

**CTEC 4912**

**Auburn University**

Department: Curriculum & Teaching

Program: Early Childhood Education

Course Title: Practicum

Course Number: CTRD 4200, Section 002

Course Credit: 2 hours

Semester: Fall 2014

Instructor: Kelly Hill, PhD

Email Address: klh0055@auburn.edu

Phone Number: Office: 334-844-6769

Cell: 205-936-9730

Office: 5078 Haley Center 5th floor

Office Hours: M 1:00-4:00 & T 3:00-4:00,

by appointment

Schedule: Tuesday / Thursday 7:15-11:45

Classroom: 2442 Haley Center

Prerequisites: Admission to Teacher Education,

CTEC 3030/4911

Corequisites: CTEC 4200

**1. COURSE DESCRIPTION**

**Catalog Description:**

This course provides a practicum experiences in a K-2 classroom setting with children ages 5 - 9.

**Text:**

**Required:**

Fisher, B. & Fischer-Medvic, E. (2000). Perspectives on shared reading: planning and

practice. Portsmouth, NH: Heinemann.

Johnston, P. (2004). Choice words: How our language affects children’s learning.

Portland, Maine: Stenhouse.

Johnston, P. (2012). Opening Minds: Using language to change lives. Portland, Maine:

Stenhouse.

**Course Objectives:**

The Early Childhood program provides the pre-service teacher the opportunity to construct

knowledge and refine their 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]. Students will implement, in an early childhood classroom, the strategies and techniques learned in previous classes. (See CTEC 4200 for detailed objectives).

Each student will use knowledge gained in CTEC 3030 and 4200 to construct materials and develop teaching strategies that will positively impact on primary children's learning.

* + - 1. Each student will construct a basic understanding of the administration, organization, and operation of early childhood programs.
      2. Students will plan, implement, and assess student learning through multiple interactions and activities, including **a minimum of four formal observations** (to be conducted by both the classroom teacher, university supervisor, and an AU peer).

**2. COURSE REQUIREMENTS**

**Attendance:**

Each student will meet attendance requirements for the practicum experience. Excused absences must be documented and **must** be made up. **Unexcused or excessive absences will result in unsatisfactory completion of the practicum.** Should extreme illness cause absence, students are to notify the school supervisors and the practicum supervisor before 7:00 a.m. If the student is responsible for some portion of the day's work, plans and materials must be sent to the cooperating teachers prior to the start of the school day.

**Practicum Experience:**

**Teaching:**

See schedule and teaching requirements on calendar below. \*\* You must teach each scheduled

day. If you miss a day, it must be made up. You will need to communicate with your cooperating

teacher and the university supervisor prior to your absence and in order to make up your teaching

time. You are required to keep a log of your attendance which will be turned in at the end of the

semester.

**Lesson Plans:**

Lesson plans are due to the cooperating teacher on Tuesday of the week prior to lesson implementation. This will allow the cooperating teacher time to review and analyze the lesson plans. Plan to debrief with your cooperating teacher on Thursday to discuss any changes or revisions that need to be made. Lesson plans for the following week must be posted on Canvas by Thursday night at 11:59 PM and placed in your practicum notebook. (See more information below.)

**Observations:**

4 total:

2 – Auburn University Supervisor (Dr. Hill)

1 – Cooperating Teacher

1 – Peer (fellow teacher candidate)

\*More information below.

**Grading Plan:**

**Course Assignments:** Total Possible Points = 350

\*Please note that this is only a plan; assignments and point values/totals may change during the

semester.

1. **Behavior Dispositions Checklist:**

Students will assist with classroom tasks of benefit to the teacher and children, such as *taking children to the bathroom, supervising arrivals and departures, monitoring centers, one-on-one tutoring, project work, assisting with attendance, etc.* This assignment is to continue throughout the semester, and is to be evaluated by the classroom teacher/supervisor. The cooperating teacher will complete the Behavior Dispositions Checklist (available on Canvas) twice during the semester, once by midterm and the second by the end of the semester.

2 @ 15 points each = 30 points total

2. **Teaching and Observations:**

A minimum of **four** observations must be successfully completed, **two** *before* mid-semester (the classroom teacher will complete one and the university supervisor will complete one) and *at least* **two** *after* mid-semester (a peer will complete one and the university supervisor will complete one, or more if needed). Others may be required to be completed, at the classroom teacher’s or university supervisor’s discretion.

