SCHOOL OF EDUCATION

MS EDUCATION EARLY CHILDHOOD EDUCATION HANDBOOK

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INTRODUCTION

Welcome to the Master of Science in Education Early Childhood Education (ECE) Specialization. This handbook is designed to detail the degree program, field experience and clinical practice requirements for the ECE Specialization.

The courses in this program present current research and perspectives on trends and issues related to early childhood in today's birth through grade 3 classrooms. As a classroom teacher or center administrator, a learner will find that each course offers opportunities to explore new dimensions of theory and research about our youngest students.

The ECE program is a competency–based program that provides course activities, discussions and projects designed to meet course competencies. All course competencies are aligned with the program outcomes. The capstone course for the program (ED 5450) provides a clinical practice and portfolio review that demonstrate successful accomplishment of the program outcomes.

Capella University recognizes master's level learners as active practitioners in the classroom and in related educational settings. Course activities, discussions and projects require application to a specific educational setting. Through hands–on and real–life situations, classroom teachers and center administrators or other professionals form communities of learning to explore greater dimensions of age level or topic–specific areas within ECE. Learners from across the United States join in discussions and peer review to gain new insights and understanding of ECE as it is happening in diverse and complex learning environments.

Faculty selected to teach in the ECE Specialization are those who have advanced degrees in the area of early education, special education in ECE, child development, and literacy in ECE. Instructors also have involvement in various educational settings and research, enabling them to bring innovation and real–life experience to the course work.

Upon the completion of the ECE program at the master's level, learners will be well–positioned to make significant contributions to the field of early childhood from birth through age eight years.

Important Definitions

As you read through this guide there are some important definitions that you will see throughout this handbook and during your program:

Field Experience: A variety of early and ongoing field-based opportunities in which learners may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in settings such as schools, child-care centers, community centers, etc.

Clinical Practice: Practicum that provide learners with an intensive and extensive culminating activity. Learners are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.
Classroom access requires access to a formal classroom setting in which there is student/teacher interaction on a daily basis.

District level access requires direct and frequent access to a district level building site.

Educational setting or site is defined as a public or private school, Head Start, Childcare center, or after school program. In order to gain valuable experience and a greater understanding of needs of diverse learners and diverse populations, learners will conduct one field experience within all three Early Childhood age levels: Infants and Toddlers, Preschool, and K-3rd Grade

School building access requires access to a public or private elementary, middle, junior, or high school.

PROFESSIONAL EDUCATION UNIT OVERVIEW

The Vision of the Unit

The vision of Capella’s professional education unit is to lead the definition of high quality adult online education for learners who are, or will become, leaders, teachers, practitioners, and other professional educators in the rapidly changing demographic landscape of the nation’s P-12 schools. The unit strives to deliver superior learning outcomes and a superior learning experience focused on the university values of human potential, achievement, collaboration and teamwork, innovation, and integrity.

The Mission of the Unit

Consistent with the institutional mission of Capella University, the mission of Capella’s professional education unit is to provide innovative, competency-based learning experiences that deliver immediate, profound, professional impact and that empower learners to distinguish themselves through contributions to the thinking and development of the organizations they serve. Learners in the unit prepare for the challenges, opportunities, and demands of today’s P-12 schools. As a result of this commitment to relevant and high quality preparation of learners, academic programs in the unit engage in a continuous process of creating and improving courses of study that closely align with research-based competency standards.

Commitment within the Unit to a Scholar-Practitioner Model

Consistent with the educational philosophy of Capella University, faculty in the professional education unit are committed to a scholar-practitioner model for the preparation and continuing education of P-12 teachers, administrators, counselors, and school psychologists. This approach to learning incorporates theoretical knowledge and authentic professional experiences in P-12 schools. Depending on their degree level, learners are expected to synthesize scholarship with practical application on a continuum from practitioner to scholar. Learners in master’s degree programs are expected to be practitioner-scholars; learners in doctoral degree programs are expected to be scholar-practitioners.

Shared Assumptions about Learners and the Learning Process
Central to the unit’s Conceptual Framework are seven assumptions about learners and the learning process that are shared throughout the unit:

**Shared Assumptions about Learners**

1. Adult learners need meaningful, relevant, and collaborative learning contexts
2. Learners bring a wealth of experiences to the learning community
3. Learners are members of many diverse communities of practice

**Shared Assumptions about the Learning Process**

1. Constructivist principles of learning support the development of reflective practice
2. Integration of theory and practice leads to best practices that can have an immediate impact on learners
3. Competency-based learning supports the development of reflective practice
4. Reflective practice is a means for personal and professional growth.

**Professional Education Unit Learning Outcomes**

During the unit’s 27 advanced programs for P-12 teachers and other school professionals, learners in these programs are expected to develop and demonstrate the following 15 unit learning outcomes, each of which is grounded in a knowledge base of current theory, research, and best practice:

1. **Content Knowledge**: Has content expertise in the subject matter or discipline of one’s profession as a teacher, administrator, counselor, or school psychologist

2. **Pedagogical Content Knowledge**: Understands concepts, theories, and research about effective teaching and learning and the interaction of subject matter and pedagogy; uses multiple strategies to help students learn subject matter

3. **Professional Knowledge and Skills**: Understands the context of schools, education, and learning; designs and delivers assessment-driven standards-based curriculum, instruction, training, or administrative practices

4. **Data-Informed Planning**: Uses data, especially about learners, to plan instructional, administrative, counseling, or consultative strategies and activities

5. **Information Technology**: Uses information technology effectively to improve learning, productivity, and professional practice

6. **Diversity Competencies**: Has the knowledge, skills, and dispositions (i.e., competencies) to work successfully with diverse learners, their families, and other professionals who differ in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area
A. **Three Specific Diversity Competencies:** During their programs, learners are expected to develop and demonstrate the following three specific diversity competencies (knowledge, skills, and dispositions):

i. Understands the scope of diversity and the various categories of diversity found among learners in schools and classrooms, including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

ii. Creates fair, equitable, and inclusive learning environments that ensure the opportunity for all learners, especially diverse learners, to reach their potential.

iii. Uses multiple and appropriate models, resources, and management strategies to meet the needs and ensure the success of all learners, especially diverse learners.

7. **Impact on P-12 Learners:** Assesses and documents that one’s professional activities as a teacher, administrator, counselor, or school psychologist have a positive impact on P-12 learners.

8. **Use of Current Knowledge:** As a practitioner-scholar, applies current theory, research, and best practice to improve one’s professional practice as a teacher, administrator, counselor, or school psychologist.

9. **Generation of New Knowledge:** As a scholar-practitioner, conducts field-based research to advance and improve one’s professional practice as a teacher, administrator, counselor, or school psychologist.

10. **Communication Skills:** Writes and speaks clearly; communicates effectively with learners, their families, and other professionals in ways appropriate to purpose and content.

11. **Critical Thinking:** Engages in critical thinking, analysis, and problem solving that reflect scholarly intellectual standards and incorporate sound reasoning.

12. **Reflective Practice:** Engages in reflective practice that leads to continuous professional growth and improvement.

13. **Collaboration:** Collaborates successfully with families, other professionals, and community members to mobilize resources for both learners and one’s own professional growth.

14. **Professional Dispositions:** Has professional attitudes, values, and beliefs that support student learning and development.

A. **Seven Specific Professional Dispositions:** During their programs, learners are expected to develop the following seven professional attitudes, values, and beliefs that support student learning and development, and they are expected to demonstrate these seven unit-level professional dispositions in their interactions with students, families, colleagues, and communities:

i. Is committed to fairness.

ii. Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.

iii. Believes that all children can learn at high levels.
iv. Persists in helping students achieve success by applying different approaches until they achieve that success  
v. Is willing to explore and use technology in the classroom  
vi. Recognizes when one’s own dispositions may need to be adjusted  
vii. Is committed to reflective practice, professional development, and lifelong learning.

