Cover Sheet: Request 14287

EEC 4945: Internship in Early Childhood Education

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Tara Mathien tmathien@coe.ufl.edu
Created	9/26/2019 10:54:57 PM
Updated	1/20/2020 2:30:15 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. New course creation for undergraduate internship course in early childhood settings.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		9/27/2019
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		12/19/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/19/2019
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					

Course|New for request 14287

Info

Request: EEC 4945: Internship in Early Childhood Education
Description of request: This course will become part of the proposed BAE in Early Childhood Education. New course creation for undergraduate internship course in early childhood settings.
Submitter: Nancy Waldron waldron@coe.ufl.edu
Created: 12/19/2019 5:07:57 PM
Form version: 14

Responses

Recommended Prefix EEC
Course Level 4
Course Number 945
Category of Instruction Advanced
Lab Code None
Course Title Internship in Early Childhood
Transcript Title Internship in ECE
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 12
Amount of Credit Variable
If variable, # min 3
If variable, # max 12
S/U Only? Yes
Contact Type Supervision of Student Interns
Weekly Contact Hours 6
Course Description Students demonstrate application of knowledge and skills acquired throughout their educator preparation program in a supervised early childhood setting.
Prerequisites Early Childhood Education major & Permission of department
Co-requisites N/A
Rationale and Placement in Curriculum This will be a required course in the proposed BAE in Early Childhood Education. This is a new course that provides students an internship in an early childhood education setting. The new early childhood education degree will be an undergraduate degree that will culminate in an internship experience. The internship experience is required by the FL Department of Education for the development and attainment of demonstrated Florida Educator Accomplished Practices (FEAPs). It will be offered in both the fall and spring semesters of the senior year of study. Therefore, variable and repeatable credits will allow the course to be taken across two semesters or as needed for an additional semester in order to meet expectations for all FEAPs and accomplish course objectives.
Course Objectives 1. Effectively choose and demonstrate fidelity in implementing a variety of teaching techniques and strategies in the early childhood setting for working with children and families who are culturally, linguistically, and ability diverse (FEAP 3)
2.   Identify and practice methods of collaboration with colleagues through data collection and consultation to positively impact student learning (FEAP 5)
3.   Demonstrate professional expectations of being an educational leader by exemplifying a comprehensive knowledge of the subject taught, design for student mastery, and aligning instruction with state-adopted standards (FEAP 1)
4.   Effectively communicate the importance of student assessment data and outcomes, apply a variety of academic assessments and analyze results for student learning (FEAP 4)
5.   Implement a student-centered learning environment that is safe, organized, equitable, and inclusive (FEAP 2)

6. Display high moral standards that adhere to the Florida Code of Ethics and the Principles of Professional Conduct of the Education Profession (FEAP 6)

Course Textbook(s) and/or Other Assigned Reading Early Childhood Education Field Experience Handbook, 2019

Early Childhood Education Intern Handbook, 2019

Weekly Schedule of Topics Topics discussed in seminar will include a variety of professional issues that would typically arise in response to student field-based experiences. Below is a sampling:

school cultures / collaborating with professionals

active observation, introduction to Practice-Based Coaching, introduction to FEAPs-based teaching practices

strengths and needs for FEAPs based teaching practices / choosing and leading learner groupings

lesson preparation and introduction

setting behavior expectations

proactive classroom management strategies

schedules / learning environment transitions

open-ended questioning techniques / wait time

coordinating the daily schedule / time management

establishing appropriate expectations

scaffolding for differentiated needs for cultural, language, and ability diverse learners

call and response/ verbal and nonverbal cues

informal assessments to guide practice

active learning components and engagement strategies

individual learning targets and becoming an advocate for student learning

principal panel tips and becoming a professional

first year teacher experience

Grading Scheme In the BAE ECE program of study, one credit of internship is equivalent to one hour of university-based supervision and three hours in the field. Students will complete 3 credits the first semester taking internship. The second semester students take 6 credits of internship.
All students will complete:

1.   Internship Emergency Substitute Plans (E.S.P.)
The emergency substitute plans must be completed and submitted to the UF supervisor by the required due date as indicated in the syllabus. Detailed instructions and a sample plan can be found in the syllabus. A copy of the plan should be kept on file with the Mentor Teacher.