* 1. Students must arrange to be formally observed by the classroom teacher a minimum of **one** time before mid-term and by the university supervisor **two-three** times, **once before mid-term**.
  2. One lesson must be observed by an AU peer. This observation will be schedule for after mid-term. The university supervisor will pair students.
  3. **It is the responsibility of the student to schedule all observations.**
  4. Provide the observer with the Classroom Observation Form (found on Canvas) and approved (by the classroom teacher) lesson plan for the observation *at least* 24 hours in advance.
  5. After each of the 4 observations you must submit
     1. A copy of the lesson plan

10 points each = 40 total

* + 1. The completed Classroom Observation Instrument

10 points each = 40 points

* + 1. A written reflection of your lesson

15 points each = 60

=140 points total

A) Students will be in charge of advancing children’s knowledge of **mathematical**

**concepts** through developmentally appropriate means –games, number talks,

activities extending a lesson in a math curriculum adopted by the classroom/school, or a series of lessons involving objects as well as documentation (drawing, writing, documenting the problem-solving process, etc.).

1. The university supervisor and/or classroom teacher must evaluate all materials. A math lesson must be **one of the four formal observations**, and may be conducted in small or large group.

B) Students will be in charge of some portion of the **reading *and* writing process**.

* 1. Students will work with all phases of the reading and writing process with small and/or whole group instruction.
  2. Plan ways to use cooperative reading and writing methods to help advance the children’s reading ability and motivation in writing with quality literature.
  3. Methods are to help all readers acquire or refine **reading strategies**. The university supervisor and/or classroom teacher must evaluate all materials. A reading lesson must be **one of the four formal observations**, and may be conducted in small or large group.

d) Plan a writing lesson that includes the use of a mentor text. A writing

lesson must be **one of the four formal observations**, and may be conducted

in small or large group.

e) Plan one content area literacy lesson for science or social studies. A content

literacy lesson must be **one of the four formal observations**, and may be

conducted in small or large group.

3. **PWS Evaluation (final exam):**

Complete a modified PWS as a part of a self study. The requirements for PWS evaluation are online on Canvas. You must video yourself teaching lesson and upload it along with the lesson plan, observation form, and written PSW to show your ability to critically evaluate and reflect upon your own teaching. (See Canvas for expectations and grading criteria.)

=70 points total

4. **Practicum Notebook**:

You will be required to keep a notebook of all

* 1. lesson plans
  2. observation forms
  3. reflections
  4. evidence of student learning (including assessment of outcomes, evaluation, and documentation of learning)
  5. practicum attendance log
  6. lab student survey
  7. behavior Disposition Forms
  8. behavioral observations and plans
  9. materials/resources from the cooperating teacher

= 30 points total

5. **Book Response:**

A book response is required for the book “Choice words: How our language

affects children’s learning” by Peter Johnston, following the guidelines below. For

each chapter:

Summarize ***briefly*** what you have read, but primarily use this book response as a

means of reflecting and relating your own school and practicum experiences,

inquiries, connections to other readings, and personal comments. **Responses**

**should be one- two pages per chapter, double-spaced typed, with the chapter**

**number and title at the top as a heading.** Some aspects that you might include in your responses are:

* Responses to quotes that captured your attention.
* Questions about information, points that perplex you or something you would like to learn more about.
* Comments on points that were the most interesting or significant to you.
* Connections to what you’ve read in your own personal/professional experiences.
* Connections to what other reading material and class discussions.

8 Chapters @ 5 points each = 40 points total

6. **Discussion Post:**

Discussion posted to Canvas connecting “Perspectives on Shared Reading:

Planning and Practice” to a shared reading lesson you implemented during the

practicum experience. Evidence of the shared reading with and extension

including reframing (discussed in class). Response posts are required. (See Canvas

for requirements and grading.)

= 40 points total

7. **Extra Credit:**

1. Joining the Plains Reading Council = +5 points (must join before September)

-Membership information available on Canvas

2. Attending Alabama Reading Association conference in Birmingham = +25

-Registration information available on Canvas

(Registration is $25)

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

Evaluations (S/U) will be based on the following: Grades are assigned as follows:

**S 70% or higher (245 accumulated points)**

**U Below 70%**

Students must satisfy all course objectives AND complete four successful observations in

order to pass this course.