15. Vision and Leadership: Demonstrates the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

PROGRAM OVERVIEW

The Early Childhood Education specialization offers master’s learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum; and examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education. The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

Eleven Required Courses

Core courses:
ED5010 Foundations for Master’s Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5501 Assessment and Improvement of Instruction (4 quarter credits)
ED5503 Classroom Management Strategies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)
ED5420 *Exceptional Children in the Early Childhood Setting (4 quarter credits)

Specialization courses:
ED5405 Infant and Child Development (4 quarter credits)
ED5410 *The Early Childhood Learning Environment (4 quarter credits)
ED5430 *Children, Families, and Society (4 quarter credits)
ED5440 Early Childhood Reading and Literacy Instruction (4 quarter credits)
ED5450 *Early Childhood Education Practicum (6 quarter credits)†

Total: 46 quarter credits

* Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.
ECE Specialization Outcomes

1. Demonstrate deep understanding of the stages of child development and how children learn.
2. Create learning environments that support and nurture the development, learning, and self-esteem of all children.
3. Design developmentally appropriate curriculum and instruction that encourages individual as well as group learning, skill development, reflection, critical thinking, and inquiry.
4. Provide equitable, inclusive education in which each student has the opportunity and encouragement to reach his or her potential.
5. Design assessment-driven, standards-based curriculum and instruction that is age and developmentally appropriate.
6. Demonstrate comprehension of early childhood content knowledge, its evolution, and its application.
7. Support and empower the young child’s relationships within and outside of the school setting.
8. Uphold ethical and professional standards in conduct as an early childhood professional.
10. Apply critical knowledge of current research and theory to the improvement of instructional and leadership practices.

FIELD EXPERIENCE

A field experience is defined as an experience beyond the online cours roam that allows learners to observe, interact with, and practice skills and theory learned in their own courses.

Field Experiences are found in the following courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Unit</th>
<th>Experience</th>
<th>Age Group/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5410</td>
<td>Unit 3</td>
<td>Design an assessment, play, or interaction activity with a child age eight or younger in a one-on-one situation that demonstrates theory.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td></td>
<td>Unit 5</td>
<td>Create a list of materials needed for a specific learning center that could be utilized in an early learning environment. Develop a budget, sources of materials and then share this with an administrator in ECE and add that feedback (and resolution) in the paper.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td>ED5420</td>
<td>Unit 2</td>
<td>Interview a school psychologist to help understand what they do and how that should inform what an early childhood</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td>Course Number</td>
<td>Unit</td>
<td>Experience</td>
<td>Age Group/Location</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Unit 4</td>
<td>Interview an early childhood teacher (preschool through third grade) who has at least one special education student in the class.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td></td>
<td>Unit 5</td>
<td>Observe the classroom of the teacher interviewed using the prompts outlined in the course.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td>ED5430</td>
<td>Units 4 and 7</td>
<td>Interview one member of a family with a young child who is involved in some type of care or educational program.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td></td>
<td>Unit 10</td>
<td>Create a case study based on a real-world child using interviews from parents, children, teachers or administrators to provide a multi-prong look at the case.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
<tr>
<td>ED5440</td>
<td>Unit 7</td>
<td>Using the lesson plan developed in unit 5, work with either one child or a small group of children to implement the lesson. This will be recorded via webcam or other tool and then uploaded and shared in the course.</td>
<td>ECE 2 or 3*</td>
</tr>
<tr>
<td>ED5450</td>
<td>Units 3-9</td>
<td>A 45-hour practicum must be completed in an early childhood educational facility. This includes a licensed childcare center or a K-3 traditional school setting.</td>
<td>ECE 1, 2 or 3*</td>
</tr>
</tbody>
</table>

