Cover Sheet: Request 14367

EEC 4XXX Practicum in Early Literacy

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Tara Mathien tmathien@coe.ufl.edu
Created	10/21/2019 6:46:43 PM
Updated	1/20/2020 2:28:52 PM
Description of request	This course will become part of the proposed BAE in Early Childhood Education. This course is to establish an undergraduate practicum that will permit students to complete the Florida Department of Education Reading Endorsement as part of their program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Special Education, School Psychology, and Early Childhood Studies 011808000	Holly Lane		12/19/2019
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					

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Submitter: Tara Mathien tmathien@coe.ufl.edu
Created: 12/19/2019 2:48:39 PM
Form version: 8

Responses

Recommended Prefix EEC
Course Level 4
Course Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Practicum in Early Literacy
Transcript Title Pract Early Literacy
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description 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-Grade 3 students. The practicum will include both small-group and whole-class instruction.
Prerequisites Students admitted to the early childhood education program.

Co-requisites N/A
Rationale and Placement in Curriculum This course will be part of the BAE in ECE program. To meet the requirements of the Florida Department of Education, it is the final course in for the reading endorsement. It is placed in the curriculum in their final semester of the program. Students are taking this practicum in the same semester in which they are taking their internship course. They are teaching alongside a mentor teacher in a school setting in which they will complete their field work for this course in order to demonstrate competencies for the FLDOE reading endorsement.
Course Objectives Students will demonstrate the ability to:
Use assessment and data analysis to monitor student progress and guide instruction over time.
Demonstrate research-based instructional practices for developing reading comprehension, oral/aural language development, phonological awareness, word recognition, fluency, and vocabulary.
Demonstrate differentiation of instruction for all students using increasingly complex text, grouping practices, and a variety of instructional practices tailored to individual student needs.
Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
Facilitate metacognition, motivation, and higher order thinking to enhance comprehension.
Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

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Course Textbook(s) and/or Other Assigned Reading Diamond, L., & Thorsnes, B. J. (2008). CORE: Assessing reading multiple measures (2nd ed.). Novato, CA: Arena.

Honig, B., Diamond, L. & Gutlohn, L. (2018). CORE: Teaching Reading Sourcebook (3rd ed.). Novato, CA: Arena.

Pullen, P. C., Lane, H. B., & Gonsalves, V. (2018). University of Florida literacy initiative: Small-group instruction. Gainesville, FL: University of Florida.

Practicum Handbook
Weekly Schedule of Topics Week 1 Orientation to Practicum
Week 2 Creating an information intensive literacy environment
Week 3 Assessment: Organizing and planning for administration
Week 4 Assessment: Data review and grouping
Week 5 Characteristics of Proficient Reading
Week 6 Informal reading inventories, matching text to the reader
Week 7 Comprehension, Assessment, and Instruction
Week 8 Oral language, Assessment, and Instruction
Week 9 Vocabulary, Assessment, and Instruction
Week 10 Phonological awareness, Assessment, and Instruction
Week 11 Phonics, Assessment, and Instruction
Week 12 Fluency, Assessment, and Instruction
Week 13 Progress monitoring data review for differentiating instruction
Week 14 Assessment and Instruction for English learners
Week 15 Writing Assessment and Instruction
Grading Scheme In the BAE ECE program of study, one credit of practicum is equivalent to one hour of university-based supervision and three hours in the field. Students will complete 3 credits of reading practicum.

All students will complete:

Literacy Assessments: Students will assess an early childhood literacy environment and write an analysis essay about the classroom environment and its effectiveness for literacy learning. Papers describe characteristics observed regarding effective practices in reading instruction. Students will provide evidence to support conclusions. Students will observe the physical environment, classroom climate, and the classroom interactions. Specific guidelines for observation and assessment criteria will be shared in class. In addition,
Points 100

Small-Group UFLI Project: Each student will also conduct UFLI small-group reading lessons. Students will submit the following:
• session notes with post-lesson observations (using template provided in class);
• formal lesson observation feedback from the classroom teacher;
• and a brief (~1-page) summary of children's progress.
Small group UFLI training and identification of student groups will occur during class periods. Materials will be distributed the first week of class in order to conduct small group UFLI requirements.

Points 100

Journal: Each student will keep a weekly journal with reflections that include new insights and new questions about pedagogy, the reading acquisition process, and the needs of struggling readers. Journal must include anecdotal data collected during whole group and small group classroom instruction.
Points 15 @ 5= 75

Peer Observation: Each student will view videotaped lessons from two peers and provide feedback in an effort to practice identification and content knowledge of specific reading instruction practices in a non-evaluative manner. Students will be assessed on their ability to identify practices and provide supportive, evidence-based feedback on specific strategies, not to be served as an evaluation of peers. Students will then reflect upon their own learning resulting from observing their peer. Peer

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reviews will be evaluated based on completion and accuracy of the observation protocol and depth of thinking evident in accompanying comments and reflections. GoReact will be used to submit video and provide feedback to students. Assignment rubric and guidelines will be distributed during class.
Points 2 @ 25 = 50

Assessment Project: Using all available data sources (e.g., journal, videotaped lessons, observation feedback from mentor teacher, supervisor, and peers), students will assess their own development as reading teachers. Students will select five lessons used in student self-analysis of skill progression that will represent a variety of instructional purposes, grouping patterns, and each of the five components of reading instruction. Students will write a rationale that explains choices made regarding instructional activities, content, grouping, and assessment. Additional details will be provided in a separate document. The assessment report will include a summary of evidence-based impressions of their own instructional strengths and areas in need of continued improvement, in addition to the effectiveness of their instruction, the appropriateness of their instructional choices, and their ability to articulate reasons supporting instructional choices.
Points 75

Florida Reading Endorsement Competency 5 Documentation of Practice: 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 practicum student's progress toward meeting the reading competencies for the FLDOE Reading Endorsement. Students will be supported throughout the semester by the university supervisor to progress toward effectively meeting and demonstrating each of the competencies.
Points 100

Evaluation points:
470 - 500 = A
450 - 469 = A-
440 - 449 = B+
420 - 439 = B
400 - 419 = B-
390 - 399 = C+
370 - 389 = C
320 - 369 = D
Below 320 = E

Evaluation percentage:
94.0 – 100 A
91.0 – 93.99 A-
88.0 – 90.99 B+
84.0 – 87.99 B
81.0 – 83.99 B-
78.0 – 80.99 C+
74.0 – 77.99 C
71.0 – 73.99 C-
68.0 – 70.99 D+
64.0 – 67.99 D
61.0 – 63.99 D-
Instructor(s) Holly Lane
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

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Comparison: Current UEC Program & Proposed BAE in ECE Program

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)

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.

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.

SEMESTER 7 (FALL)

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 5th 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.