**CTEC 4911**

**Practicum in the Preschool**

**Fall 2012**

**Course Number:** CTEC 4911-001

**Course Title:** Practicum in the Preschool

**Course Time:** M-F 7:00 – 8:50 am

**Location:** HC 2438 &AEEC

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to EC Teacher Ed; CTEC 3200

**Co-requisite:** CTEC 3030

**Instructor: Dr. Leanne Lloyd**

**Cell Phone: 706-594-9282**

**E-mail: LLL0009@ auburn.edu**

**Office Hours:** T/TH 10:00-2:00

 Please set up meetings in advance.

**Date Syllabus Prepared:** May 1998, Revised August 2012

**Required Textbooks:**

Kamii, C. (2000). *Young children reinvent arithmetic: Implications of Piaget’s theory* *(2nd*

*ed.).* New York: Teachers College Press.

Kamii, C, & DeVries, R. (1993). *Physical knowledge in preschool education: Implications*

*of Piaget’s theory* *(2nd ed.).* New York: Teachers College Press.

Fisher, B., & Medvic, E. F. (2000). *Perspectives on shared reading: Planning and practice.*

Portsmouth, NH: Heinemann.

**Recommended:**

Fisher, B. (1998). *Joyful learning in kindergarten, revised edition*. Portsmouth, NH:

Heinemann.

**Course Description:**

This course provides laboratory experiences with children from birth to five years of age. Course assignments are designed to help students relate theory and research to practice.

**Course Objectives:**

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine his/her practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in supervised practicum experiences [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]
2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]
3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies. [ECE 2.b.4] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6\*]
4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that ensure equitable and effective access to all instructional materials. [ECE 2.b.3] [NAEYC 2.1.2, 5.5 & 5.6] [TS 2.iii]
5. Promote and manage a positive classroom environment. [ECE 2.b.4] [PS 2.c.1(v)]
6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]
7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] [NAEYC 2.1.2]
8. Select and use appropriate equipment and technology. [PS 2.c.1(V) & 2.c.2(iv)] [NAEYC 2.1.6] [TS 2.v]
9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6] [NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]
10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] [NAEYC 2.1.2]
11. Respond to and conference with children at the appropriate developmental level. [ECE 2.b.5]
12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]
13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases. [NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]
14. Use reflection and self-evaluation as a basis for program planning and modification for the individual needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]
15. Advance children’s development in the use of written language. [ECE 2.b.8]
16. Advance children’s use of the stages of the writing process. [ECE 2.b.8]

**Course Content and Schedule:**

This is a laboratory course that is a co-requisite to CTEC 3030; content is taught in the lecture course. The practicum helps students develop the ability to apply the above objectives.

**Auburn University College of Education - Conceptual Framework:**

Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity, engage in reasoned and purposeful decision making, and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious 3 development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

**Course Requirements/Evaluation:**

**1. Application of Knowledge and Developing Teaching Strategies:** Each student will use knowledge gained in CTEC 3030 to construct materials and develop teaching strategies that will positively impact preschool children's learning. Each student will construct a basic understanding of the administration, organization, and operation of early childhood preschool programs.

**2. Classroom Task Assistance:** Assist with classroom tasks of benefit to the children, such as changing bulletin boards and displays, taking children to the bathroom, supervising arrivals and departures, monitoring centers and project work, assisting with attendance, etc. This assignment is to continue throughout the semester, and it is to be evaluated by the classroom supervisor and cooperative teacher.

**3. Reflections**: You will submit 3 reflections. These reflections should be explicit, meaningful and insightful; growth as a teacher and a professional should be evidenced in your work. The reflections should NOT be a summary of your lesson plans or performances, nor should they merely provide a weekly overview. One example of a reflection would be to pick times of strength or weaknesses during the week or a time of knowledge growth. You can also include enlightening experiences or struggles you have had with children. See Blackboard for additional information.

**4. Shared Reading:** Each student will be responsible for developing and implementing a shared reading lesson each day for three weeks. Each student will work with all phases of the reading process. Each student is to make and use at least **five chants/**poems/short pieces of prose as warm-ups and cool-downs, as well as **one original big book** that builds on a favorite literary structure. Students should analyze what reading knowledge and strategies their learners have already constructed and plan ways to advance their reading ability through a shared reading experience. Students are to help all readers acquire or refine at least one new reading strategy. All materials as well as one day of this sequence must be evaluated by the practicum supervisor. See Blackboard for additional information.

**5. Math Games:** Each student will construct at least ten different math games appropriate for preschool and kindergarten children as recommend in Kamii's texts. Games selected should encourage a wide range of mathematical concept development. Students will have children play the games throughout the practicum experience. Math games must be completed by the third week of the semester. See Blackboard for additional information.