*1. Infants and Toddlers; 2. Preschool; 3. K-3rd Grade

**Field Experience Course Requirements**

**Site requirements**
An educational setting or site is defined as a public or private school, Head Start, childcare center, or after school program. In order to gain valuable experience and a greater understanding
of the needs of diverse learners and diverse populations, learners will conduct one field experience within each of the three early childhood age levels:

1. Infants and Toddlers
2. Preschool

Learners choose and arrange their own field experiences within the various courses that require fieldwork and are responsible for obtaining all permissions and security clearances needed (if any).

ePortfolio

The Master’s Program ePortfolio is the culminating assessment that is to be delivered to the instructor at the end of your practicum course. The portfolio assessment demonstrates how well learners have met the expectations described in the specialization outcomes. This master’s program is based on 10 specialization outcomes, and each specialization outcome will be a separate chapter in the portfolio. The portfolio will also include an introduction and a reflection chapter.

As learners move through the program, field experience artifacts that document strengths and weaknesses within the program outcomes must be gathered in learner portfolios. Learners should use this accumulated knowledge to guide their learning and move closer to their professional competencies. These artifacts will be evaluated in the final course. Anytime learners see the prompts reminding them to save to their portfolios, they must be certain to upload their graded assignments to the e-portfolio. Learners will not have access to previous Capella courses should they forget to save the work or if they lose it due to a computer malfunction. Please note that it is the learner’s responsibility to maintain their portfolio throughout their course work.

The portfolio serves both self-assessment and program assessment purposes. As learners make decisions about their work and where to place them in their portfolios, they will need to reflect on their documentation, assess its strengths and weaknesses, and determine which documents best demonstrate their competence. Some assessments will demonstrate competence in more than one specialization outcome. Therefore, as learners collect additional evidence, they can begin to rearrange the evidence to ensure that each specialization outcome is well-represented. As part of the self-assessment process, learners may also decide to remove weaker evidence and replace it with stronger evidence. Finally, learners will reflect on evidence, artifacts, and other demonstrations of their mastery of specialization outcomes that may result from their professional practice. This evidence, though not part of Capella course work, may also be included in learner portfolios.

The portfolio should contain:

1. Table of Contents.
2. Chapter One includes:
   o Three self-assessments.
A short narrative on the impact of the program.
An activity log documenting 45 hours of field work.
The site supervisor’s narrative assessment of your level of mastery.
Personal or professional data that you deem appropriate, such as a current resume.

3. A chapter for each program outcome with evidence that satisfies all the criteria for the outcome as specified in the Portfolio Rubric.

MINNESOTA TEACHER LICENSURE EXAM (MTLE)

The MTLE (Minnesota Teacher Licensure Exam) is an important program requirement for Capella learners who enrolled in the MS Reading and Literacy or Early Childhood Education programs July 2012 and beyond. The MS Reading and Literacy and MS Early Childhood Education programs are state-approved in Minnesota and are part of the Professional Education Unit (PEU) that is accredited by NCATE (National Association of the Accreditation of Teacher Education).

The MTLE serves as an external validation assessment, and learners must successfully pass the exam to ensure that they have gained the necessary knowledge prior to entering clinical practice.

Q: WHO IS REQUIRED TO TAKE THE MINNESOTA TEACHER LICENSURE EXAM (MTLE)?
A: All learners in the MS ED Reading and Literacy or Early Childhood Education programs following the July 2012 catalog and beyond are required to take the MTLE.

Q: WHAT EXAM IS REQUIRED?
A: Early Childhood learners need to take the Early Childhood Education Content Exam. The exam includes two sub-tests, and learners must successfully complete both sub-tests.

