – 72 Points Earned (C-)  
67-69 Points Earned (D+)  
63-66 Points Earned (D)  
60 – 62 Points Earned (D-)  
0-59 Points Earned (E)

**Instructor(s)** Dr. Tim Vetere

**Attendance & Make-up** Yes

**Accomodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes