

# CONTENT SPECIFICATIONS

## Implementation Plan/Evaluation Plan – 24 Hour Pre-service Program for P-3

This section provides guidance to colleges and universities that wish to submit an application to provide the 24 hour pre-service program that is required for persons seeking to attain the P-3 Certificate of Eligibility.

### GENERAL CONSIDERATIONS

- Programs may only enroll candidates that have a minimum of a bachelors degree.
- Programs will be approved for one or two academic years, with a start date of September 1, 2009 and end date of August 31, 2010 or August 31, 2011.
- A program completion form will be made available to participating colleges/universities by the Department for verification of program completion. This form will be the sole document indicating successful completion of program requirements recognized by the Office of Licensure and Credentials.
- Submission of the program verification to the Office of Licensure and Credentials shall be the responsibility of the candidate when applying for the Certificate of Eligibility.
- Approved colleges/universities may offer this course for credit and charge accordingly. The fee for the course will be \$200 for non-credit or the college/university's customary tuition for a 1.5 credit course.
- Colleges/universities that would like to offer this course must submit their proposal at least 6 weeks before the classes start to the Division of Early Childhood Education, NJ Department of Education, PO Box 500, Trenton, NJ 08625-0500.

### COMPONENTS OF THE APPLICATION

#### Executive Summary

The Executive Summary should consist of an overview of the proposed program. Describe how the program provides a clearly articulated vision that would promote high quality teacher preparation and accountability. The college or university applicant will submit a customized program of study, based on the course outline in Appendix C1.

#### Fact Sheet (Appendix B1)

This compilation/summary of program information will serve as a master directory of authorized colleges/universities for use by the department administrators. It includes personnel, addresses, phone numbers, fax numbers, email addresses, location of classes, number of anticipated participants, special features, etc.

## **Curriculum**

The curriculum for the 24 hour pre-service program serves as an introduction to the teaching profession for participants who are exploring the possibility of becoming a teacher and/or who are seeking a P-3 Certificate of Eligibility (CE). The curriculum must address all of the objectives in the P-3 Pre-service Course Outline in Appendix C1. These objectives are aligned with New Jersey's Professional Standards for Teachers. When offered for credit (1.5 credit equivalence for 24 hours), this pre-service course can be counted toward the existing 13-17 credits required to complete the alternate route P-3 program.

Classes may be scheduled to begin on or after September 1, 2009. Forms in Appendix B1, Appendix C1 and Appendix D1 must be completed and submitted to the department at least six weeks prior to the start date.

Colleges and universities must submit their own curriculum design for the P-3 pre-service course, incorporating all of the elements of the NDOE course outline in Appendix C1 and using the sample format in Appendix D1 for department review.

## **Administrative Process and Infrastructure**

Provide the information below. Describe in detail and provide sample forms, where applicable.

- **Registration Processes** – The new requirement for completion of 24 hours of training will require most alternate route provider colleges/universities to develop new processes and procedures to attract and register candidates. The application must include a description of plans for publicizing availability of the program, and registration processes. The NJDOE will also list available, approved programs on the state website.
- **Candidate Selection** – Candidates for the 24 hour program will register directly with the colleges/universities. Therefore, colleges/universities will need to determine eligibility, i.e., a participant in the program must hold, minimally, a bachelor's degree. The authorized college/university must also provide an acknowledgement statement for participants indicating that successful completion of this program does not guarantee issuance of the P-3 instructional certificate. In this section, the college/university applicant must provide criteria for selection, procedures, sample forms (such as the above mentioned acknowledgement statement for signature by the participant.).
- **Candidate Assessment** – The college/university applicant shall submit a full description of their candidate assessment tools contained in their proposed curriculum. This should include clear rubrics for all assessments as well as criteria to determine successful completion. Successful completion requires attendance for the full 24 hours. The college/university must describe their

method for ensuring that missed classes or observations are made up with actual class time or observation time. Written and web-based assignments are not sufficient to replace missed class or observation time.

## **Personnel**

As an integral part of the program, instructors must be qualified to capture the flavor of the teaching profession as well as knowledge and skills associated with educational theories, research and practices, particularly in New Jersey. Instructors must be thoughtfully selected, with ongoing training and evaluation. Successful candidates for such instruction should have advanced degrees in early childhood education and related disciplines and three to five years of practice in the field.

Provide the information below. Describe in detail and provide sample forms, where applicable.

- **Selection process** – Colleges/universities must include the criteria for selection and any sample forms, if applicable. Upon approval, programs will be required to provide all resumes of instructors to the department six weeks before the start of a class,
- **Effectiveness** – Colleges/universities must include the schedule and criteria for the evaluation of instructors. Include any evaluation forms, procedures, and data collection processes, such as what may be distributed to participants to evaluate satisfaction with the course.
- **Staff Development** – Colleges/universities must describe a plan to ensure consistent quality for the 24 hour pre-service course via professional development or other types of supports for instructors. Whether the classes will be conducted by full-time faculty, adjuncts or consultants, the college/university will be responsible for the content as well as the delivery of these courses.

## **Evaluation Plan**

Colleges/universities must submit a program evaluation plan addressing participant satisfaction and instructional effectiveness. An annual report must be submitted to the department with the results of a self-evaluation. After reviewing the report, the department may require a corrective action plan.

Describe the self-evaluation process that will be utilized:

- To track the program's progress through evidence of immediate impact and results over time, including but not limited to, attrition rates, enrollment figures and other pertinent information required to sustain the program.

- To describe the role of each of the following in the self-evaluation process and how this process will assist the program in meeting its goals and objectives:

Administrative staff  
Candidates and  
Consultants (if applicable)

- To describe how the program will use the self-evaluation plan to generate the annual report required and inform instruction and administration of the program.