2.   Videotaped Lesson
The videotape assignment is designed to enable the intern to see her/his own teaching from a more objective viewpoint. The intern will complete one videotaped lesson during the semester. Before videotaping, interns must obtain the required program established parent permissions for of any children who may appear in the videotape. The intern will videotape herself/himself conducting a typical lesson. The intern will view the tape independently or with the mentor teacher, and submit a brief, typed summary (2 pages) of their impressions of their own teaching using the Teaching Reflection form as a guide, and submit the Reflection by the assigned due date as indicated on the syllabus. GoReact will be used to submit video and provide feedback to students. Training and

account information will occur during seminar.

3.   Classroom Context: The Physical Environment Map

Each intern will create a map of the internship classroom, showing (and labeling) where centers, tables, desks, equipment, etc. are located. The map should be kept "to scale" as much as possible. This map can be created using web-based sites, neatly hand drawn, or with labeled photographs (preferred method). Also, with the permission of the Mentor Teacher, please include photographs of the classroom that show elements of the physical environment that cannot be shown on a map. Photos should not include children. These maps and photos will be used in seminar discussions, to help your fellow interns visualize the context in which your internship experiences are unfolding. The Classroom Map should be submitted by the due date provided in the syllabus.

4.   Classroom Context: The Behavior Management Plan

Each Intern will write a description of the behavior management plan used in his or her internship classroom. To guide your thinking (and to make sure you are thinking broadly enough), consider what you know about various pyramid models (the Social Competence Teaching Pyramid, Positive Behavior Support, RTI). Your description of your classroom's behavior management plan should not merely describe reactive methods. It should also include the preventive, proactive teaching methods and systems you and your Mentor Teacher use for teaching children how to behave appropriately. Speak with your Mentor Teacher to learn about the preventive, proactive teaching methods used to promote appropriate behavior, as well as the Mentor Teacher's plans regarding use of reinforcement and inhibiting consequences. Include school-wide methods, classroom-wide methods, as well as individualized methods the Mentor Teacher and you are likely to use for individual children. The Behavior Management Plan should be at least 1200-1500 words in length and should be submitted by the due date provided in the syllabus.

5.   Record of Teaching Responsibilities

The Record of Teaching Responsibilities serves as a record of the experiences the intern completes in the field experience and of the competencies she/he develops. The checklist should be used as a guide to ensure that the intern experiences all aspects of teaching as expected in the ECE program. As the intern successfully completes each experience, the mentor teacher should initial the form to verify completion. Some of the experiences listed will be repeated until the mentor teacher is satisfied with the intern's level of competence. Interns are responsible for keeping this form until it is completed and for providing any documentation of experience completion or competency development that the mentor teacher or UF supervisor requests. Due dates will be included in the syllabus.

6.   Lesson Plans and Observations:

Daily Lesson Plans: It is expected that Interns will complete lesson plans for all lessons taught during the Internship. A lesson plan notebook should be available for the University Supervisor's review during classroom visits. For these plans, Interns may use a lesson plan format that is mutually agreeable to the Mentor Teacher and Intern.

Formal Observations: The process for formal observations by the UF supervisor and mentor teacher is outlined in the field experience handbook. The Practice-Based-Coaching (PBC) model is used and the specific format, timeline, and lesson planning forms will be posted in CANVAS. The feedback cycle will allow for the student to receive constructive and supportive feedback as he/she works to implement practices and demonstrate an appropriate level of fidelity with each FEAPs.

7.   Communication Journal

The Intern will communicate weekly with the University Supervisor via CANVAS journal uploads. The structure and topic for each weekly communication will be provided via CANVAS and will include the content listed below:

•   One positive experience that happened during the week.
•   One area of improvement noted during the week.
•   One goal for improvement that will be addressed the upcoming week.
•   Any pressing issue the Intern wishes to communicate to the supervisor.