Q: WHEN SHOULD LEARNERS TAKE THE EXAM?
A: The program is built around the Minnesota standards; as a result learners gain knowledge to successfully complete the specialization courses. The exam should be taken after completing all required specialization courses. Learners must take and pass the exam prior to applying for the practicum. Taking the exam as soon as possible after completing specialization courses allows for ample time to pass prior to applying for practicum. If learners have questions about when to take the exam, they should contact their Academic Advisor.

Q: DO LEARNERS NEED PASS THE EXAM?
A: Yes. Learners must pass both sub-tests in order to successfully complete the exam. This must be done prior to applying for practicum and because it is a program requirement, passing the exam is required to complete the program.

Q: WHAT HAPPENS IF A LEARNER DOES NOT PASS THE EXAM?
A: Learners who do not pass a sub-test may retake that sub-test. If learners need to retake a sub-test, they must complete the registration process again (including test fees). Please note that learners must wait 45 days before retaking the sub-test. Please refer to the
MTLE Retake Policy for additional details.

Q: HOW DO LEARNERS REGISTER FOR THE EXAM?
A: Learners can register online at the MTLE website. Learners will need to create an account in order to register for the exam.

Q: HOW DO LEARNERS REPORT THEIR SCORE TO CAPELLA?
A: Test scores are reported to the learner and to any institution that is indicated as a score recipient when learners register for the test. Scores are also reported to the Minnesota Board of Teaching. Learners may be required to submit scores electronically for the Division of Educator Licensing at the Minnesota Department of Education. When learners register for the exam they must list Capella as a score recipient.

Q: ARE THERE ACCOMMODATIONS FOR LEARNERS WITH DISABILITIES?
A: Learners with documented disabilities, examinees for whom English is not a primary language, and learners whose religious practices prevent them from testing on Saturdays may be eligible for alternative testing arrangements.

Q: WILL TAKING THE MTLE HELP LEARNERS TO BE LICENSED IN THEIR STATE?
A: Learners are required to take MTLE because they are enrolled in a program that is state-approved in Minnesota. The exam externally validates that learners can demonstrate competency in the outcomes. Learners who are Minnesota residents and hold a valid initial teacher license may find that the exam may help with receiving the endorsement. Learners who are not Minnesota residents should check with their state licensure board to determine how this test impacts them.

Q: HOW MUCH DOES THE EXAM COST AND WHO IS RESPONSIBLE FOR THE COST?
A: Please refer to the MTLE Test Fee’s and Payment Information page to confirm pricing. Learners are responsible for all costs associated with the exam and any necessary retakes.

Q: CAN LEARNERS USE FINANCIAL AID TO PAY FOR THE MTLE SINCE IT IS A PROGRAM REQUIREMENT?
A: The MTLE is a non-credit bearing program requirement; as a result, learners do not receive additional funding within their financial aid award to cover this educational cost. Learners should connect with the Office of Financial Aid to discuss funding options for this program requirement.

Q: HOW IS THE EXAM ADMINISTERED?
A: Each sub-test consists of a 50 question (multiple choice) computerized exam.

Q: WHERE IS THE EXAM ADMINISTERED?
A: CBT sites are located in nationwide, and in Puerto Rico, the Virgin Islands, and Canada. Please note that there are times when a University or School is listed as a testing site, these sites are for use by members of that University/School and are for students seeking an initial teaching license.
Q: HOW CAN LEARNERS PREPARE FOR THE EXAM?
A: The specialization courses are designed to prepare learners to be successful in the exam. There are also several free and paid test preparation materials available on the MTLE website and Early Childhood test prep materials can be found on the MTLE website.

Q: WHERE CAN LEARNERS FIND MORE INFORMATION ABOUT THE EXAM?
A: Information about policies, preparation, test locations can be found on the MTLE website: http://www.mtle.nesinc.com/Home.aspx

CLINICAL PRACTICE

A critical component to every Professional Education Unit specialization is the clinical experience. CAEP expects all clinical practice to be conducted in a manner wherein both the learner and the site benefit from the experience.