**3. University and College Policies**

**Participation**:

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

4. TENTATIVE SCHEDULE

**Fall Semester 2014 – Practicum Calendar**

**Symbol Key**

Assigned reading 🕮

Written assignments 🖉

Practicum Teaching ☺

Campus Meeting ♥

Readings are to be completed *before* the class for which they are assigned. \*Assignments and due dates are subject to change.

**Assigned Reading:**

OM – Opening minds: Using language to change lives

CW – Choice words: How our language affects children’s learning

PSR – Perspectives on shared reading: Planning & Practice

**August 2014**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 17 | 18 | 19  ♥ - 2442 Haley Center 7:15-11:45  Course introduction.  🕮 OM – Chap. 1 (in class) | 20 | 21  ♥ - 2442 Haley Center 7:15-11:45  🕮 OM – Chap. 2-5 | 22 | 23 |
| 24 | 25 | 26  ♥ - 2442 Haley Center 7:15-11:45  🕮 OM – Chap. 6-10 | 27 | 28  ☺ 7:00 – Orientation and Observation @  Cary Woods Elementary School | 29 | 30 |

**September 2014**

**Teaching Expectation for September: Teach 1 *at least* lesson per week. The first 2 lessons may be lessons created by the cooperating teacher; *all* other lessons should be created by the teacher candidate.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 31 | 1 Labor Day | 2  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 3 | 4  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 5 | 6 |
| 7 | 8 | 9  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 10 | 11  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 12 | 13 |
| 14 | 15 | 16  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 17 | 18  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🖉 Book Response due on Canvas | 19 | 20 |
| 21 | 22 | 23  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 24 | 25  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 26 | 27 |
| 28 | 29 | 30 - MIDTERM  ☺ 7:10 – 11:40 @  Cary Woods Elementary School |  |  |  |  |

**October 2014**

**Teaching Expectation for October: Teach *at least* 1 lesson per day. *All* lessons should be created by the teacher candidate and approved by the cooperating teacher.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 1 | 2  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🖉 Behavior Disposition Form uploaded to Canvas  🖉 1st observed lesson documents uploaded to Canvas | 3 | 4 |
| 5 | 6 | 7  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 8 | 9  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 10 | 11 |
| 12 | 13 | 14  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 15. | 16 FALL BREAK | 17 | 18 |
| 19 | 20 | 21  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 22 | 23  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🕮🖉 Discussion Post on Canvas | 24 | 25 |
| 26 | 27 | 28  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 29 | 30  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🖉 2nd observed lesson documents uploaded to Canvas  🖉 Discussion responses posted on Canvas | 31 |  |

**November 2014**

**Teaching Expectation for November: Teach *at least* 2 lesson per day. *All* lessons should be created by the teacher candidate and approved by the cooperating teacher. Teach *at least* 2 full days (7:15-11:45) in either November or December (or a combination of both).**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2 | 3 | 4  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 5 | 6  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 7 | 8 |
| 9 | 10 | 11  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 12 | 13  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  **OR**  ARA Conference in Birmingham  (for extra credit in CTEC 4200) | 14 | 15 |
| 16 | 17 | 18  ☺ 7:10 – 11:40 @  Cary Woods Elementary School | 19 | 20  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🖉 3rd observed lesson documents uploaded to Canvas | 21 | 22 |
| 23 | 24 | 25 Happy Thanksgiving | 26 | 27 Happy Thanksgiving | 28 | 29 |

**December 2014**

**Teaching Expectation for December: Teach *at least* 2 full days (7:15-11:45) in either November or December (or a combination of both). *All* lessons should be created by the teacher candidate and approved by the cooperating teacher.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🖉 2nd Behavior Disposition Form uploaded to Canvas | 3 | 4  ☺ 7:10 – 11:40 @  Cary Woods Elementary School  🖉 - Practicum Notebook Due in CTEC 4200  🖉 - Final observed lesson documents uploaded to Canvas  \*ALL teaching and observations documents must be uploaded to Canvas | 5 | 6 |
| 7 | 8 -12 – FINAL EXAMS  🖉 - **PWS Evaluation due on Canvas by 12/8/14 11:59 PM** | | | | | 13 |

\*\*Lesson plans are due to the cooperating teacher on Tuesday of the week prior to lesson implementation. This will allow the cooperating teacher time to review and analyze the lesson plans. Plan to debrief with your cooperating teacher on Thursday to discuss any changes or revisions that need to be made. Lesson plans for the following week must be posted on Canvas by Thursday night at 11:59 PM and placed in your practicum notebook.