8.   Internship Evaluation Form – completed by the intern, supervisor, and mentor at the midterm and at the end of the semester (in Live Text). This form should be used in conjunction with a 3-way meeting/conversation with the intern, supervisor, and mentor teacher. This form will serve as a record

of the intern's progress toward meeting the teaching competencies for each of the FEAPs Students will be supported throughout the semester by the university supervisor through the PBC feedback cycle to support him/her in their progress toward effectively meeting and demonstrating each of the FEAPs.

Grading Scheme:
The University Supervisor, based on observations and the recommendations of the Mentor Teacher, is responsible for final evaluation of the Intern's performance. The grading system used for final evaluation is S (Satisfactory) or U (Unsatisfactory).

Grades of Satisfactory
To receive a grade of satisfactory, the student must complete all requirements including (1) acceptable performance as measured by indicators on the final intern evaluation form at the "Accomplished" and/or "Exceptional" level, which is based on the FEAPs (2) receive no indicators in the "Unsatisfactory" category of any section, (3) complete all work as outlined in the assignment section, and (4) consistently attending and participating in seminar sessions. Students are supported in their performance through the PBC feedback cycle by their university supervisor. They are provided supportive feedback and constructive feedback until they reach expected level of implementation for course requirements. Rubrics for lesson plans will be provided in the course syllabus.

Grades of Unsatisfactory
A grade of unsatisfactory will be assigned if the intern did not meet one or more of the requirements of the internship as outlined in the "Satisfactory" category. Interns receiving grades of unsatisfactory must repeat the internship as determined with the program coordinator.

Grades of Incomplete
Grades of incomplete for the internship are allowed only under extremely unusual circumstances and require approval and coordination involving the UF supervisor and program coordinator. For example, if a student is unable to accomplish one of the requirements of the internship, beyond control of the student, an extension of internship will be granted until the requirement is met.

Instructor(s) Tara Mathien
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

New course Modified Course

Current UEC ProTeach Program

Proposed BAE in ECE Program

Semester 5 Fall Junior Year	15	Semester 5 Fall Junior Year	15
EDF 3122 The Young Child	3	EDF 3122 The Young Child	3
EDF 3609 Social Foundations of Education	3	EEX 4294 Differentiated Instruction	3
EEX 3012 Intro to Special Education	3	EEC 3XXX Intro to Early Childhood Education	3
LIN 3710 Language Acquisition	3	EEC 3941 Practicum in Early Childhood Education	3
EEX 4754 Family Involvement in ECSE	3	EEC 3404 Family Diversity & Multicultural EC	3

Semester 6 Spring Junior Year	15	Semester 6 Spring Junior Year	15
EEC 3421 EC Math & Science	3	EEC 4252 Inclusive EC Curric/Teach/Assessment I	3
EEX 3226 Assessment in ECSE	3	EDF 3433 Measurement and Evaluation	2
EEC 3941 Practicum ECE	3	EEC 3941 Practicum Early Childhood Education	3
RED 3309 Emergent Lit Beginning Reading Instruct	3	EEC 3213 Language and Literacy Development in EC	3
EEX 4790 Multicultural Issues ECSE	3	EEC 4712 Soc-Emot Lrng & Behavior Support in ECE	4

Summer		Summer Senior Year	6
N/A		EEC 3421 EC Math Science & Technology	6

Semester 7 Fall Senior Year	15	Semester 7 Fall Senior Year	12
EEC 4712 Social Competence in Early Childhood	3	EEC 4XXX Internship in Early Childhood Education	3
EEX 4064 Ed Programming for Infant/Toddler	3	RED 3309 Emergent Lit Beginning Reading Instruct	3
EEC 4215 Early Childhood Science and Social Studies	3	EEC 4XXX Integrated Soc Stud, Humanities, Arts EC	3
EPD 4033 Severely Handicapped	3	EEC 4XXX Inclusive EC Curric/Teach/Assessment II	3
EEX 4812 Practicum: ECSE	3		

Semester 8 Spring Senior Year	15	Semester 8 Spring Senior Year	12
EME 4401 Technology	3	EEC 4XXX Internship in Early Childhood Education	6
EDF 3433 Measurement and Evaluation	3	EEC 4XXX Practicum in Early Literacy	3
LAE 4604 Early Childhood Language Arts	3	TSL 4324 ESOL Strategies for Content Area Teachers	3
EEX 3062 ECSE Curriculum & Management	3		
EEX 4905 EC Curriculum & Management	3		
Program continues to Master's year (below)		Program culminates Major Credits: 60	

Semester 9 Summer Graduate Year	6	Semester	
EEC 6615 Early Childhood Background & Concepts	3	N/A	
RED 5399 Practicum in Beginning Reading Instruct	3		

Semester 10 Fall Graduate Year	15	Semester	
EEC 6933 Internship in Early Childhood	12	N/A	
EEX 6786 Transdisciplinary Teaming Excp. Students	3		

Semester 11 Spring Graduate Year	15	Semester	
EEC 6304 Creativity & the Arts in EC	3	N/A	
EEC 6525 Issues in Child Care Administration	3		
TSL 5142 ESOL Curriculum /Methods/Assessment	3		
LAE 6407 Early Childhood Children's Literature	3		
EEX 6125 Intervention for Language & Learning	3		

PROPOSED BAE in ECE PROGRAM: COURSE DESCRIPTIONS

SEMESTER 5 (FALL)

EDF 3122 The Young Child: Studies growth and development during infancy and early childhood.

EEX 4294 Differentiated Instruction : Provides preservice teachers with information and expertise related to instruction to that

effectively meets the academic needs of all students in inclusive settings.

EEC 3XXX Introduction to Early Childhood Education: Provides an overview of early childhood education for all children from age three through grade 3, including legal bases, historical and cultural perspectives, organization, programming, developmentally appropriate principles and evidenced-based practices. Considerations for diversity of socio-economic status, culture, ability, language, race, ethnicity and gender guide all aspects of the course.

EEC 3941 Practicum in Early Childhood Education : Field experience in pre-service early childhood education.

EEC 3404 Family Involvement and Multicultural Issues in Early Childhood: The role of family and influence of community on development and learning of young children in diverse society

SEMESTER 6 (SPRING)

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EEC 4252   Inclusive EC Curriculum, Teaching and Assessment I: Develops knowledge of best practices in curriculum, management, and teaching in the early childhood years. Includes the contribution of child development theory and research to the design and implementation of appropriate early childhood programming, and discusses using theme-based units and play for integrating curriculum.

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EDF 3433 Measurement and Evaluation: Surveys principles and methods of educational measurement with an emphasis on evaluation and diagnosis of students in school settings.

EEC 3941 Practicum in Early Childhood Education : Field experience in pre-service early childhood education.

EEC 3213 Language and Literacy Development in Early Childhood : This course provides students with an understanding of the foundations of language and literacy development in young children, from age 3 to grade 3. The course includes a focus on the development of oral language, vocabulary, phonological awareness, and word reading skills.

EEC 4712 Social-Emotional Learning & Behavior Support in ECE: Multi-tiered model approach to use of developmentally appropriate and evidence-based practices for promoting children's social-emotional learning, self-responsibility and self-regulation in early childhood programs. Practices build from focus on development of positive relationships, to environmental arrangements, to specific teaching practices, to use of individualized interventions based on functional assessment.

SEMESTER (Summer)

-
EEC 3421 Early Childhood Math, Science, and Technology : Students will learn to teach young children mathematics and science through processes of problem-solving, reasoning, communication, and inquiry. Students will explore the appropriate use of technology to amplify the learning environment and experience in preschool and the primary grades to develop digital citizens and computational thinkers.

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SEMESTER 7 (FALL)

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EEC 4XXX Internship in Early Childhood : Field experience in pre-service early childhood education.

RED 3309 Emergent Lit Beginning Reading Instruction: Provides students with knowledge to support emergent literacy in young children and teaching beginning reading in the early primary grades. Designed to provide students with theoretical and practical knowledge and experiences that prepare them to teach in a variety of applicable educational settings.

EEC 4XXX Integrated Social Studies, Humanities, and the Arts in ECE: This course is designed to develop students' understanding of appropriate curriculum and instruction in social studies, humanities and arts for young children in preschool through grade 3, with an emphasis on integrated experiences

EEC 4XXX Inclusive EC Curriculum, Teaching and Assessment II: This course is designed to develop students' skills in implementing appropriate curriculum, teaching and assessment for young children in preschool through grade 3, across the developmental domains and academic disciplines. This course is the second in a two-course sequence.

SEMESTER 8 (SPRING)

EEC 4XXX Internship in Early Childhood : Field experience in pre-service early childhood education.

EEC 4XXX Practicum in Early Literacy: This practicum course provides students with an opportunity to practice and demonstrate competence in early literacy assessment, instruction, and intervention in an early childhood classroom setting. Students will apply their literacy knowledge and skills with PreK-3 students. The practicum will include both small-group and whole-class instruction.

TSL 4324 ESOL Strategies for Content Area Teachers: Overview of the issues relevant to ESOL learners and develops the skills to teach ESOL students in content area classes.

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December, 2019

TO: University Curriculum Committee

FROM: Nancy Waldron, Associate Dean, College of Education
           Tara Mathien, Program Coordinator, Early Childhood Education

RE: New degree proposal – Bachelor of Arts in Education, Early Childhood Education major

The College of Education is proposing a new undergraduate degree/major in the College of Education, the Bachelor of Arts in Education, Early Childhood Education major. The proposed degree will prepare students for the Florida Department of Education's PreK/Primary Educator professional certification, also known as the "age three to grade three" certification. The new degree/major will be 120 credit hours, and is designed as a cohort program to be completed in four years. In addition to teaching children age three to grade three, graduates of this program may also pursue careers as teaching coaches for early childhood programs or as child care program administrators. The proposed program also provides foundational preparation for further graduate studies relevant to the early childhood years, including child development and early intervention.

The College of Education presently has an early childhood teacher preparation program called the Unified Early Childhood (UEC) ProTeach program, which is a 5-year cohort program through which students earn a BA degree in Special Education and an M.Ed. in Early Childhood Education. The current UEC ProTeach program prepares students for two Florida Department of Education teacher certifications: PreK/Primary and Birth to 5. Enrollment in the UEC ProTeach program has experienced a steady decline in applicants in recent years, with fewer students staying to complete the 5

th

year and graduate from the program. This decline in students interested in the teaching profession, is occurring across the nation but is particularly being noted in programs that require completion of a graduate degree. In order to respond to the current teacher shortage and need for highly qualified teachers entering the field sooner, the proposed Bachelors program in Early Childhood Education will replace the UEC ProTeach program.

In addition to preparation for PreK/Primary certification, the proposed program is designed to provide students Florida's English for Speakers of Other Languages (ESOL) Endorsement and Florida's Reading Endorsement, both of which are required by the State within a teacher's first few years of teaching.   With a basis in universal design and instructional practices for all learners, the program is designed to prepare students with the necessary content and skills to teach diverse children, with and without disabilities, within an inclusive environment. The program integrates knowledge and skills for working with children and families from culturally, linguistically, ability, and economically diverse backgrounds.

After completing General Education requirements in semesters 1 to 4, students are admitted to the program as Juniors and progress through the program in semesters 5 to 8. The program begins with foundational courses that build knowledge and skills related to core concepts for the field, including family relationships; typical and atypical child development; multicultural considerations; differentiating instruction to meet diverse needs; and

historical, philosophical, theoretical and ethical foundations undergirding the field of Early Childhood Education. In subsequent semesters, students learn and apply skills and knowledge relevant to methods of instruction, assessment, and guiding children's learning and development. Field experiences occur in every semester of the junior and senior years, beginning with focused practicum in a variety of early childhood settings/classrooms and culminating in a 1 year internship placement. The new degree/major is intended to begin in Fall 2021 and will be offered on campus.