The ECE MS program is grounded in CAEP Standard 2:

CLINICAL PARTNERSHIPS AND PRACTICE
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that learners develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Some items to note:

- You are responsible for securing a practicum site and site-supervisor for your clinical experience.
  - Review clinical practice information to learn more.
- Prior to being registered for a practicum you must have submitted the following (more information and links below):
  - School of Education Clinical Practice Application
  - Early Childhood Self-Assessment
  - Site-Supervisor Application
  - Site-Supervisor License/Credential Cover Sheet
- The practicum course **must** be taken as the final course in your program.
- The learner must possess a 3.0, and complete all core and specialization coursework, and the School of Education Clinical Application Process prior to beginning ED5450.
- The learner must have passed the MTLE exam and ensured Capella has received the scores.
- Each specialization requires a different hour amount for the clinical experience. Early Childhood Education is currently 45 hours.
- Learners should demonstrate experience across all three age groups (infancy and toddlers/preschool/k-3rd grade) prior to entering into their practicum. However, if for some reason they have not, they may fulfill this requirement by completing Clinical Experiences at two sites.
- Learners need to work with only one site supervisor. Please note, however, that an administrator or lead teacher may provide input if a second site is used.
All 45 hours must be completed during the dates which coincide with the approval of the Portfolio Proposal in unit 3 and the final submission of the Activity Log (unit 9).

Roles and Responsibilities Prior to the Clinical Practice

Learners

While the clinical practice is the culminating experience of learner course work, learners must intentionally prepare for and work towards it throughout the entire program. In addition to reading the handbook in its entirety, learners should follow the steps below to ensure that they are ready to start clinical practice:

- Read the Early Childhood Program Guide. This is the definitive resource for all of the information pertaining to this facet of the program. It is the learner’s responsibility to be aware of all requirements and deadlines. Learners can access the Program Guide by clicking on the following link; clinical practice forms, deadlines, and resources will be found on the CLINICAL PRACTICE tab: http://www.capella.edu/P-12ProgramGuide/index.asp
- View the Site and Site Supervisor Guidelines Document to see the minimum requirements for the ECE practicum.
- Review the School of Education Clinical Orientation PowerPoint (located at the bottom of the CLINICAL PRACTICE page). This will best explain the details of the clinical experience. It will guide learners to speak thoughtfully and professionally about the internship to potential site supervisors. http://www.capella.edu/P-12ProgramGuide/clinicalPractice/ms-earlyChildhoodEducation/applicationMaterials.asp
- Don’t wait! Learners are encouraged to submit application materials as soon as they have secured a site and completed the required documents.
- Prior to registering for ED 5450 Early Childhood Education Practicum, learners are required to gather, complete, and submit a variety of information (identified above) for review by the School of Education Clinical Experience Associate and approval by the Clinical Experience faculty lead. This information represents the learner’s application for a proposed practice as a trainee during the clinical portion of the program. Information about application materials is presented below.
  - School of Education Clinical Practice Application
    The clinical practice application is the first and primary piece of your overall application. You will be asked to provide your contact information, details regarding previous field experiences (early and ongoing experiences during your program), your anticipated clinical training site, site supervisor and schedule for your proposed clinical practice. The application must be completed and submitted per the instructions on page 1 of the document. Applications that are handwritten, incomplete, or submitted incorrectly will not be considered for review.
  - Early Childhood Self-Assessment
    This self-assessment is a measure of your current knowledge, skills, dispositions, and level of competency reflecting the progress you have made during your coursework in preparation for clinical practice. This self-assessment is the same or similar to the self-assessment you completed at the beginning of your program, and will be asked to complete again at the end of your clinical practice.
purpose is to demonstrate growth and development throughout the entirety of your program. This piece of the application is a reflective exercise, and you should be sure to devote adequate time to complete the assessment.