5. Additional Forms

1) Lab Information Form

2) Attendance Log

3) Action Plan Form

4) Absentee Documentation Form

5) Lab Student Survey

6) Basic Lesson Plan Format

7) Classroom Observation Instrument

8) PWS Rubric

Lab Information Form

*To be completed and returned to the university supervisor during the first week of school – post on Canvas website.*

Intern Name:

Mailing Address:

Home or Cell Phone: Intern Email:

------------------------------------------------------------------------------------------------------------------

School Name: School Principal:

School Address: **Principal’s Email:**

School Phone:

Cooperating Teacher: **Teacher’s Email:**

------------------------------------------------------------------------------------------------------------------

**Schedule of Subjects/Classes/Day at Host School**

# Timeframe (CST) Subject Grade Level Room #

What dates (if any) will you be away from your school or not teaching due to holiday, teacher workday, testing, field trip, or other events?

Attendance Log Fall 2014

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please keep a weekly record of your lab experience. Any missed days must be made up.

You will turn this in to your University supervisor on the day of the final class.

Use the following to record:

√= Present and on time A = Absent FT = Full day teaching O = Formal Observation

T = Tardy (not in the classroom at least 15 minutes prior to the start of the school day)

NS = No school (due to Holiday, Weather Day, Fall Break, Thanksgiving, etc)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | T | TH | Make-up Day | Intern’s  Initials | Teacher’s  Initials | |
| 08/26-08/30 |  | \*7:00 |  |  |  | |
| 09/2-09/5 |  |  |  |  |  | |
| 09/8-09/12 |  |  |  |  |  | |
| 09/15-09/19 |  |  |  |  |  | |
| 09/22-09/26 |  |  |  |  |  | |
| 09/29-10/3 |  |  |  |  |  | |
| 10/6-10/10 |  |  |  |  |  | |
| 10/13-10/17 |  | Fall Break |  |  |  | |
| 10/20-10/24 |  |  |  |  |  | |
| 10/27-10/31 |  |  |  |  |  | |
| 11/3-11/7 |  |  |  |  |  | |
| 11/10-11/14 |  |  |  |  |  | |
| 11/17-11/21 |  |  |  |  |  | |
| 11/24-11/28 |  | Happy Thanksgiving! | | | | |
| 12/1-12-5 |  |  |  | **Last Day of Lab** | |  |
| 12/8-12/12  \*Make up days |  |  |  |  | |  |

**Action Plan Form**

Please complete the following chart as a record of a discussion between the supervising classroom teacher and the lab student to address any target **areas of concern** during the lab placement. When needed, the university supervisor may be present during the conversation. The goal is to develop a constructive plan of action to help the lab student (a) identify target areas of concern; (b) build upon related or parallel areas of strength; and to (c) develop a plan of action utilizing strengths to address the target areas.

|  |  |
| --- | --- |
| Areas of Strength | Target Areas |
|  |  |

I will address my target areas in the following ways:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lab Student’s Signature Classroom Teacher’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor (if present) Date

**Absentee Documentation Form**

*To be completed in the event of any and all absences from the internship. Submit to your university supervisor within one week of the absence.*

Lab Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Absence(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for Absence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Makeup date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating/Cluster Teacher Signature Date

**Attach Documentation**

**Lab Student Survey**

**Classroom Supervising Teacher Evaluation of Obligations**

*You are asked to evaluate your supervising teacher by completing this survey. Please submit the completed survey to your university supervisor at the end of your internship experience.*

|  |  |
| --- | --- |
| School and system of my lab experience: |  |
| My cooperating teacher: |  |
| Dates of my lab placement: |  |

My cooperating teacher:

|  |  |
| --- | --- |
| introduced me to students, teachers, and administrators . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| explained related school policies and procedures to me. . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| acquainted me with instructional materials and classroom routines. . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| assisted me in developing a schedule for gradually assuming full-time teaching responsibilities . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| helped me incorporate discipline and management procedures. . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| helped me establish my role as teacher. . . . . . . . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| analyzed and critiqued my teaching. . . . . . . . . . . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| provided informal feedback on observations on a continuous basis . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| provided constructive suggestions and feedback . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| encouraged me to try various teaching strategies. . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| communicated with skill and effectiveness. . . . . . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| listened to me . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| conducted my midpoint and final comprehensive evaluation meeting | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| worked with other cluster teachers to create an effective cluster team | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| provided valuable feedback on my Professional Work Sample . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| helped to facilitate observations of other classrooms . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| modeled high ethical standards and professional behavior . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |
| provided a valuable internship experience. . . . . . . . . . . . . . . . . . . . . . | Yes \_\_\_\_\_ No \_\_\_\_\_ |

Would you recommend your cooperating teacher to future lab students?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why or why not?