# APPENDIX B1

## P-3 Pre-service Program Fact Sheet

Name of Program \_\_\_\_\_

College/University \_\_\_\_\_

President \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Project Director \_\_\_\_\_

Project Coordinator \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Anticipated number of candidates for 2009-2010 \_\_\_\_\_

Location of classes \_\_\_\_\_

General description of program \_\_\_\_\_

Description of College/University's experience providing P-3 related courses

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**Unique features of program**\_\_\_\_\_

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**Names of districts or non-public schools frequently served**\_\_\_\_\_

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# APPENDIX C1

## 24 HOUR PRE-SERVICE COURSE OUTLINE FOR P-3

### **Purpose of the Course:**

Students who participate and complete the 24 hours of coursework will receive a certificate of completion from the New Jersey State Department of Education. Universities/colleges will provide information regarding the dates, time and location of sessions. The fee for the course will be \$200 for non-credit or the college/university's customary fee for a 1.5 credit course.

### **Course Objectives:**

These course objectives have been designed to incorporate the four topics delineated in N.J.A.C. 6A: 9-8.1(a)5, i.e., classroom management, lesson planning, introduction to New Jersey's Core Curriculum Content Standards P-3 (which would include the Preschool Teaching and Learning Standards), and authentic child assessment.

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

- Understand the elements of a high quality, evidence-based curriculum and how to use the revised *New Jersey Core Curriculum Content Standards* (preschool through third grade);
- Understand child development in conjunction with the role of appropriate performance-based assessment to inform teaching in the early childhood classroom;
- Recognize effective teaching and developmentally appropriate practices for diverse populations (such as inclusion, cultural diversity, supporting Dual/English language learners, etc.);
- Acquire basic awareness of classroom management and the use of the Positive Behavior Support system;
- Preview early childhood classroom assessment tools such as the Early Childhood Environmental Rating Scale – Revised (ECERS\_R), the Early Language and Literacy Classroom Observation Tool (ELLCO), the Assessment of Practice in Early Elementary Classrooms (APEEC) and the Classroom Assessment Scoring System (CLASS) to support ongoing self-assessment and improvement of the classroom environment and teaching practices;
- Obtain a basic understanding of the early childhood teacher's role in children's learning (e.g. differentiated instruction);
- Obtain a basic understanding of the early childhood teacher's role in communicating with parents;
- Learn the aspects of educational ethics and professionalism that are pertinent to

employment in early childhood education.

**Assignments:**

Suggested assignments in addition to regular active participation and in-class assignments, would include creating a personal portfolio containing two site visits to a school observing children in conjunction with a performance-based assessment as a guide. Assignments are considered part of course activities and are not to take the place of required attendance. Observations in P-3 classrooms will be counted as part of the 24 hour course requirement.

# APPENDIX D1

## COURSE MODULE FORMAT

### 1. *Overview of the Program*

Provide an outline showing the order in which the classes will be provided, i.e., by sessions, classes, modules.

State the program organization, i.e., days and times you anticipate holding classes, such as 4 hours per week, one evening per week or Saturday/Sunday classes, concentrated weekend “crash” classes, etc.

Indicate the location(s) for instruction, i.e., at a specific college/university, public school building, etc.

While on-line courses may be approved, it is recommended that each course should include a minimum of eighteen hours of face-to-face class time as well as six hours of direct classroom observations that would not be counted toward the 24 hours. If direct classroom observations for six hours create undue employment or childcare related burden for the candidates, the instructor may give permission to substitute three of those six hours by observing videotaped classrooms with instructor facilitation.

### 2. *For each session/class/module, provide the following in the order below:*

#### **Purpose**

Include a short statement indicating the goals/objectives of the session/class/module.

#### **Topics for Discussion**

Include a complete listing of all of the topics to be discussed in the session/class/module. This section must contain full content details. Clearly state how the course objectives from the P-3 Pre-service course outline in Appendix C1 will be addressed.

#### **Assignment/Assessment**

In order to build background knowledge, it is important for the candidate to have an appropriate core textbook or similar significant resource that provides

a foundation for learning. Include recommended readings/textbook and assignments with chapter citations.

Include any activities assigned that indicate measurable outcomes.

### **Instructor's Resources**

List the instructors' resources that will be used for the lesson, including text, videos, web sites, etc.

### **Professional Vocabulary**

This section focuses on the specific terms that teachers ought to know, based upon the information learned in this session/class/module.

### **Professional Standards for Teachers**

Include the New Jersey Professional Standards for Teachers that apply to the topics and concepts that will be taught in this session/class/module. Include knowledge/disposition/performances, where relevant.

### **Final Assessment**

Conclude the proposed course outline with a description of assessments that will be used to document successful completion of the course. We suggest that student portfolios and observation records should be included in this assessment. Clear rubrics must be stated for evaluating assignments, portfolios and observation records, and for determining successful completion of the course.

## **Curriculum Outline**

- **Overview of the Program**
- **Session/Class/Module #1**

**Purpose**

**Detailed Topics for Discussion**

**Assignment/Assessment**

**Instructor Resources**

**Professional Vocabulary**

**New Jersey Professional Standards for Teachers**

- **Session/Class/Module #2**

**Purpose**

**Detailed Topics for Discussion**

**Assignment/Assessment**

**Instructor Resources**

**Professional Vocabulary**

**New Jersey Professional Standards for Teachers**

- **Session/Class/Module #3**

**Purpose**

**Detailed Topics for Discussion**

**Assignment/Assessment**

**Instructor Resources**

**Professional Vocabulary**

**New Jersey Professional Standards for Teachers**

- **(continue for total number of sessions or classes planned)**

- **Overall Assessment Plan**