- **Site Supervisor Application**
  The Site Supervisor Application is needed to collect basic, professional data regarding your proposed site supervisor. As an online institution, we need the information requested in this document to ensure proposed site supervisors possess appropriate qualifications and experience necessary to supervise Professional Education Unit learners during the clinical practice phases of their program. Page 1 of this document must be completed by the learner in electronic format, and then saved and sent to your proposed site supervisor. Your proposed site supervisor will then complete and submit via email or fax. For information defining criteria and requirements for a site supervisor, please see the earlier information in this document.

- In keeping with the Professional Education Unit's Shared Assumptions about Learners and the Learning Process, the identification and approval of your proposed clinical practice (including your site and site supervisor) is a collaborative process.

**Supervising Faculty-Practicum Instructor**

In the quarters leading up to the internship, the supervising faculty-practicum instructor will support the learner by:

- Serving as clinical lead for the ECE practicum course.
- Providing support (clarifications, ideas, suggestions) to learner and site supervisor on the activities in the Proposal and the assignments.
- Facilitating the initial conference call with the learner and site supervisor.
- Being available to site supervisor (phone or email) for discussing any concerns related to the practicum.
- Being available to learner (phone or email) for discussing any concerns related to the practicum.
- Using practicum assignments, course room discussions, and scheduled conference calls to assess the learner’s progress and provide him or her with frequent feedback and support.

**Site Supervisor**

Learners’ practicum hours must be conducted under the direct supervision of a professional who holds an administration position. This individual will serve as the site supervisor for the learner during the practicum. The site supervisor must meet the following requirements:

- Must be a practicing ECE teacher or administrator.
- Must have a valid teaching and/or administrative license.
- Must have a Master’s degree and minimum of two years of experience in a classroom.
- Demonstrated supervision experience of learners preferred, but not required.

The site supervisor must agree to support the learner by:
• Providing copies of principal or administrative license and a CV/resume for inclusion in the clinical application for the learner.
• Participating in the initial conference call with the learner and Capella supervising faculty-practicum instructor during the quarter prior to the practicum, to discuss the practicum activities and artifacts that will be developed for the Proposal.
• Coaching the learner as needed for skill development.
• Modeling and providing various strategies for effective ECE teaching.
• Notifying the supervising faculty-practicum instructor of any concerns that might impact the practicum experience of the learner in a timely manner.
• Assisting the learner in evaluating what impact he or she has had on student achievement.
• Help the learner form relationships with stakeholders in the district to gain a thorough understanding of the responsibilities of various staff members.

Roles and Responsibilities during Internship

During the practicum, members of the committee have numerous responsibilities to ensure an effective practicum experience. The responsibilities include the following:

Learner

During the practicum, the learner's responsibilities will be:
• Reading the syllabus and all unit contents thoroughly at the beginning of the course.
• Coordinating the scheduling of and participating in the required conference calls with the committee.
• Engaging fully in course discussions: initial posts and responses to other learners' posts.
• Fulfilling practicum requirements during the quarter (45 hours).
• Arriving prepared and on time to the practicum site.
• Demonstrating ethics and professional dispositions.
• Coordinating meetings with and observations by the site supervisor.
• Asking for help when needed.
• Developing and completing all Proposal activities and submitting the coordinating artifacts to the course and eportfolio.
• Developing and completing the Proposal for the ECE course project and submitting the assignments to the supervising faculty instructor in the courseroom.
• Regularly recording and updating practicum experiences in the Practicum Log and submitting to the supervising faculty instructor every two weeks (as unit assignments) in the courseroom.
• Protecting student anonymity in any conversations and/or written materials with anyone other than the site supervisor.
• Keeping student records confidential.
• Completing and submitting the ePortfolio as the capstone for the MS ECE program providing all required content and documentation.
Supervising Faculty-Course Instructor

- Using practicum assignments, course room discussions, and scheduled conference calls to assess the learner’s progress and provide him or her with frequent feedback and support.
- Evaluating the learner’s performance during the practicum.
- Assessing and grading the e-portfolio.
- Determining the final grade that the learner will receive for the course.