Make additional comments regarding your internship supervision:

**Basic Lesson Plan Format (For the formal observations)[[1]](#footnote-1)**

*To be completed by all lab students in advance of the teaching day for each observation*

Lesson Title: Teacher’s Initials of Approval: \_\_\_\_

Subject/Grade Level:

Common Core (Math, Language Arts) and Alabama CCRS(s):

*[Multiple standards across disciplines or subjects can be listed for integrated lessons]*

Learning Objective(s):

Students will ….

Materials:

*[Those materials that are not typically found or readily used in the classroom]*

Procedure:

*[Detailed steps for a procedure should be given; if details are given in a ready-made lesson, then cite the lesson source in place of re-writing it here – e.g., STC – Electric Circuits, Activity 1.1 Make the Light Work, procedure pages 4-6, basal reader pages 24-28, etc.]*

Assessment:

*[What will you use and how will you evaluate each student’s meeting your learning objective(s)?]*

**Classroom Observation Instrument\***

# Early Childhood Education

**Intern School/System**

**Observation # Observe**r **Date Circle Role:** Cooperating Teacher **or** University Supervisor

**Directions:** Please circle the appropriate rating for each item using the **NAC – AC – C – E** rating scale as described below. Make any comments in the space provided.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rating Scale:** NAC – Not Approaching Competence AC – Approaching Competence C – Competent E – Exemplary | | | |  | | | | |
| **Organization and Management of Learning Environment** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 1. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1b)   1. Prepares Resources NAC AC C E    1. Appropriate resources are well-organized and accessible to children    2. A variety of materials are available to encourage children’s interest and ability to make choices    3. Resources are related to the objective    4. Equipment used appropriate and tested to be sure it’s working 2. Manages Class Time NAC AC C E    1. Begins promptly    2. Minimizes loss of instructional time    3. Appropriately responds to student input    4. Maintains clarity and focus upon objectives    5. Minimizes student wait time    6. Effective use of time – Plans appropriate transitions    7. Responds to children’s questions and comments in ways that encourage thinking or provide focus upon a learning objective 3. Maintains Environment NAC AC C E    1. Arranges furniture/equipment    2. Accommodates variety of activities    3. Maintains attractive environment | NAC | AC | C | E | Comments: | | | |
| 2. Understands positive relationships and supportive interactions as the foundation of their work with young children (NAEYC  4a)   1. Manages Student Behavior NAC AC C E    1. Uses positive verbal language    2. Uses positive nonverbal cues    3. Demonstrates respect    4. Avoids personal criticisms 2. Expresses Positive Affect NAC AC C E    1. Uses positive verbal language    2. Uses positive nonverbal cues    3. Demonstrates respect    4. Avoids personal criticisms 3. Speaks Clearly/Correctly NAC AC C E    1. Uses formal English (only exception is in discussion of varieties of speech)    2. Uses correct pronunciation    3. Speaks fluently - varies speech, volume, & pitch according to purpose of communication    4. Organizes presentation    5. Uses appropriately challenging vocabulary & clarifies for meaning | NAC AC C E | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c)   1. Communicates High Expectations NAC AC C E    1. Suggests timelines for completion of work    2. Establishes acceptable standards for work products    3. Encourages students to follow directions and complete tasks    4. Encourages children to do their best    5. Exhibits confidence 2. Involves Students NAC AC C E    1. Encourages participation    2. Ensures equitable participation    3. Establishes positive rapport    4. Elicits responses    5. Encourages student sharing    6. Uses student ideas/responses    7. Seeks elaboration    8. Refers to other students    9. Engages students in knowledge/hypotheses    10. Varies roles in instructional process | NAC AC C E | | | | Comments (continued) | | | |
| 4. Knows and upholds ethical standards and other early childhood professional guidelines (NAEYC 6b) | NAC AC C E | | | |
| **Instructional Strategies to Engage Learners** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 5. Knows about and understands effective strategies and tools for early education, including appropriate uses of technology  (NAEYC 4b)   1. Develops the Lesson NAC AC C E    1. Draws on children’s prior experience to develop & extend the lesson    2. Explains/Presents    3. Present content that fits objectives    4. Provides examples    5. Provides illustrations from life experiences    6. Presents in logical pattern/sequence    7. Relates content to other subject areas    8. Uses technology when appropriate    9. Facilitates individual/collaborative use    10. Questions effectively    11. Provides smooth transitions 2. Provides Practice Summarization NAC AC C E    1. Provides guided practice    2. Provides independent practice    3. Provides review | NAC | AC | C | E | Comments: | | | |
| 6. Uses a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c)   1. Orients Students to Lesson NAC AC C E    1. Secures attention (motivation, etc.)    2. States purpose/objectives    3. Identifies content/skills    4. Introduces lesson by relating to students’ prior knowledge/experiences 2. Gives Clear Directions NAC AC C E    1. Gives concise directions    2. Presents in logical sequence    3. Presents in easy to follow form    4. Provides examples    5. Identifies task steps | NAC AC C E | | | |  | | | |
| 7. Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative  movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a) | NAC AC C E | | | | Comments (continued) | | | |
| 8. Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b) | NAC AC C E | | | |
| **Assessment of Learning** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 9. Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (NAEYC 3b)  Monitors Student Performance   * 1. Checks for understanding   2. Solicits questions   3. Requests demonstration   4. Asks higher order questions | NAC | AC | C | E | Comments: | | | |
| 10. Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c)   1. Provides Feedback NAC AC C E    1. Acknowledges participation    2. Not only affirms correct responses, but at the same time values & supports children’s thinking/understanding as they make connections, search for explanations, work out their errors, etc.    3. Gives information    4. Praises specific behavior    5. Suggests specific action when necessary    6. Makes recommendations    7. Promotes Thinking 2. Uses Assessment Results NAC AC C E    1. Uses multiple forms of assessment appropriately    2. Uses assessment information to inform curriculum    3. Clarifies/elaborates    4. Reteaches when necessary    5. Adjust pace when necessary | NAC AC C E | | | |
| 11. Reflects on own practice to promote positive outcomes for each child (NAEYC 4d) | NAC AC C E | | | |