**6. Physical Knowledge:** Each student will prepare a lesson where children can explore objects by observing, moving, and changing them (biology, physics and chemistry). Students will be responsible for this lesson for at least three weeks. During this time the students will observe and engage children in activities and reflect on how follow up investigations are based on observations and children's questions. See Blackboard for additional information.

**7. Mini theme:** Each student should implement and evaluate a mini-theme to run for at least three weeks. This mini-theme should attract the interest of some portion of the children. You may work with either the whole class or a small group of children, depending on the preference of the cooperating teacher. Mini-theme will be conducted in 3 parts- teacher planning, implementation, and self-evaluation.

**Part 1: Teacher Planning**

* 1. Teacher researches topic
	2. Teacher organizes research in content web
	3. Teacher identifies resources
	4. Teacher develops possible project ideas

\*\* Mini-theme planning process must be typed, turned in and approved by your classroom teacher and supervisor before implementing.

**Part 2: Implementation**

* 1. Children are introduced to a topic (Driven by child-interest/ Classroom teacher recommendations)
	2. Children research topic/ web topic/ KWL charts
	3. Children construct project(s)
	4. Children make thematic informational or step big book(s)
	5. Teacher will design, manage, and facilitate learning with technologies that are responsive to learner diversity, style, and/or special needs. [TS 2.viii]
	6. Teacher will plan, implement and evaluate strategies that foster mutual respect and ensure equitable and effective access to all instructional materials [TS 2.iii]

**Part 3: Self-Evaluation**

k. Evidence of teacher planning (Part 1)

l. Evidence of implementation (Part 2- include pictures/ written

 explanations)

Evidence of topic introduction

Evidence of class created web

Evidence of project construction (pictures/video clips)

Evidence of the children writing fact book entries, class book, descriptions for wall displays, etc.

 m. Reflection of mini-theme process

Each objective must be achieved in order for the student to earn a satisfactory grade.

Grades will be given for work turned in. **Any assignment that is not completed in a satisfactory manner will constitute a “U” for the class.**

 Math Games Construction

 Chants Construction

 Big Book Construction

 Shared Reading LP

 Shared Reading Supervisor Evaluation

 Math Games LP

 Math Games Supervisor Evaluation

Physical Knowledge LP

 Physical Knowledge Supervisor Evaluation

 Mini-Theme (Part 1- Planning)

Mini-Theme LP (Part 2)

 Mini-Theme Self-Evaluation (Part 3)

 Cooperating Teacher’s Evaluation (midterm)

 Cooperating Teacher’s Evaluation (end of term)

 Reflections

 Participation/Classroom Task Assistance

The purpose of the practicum course is to scaffold you as you grow as a professional. Additional assignments will be made AS NEEDED. These assignments are mandatory.

**Failure to complete any assignment will result in an unsatisfactory for the course.**

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Late work must be submitted within 24 hours of the original due date. **If lateness occurs habitually (more than two times) an unsatisfactory for the course will be given.**

Attendance/Absences: Each student will meet attendance requirements for the laboratory experience. Excused absences must be **documented** and the time missed must be made up. **Two** excused absences will result in one unexcused absence.  **Two** unexcused absences will result in **unsatisfactory** completion of the practicum.

Should extreme illness cause an absence, students are to notify the cooperating teacher (find out how they would like you to handle this) and the practicum supervisor before 6:30 a.m. If the student is responsible for some portion of the day's work, plans and materials must be sent to the classroom teachers before the scheduled practicum time. **If tardy twice** (or two early departures) an unexcused absence will result.

Students must be actively engaged in order to be counted present. **Two observed incidents** of non-participation equal one unexcused absence.

Unannounced quizzes: There will be unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during the first week of classes or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Students must demonstrate professionalism by adhering to the **school dress code**. If dressed inappropriately, you will be asked to leave the school and this will result in an **unexcused absence**.

**Cell phone** use is prohibited during practicum experience. If observed using the cell phone by the cooperating teacher or the practicum supervisor, **an unsatisfactory from the course may result.**

**CTEC 4911 Addendum**

Class Policy Statements:

Participation: Students are expected to participate in all class discussions and all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. If work is missed due to lateness or an unexcused absence 2 times, an unsatisfactory for the course may result.

The Tiger Cub is no longer in existence. Its replacement is the [Student Policy eHandbook](https://sn2prd0202.outlook.com/owa/redir.aspx?C=Pf5VEZjjmEO9KgcEhNFb3hC-0Hf1Ss8IQkVsxOJ6IR3IpzCm0-gPUOavB2X7gj4gn-rmkcSzJOY.&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f);  the URL is [www.auburn.edu/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=Pf5VEZjjmEO9KgcEhNFb3hC-0Hf1Ss8IQkVsxOJ6IR3IpzCm0-gPUOavB2X7gj4gn-rmkcSzJOY.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies).

"Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

AU eValuate Fall Semester evaluation dates:

Open:   November 29, 2012 (8:00 am)

Close:   December 2, 2012 (11:59pm)