Site Supervisor

During the practicum, the site supervisor must agree to support the learner by:

- Meeting with the learner during the first week of the practicum to discuss the activity plans of the individual proposal.
- Participating in a total of three conference calls with the learner and Capella supervising faculty instructor. The final conference call will center on a summary of the learner’s Proposal activities and projects, the specialization outcomes and the ePortfolio, and a reflection of the experience.
- Meeting with the learner for 45 hours throughout the one-quarter practicum on a regular, or as-needs basis, focusing on topics determined by the learner or faculty member.
- Reviewing the Practicum Log on a regular basis, to verify hours and activities completed during the practicum: including the 45 hours of teaching experience.
- Coaching the learner as needed for skill development.
- Observing learners in their practicum and providing them with ongoing formal and informal feedback about their performance.
- Modeling and providing various strategies for effective teaching.
- Notifying the supervising faculty instructor of any concerns that might impact the experience of the learner.
- Assisting the learner in evaluating what impact he or she has had on student achievement.
- Help the learner form relationships with stakeholders in the district to gain a thorough understanding of the responsibilities of a teacher and administrator.
- Completing the Site Supervisor Evaluation Form to assess the learner's skill levels at the completion of the practicum, and to verify the completion of each of the requirements. Please return the completed form to the learner who will submit it to the supervising faculty instructor.

MINNESOTA CODE OF ETHICS

Learners are expected to adhere to the Code of Ethics for Minnesota Teachers while engaging in field experiences and clinical practice:

MN STATE STATUTE 8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS.

Scope.
Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles, which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the
public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

**Standards of Professional Conduct.**
The standards of professional conduct are as follows:

- A teacher shall provide professional education services in a nondiscriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- A teacher shall not deliberately suppress or distort subject matter.
- A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- A teacher shall not knowingly make false or malicious statements about students or colleagues.
- A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Please refer to the link below for more information on Subpart 3: Statutory Enforcement of Code:

[https://www.revisor.leg.state.mn.us/rules/?id=8710.2100](https://www.revisor.leg.state.mn.us/rules/?id=8710.2100)

**EXIT REQUIREMENTS AND GRADUATION**

Learners should work with their advisor to ensure all program and graduation requirements are complete and submitted. Completion requirements for the Master of Science in Education with specializations in Early Childhood Education and Reading and Literacy, in accordance with university policy **3.01.08 – Academic Degree and Certificate Requirements** and licensure requirements for the Board of Teaching are as follows:

- graduate with an overall degree cumulative GPA of 3.00
- complete a minimum number of 45 credits
- completion of all components related to clinical practice
  - complete MTLE exams (pre-clinical)*
  - submit all components of the e-Portfolio, including:
    - Table of Contents.
    - Chapter One, including:
      - Three self-assessments.
• A short narrative on the impact of the program.
• An activity log documenting 45 hours of field work.
• The site supervisor’s narrative assessment of your level of mastery.
• Personal or professional data that you deem appropriate, such as a current resume.
  ▪ A chapter for each program outcome with evidence that satisfies all the criteria for the outcome as specified in the Portfolio Rubric.

* As a result of internal auditing and ongoing program improvement, a revision process is currently underway to shift the MTLE exam requirement from a pre-clinical, course pre-requisite requirement to a degree completion requirement.

The graduation process is outlined in detail on iGuide: https://campus.capella.edu/web/graduation/graduation

GRIEVANCE

Published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c):
The board must adopt rules to approve teacher preparation programs. The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.

This statute can also be found on Learner iGuide in the Academic Verification for Licensure/Certification Request web Form. This form is for learners and alumni who have completed their degree or, in some cases, reached a specific point in their program, and are applying for licensure/certification or a rank/level change in their respective state.

http://www.capella.edu/iGuidePA/forms/learner/licensure_form.asp