**\*Classroom Observation Instrument here is the same as the one found on the COE Key Assessment website, linked in the Internship Handbook.**

**Early Childhood Education Integrated Unit Professional Work Sample Rubric**

**Lab Student’s Name Classroom Teacher’s Name**

**Title of Unit/Lesson Series Date Written PWS Assessed**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rating**  **Indicator**  . | **Poor**  Performance is far below expectations. | **Approaching Competence**  Performance sometimes meets expectations but is inconsistent. | **Competent**  Performance meets and sometimes exceeds expectations. | **Exemplary**  Performance far exceeds expectations; consistency is evident. |
| **Planning**  **1.0 Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.  **3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.  **3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.  3.3 **Development of critical thinking skills ---**Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking skills | Candidate provides insufficient details about learning outcomes, materials/procedures, and assessment. Important features of the learning environment and the students are omitted from the response. Decisions lack insight and/or are not based on best practices. Response lacks examples and relies on generalizations. Response is unclear and/or contains several grammatical and usage errors. | Candidate provides some details about learning outcomes, materials/procedures, and assessment, but fails to explain their relationships. Some features of the learning environment and the students are shared. Some decisions lack insight and/or are not based on best practices. Response is supported by some examples but seems contrived. Parts of the response lack clarity and contain some grammatical and usage errors. | Candidate provides details about learning outcomes, materials/procedures, and assessment and also explains their relationships. Features of the learning environment and the students are discussed. Decisions are based on best practices. Response is supported by examples. Response is clear, organized and free of major grammatical and usage errors. | Candidate provides substantial details about learning outcomes, materials/procedures, assessment and also effectively describes their relationships. Important features of the learning environment and the students are carefully considered and addressed. Decisions reflect insightfulness and are based on sound professional judgment and best practices. Response is supported by many relevant, original examples. Response shows an exceptional command of written language. |
| **Implementation**  **3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.  **3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.  **3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-3 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.  **3.5 Communication to foster collaboration—**Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. | Candidate has difficulty communicating content and relevant connections. Many activities, materials and/or strategies are inappropriate for content and students. Candidate fails to convey a passion for learning and students are not engaged in much of the lesson. Candidate often fails to monitor learning, respond to students’ insights/confusions, and/or make adaptations for diverse learners. | Candidate has some difficulty clearly communicating content and/or relevant connections. Not all activities, materials, and/or strategies are appropriate for content and/or students. Candidate fails to convey a passion for learning, and/or students are not engaged in parts of the lesson. Candidate periodically monitors learning, responds to students’ insights/confusions, and/or makes appropriate adaptations for diverse learners. | Candidate communicates content and relevant connections. Activities, materials, and/or strategies are appropriate for content and students. Candidate conveys a passion for learning, and students are engaged in the lesson. Candidate monitors learning, responds to students’ insights/confusions, and makes adaptations for diverse learners. | Candidate clearly and effectively communicates content and relevant connections. Activities, materials, and/or strategies are exceptionally well suited for content and students. Candidate conveys a passion for learning, and students are highly engaged in the lesson. Candidate consistently monitors learning, thoughtfully responds to students’ insights/confusions, and makes appropriate adaptations for diverse learners. |
| **Rating**  **Indicator**  . | **Poor**  Performance is far below expectations. | **Approaching Competence**  Performance sometimes meets expectations but is inconsistent. | **Competent**  Performance meets and sometimes exceeds expectations. | **Exemplary**  Performance far exceeds expectations; consistency is evident. |
| **Reflection**  **3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.  **5.1 Professional growth, reflection, and evaluation—**Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.  **5.2 Collaboration with families, colleagues, and community agencies—**Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. | Candidate has difficulty facilitating a discussion about learning and teaching. Candidate’s observations and insights are inconsistent with others’ perspectives. Candidate fails to provide examples to support reflections. Candidate fails to convey a commitment to meeting the learning needs of students and does not draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate fails to share appropriate ways that technology might be used. Candidate does not communicate ideas clearly. | Candidate has some difficulty facilitating a discussion about learning and teaching. Candidate’s observations and insights are not generally consistent with others’ perspectives. Candidate provides few examples to support reflections. Candidate conveys some commitment to meeting the learning needs of students but fails to draw upon an understanding of teaching/learning theory to support comments or to suggest changes in future teaching. Candidate shares basic ways that technology might be used. Some of the candidate’s ideas are not communicated clearly. | Candidate facilitates a discussion about learning and teaching. Candidate’s observations and insights are generally consistent with others’ perspectives. Candidate provides examples to support reflections. Candidate conveys a commitment to meeting the learning needs of students and draws on an understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares appropriate ways that technology might be used. Candidate clearly communicates ideas. | Candidate successfully facilitates a productive discussion about learning and teaching. Candidate’s observations and insights are consistent with others’ perspectives. Candidate provides specific, relevant examples to support reflections. Candidate conveys a deep commitment to meeting the learning needs of all students and draws on a broad understanding of teaching/learning theory to support comments and to suggest changes in future teaching. Candidate shares specific and logical ways that technology might be used. Candidate clearly and effectively communicates ideas. |
| **Analysis of Student Work**  **4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | Candidate provides a poorly organized and/or incomplete summary of data. Data sources, analysis, and/or interpretations are questionable. Conclusions are not supported by data and other sources of information. No mention is made of how data are used to understand learner differences. Candidate’s account of how data are used to inform instruction lacks examples and/or detail. | Portions of the data summary are incomplete or unclear. Data are presented but not analyzed or interpreted accurately. Some conclusions seem invalid and/or are not supported by data or other sources of information. Little attention is given to how data are used to understand learner differences. Candidate’s account of how data are used to inform instruction seems contrived or scripted. | Candidate provides a clear, complete summary of data. Data are presented, analyzed, and interpreted appropriately. Conclusions seem valid and are supported by data and other sources of information. Candidate explains how data are used to understand learner differences. Candidate includes a complete account of how data are used to inform instruction. | Candidate provides a well- organized, comprehensive, and seemingly accurate summary of data. Important data are presented clearly, analyzed carefully, and interpreted in a meaningful way. Conclusions are insightful and are supported by relevant data and other pertinent information. Candidate clearly articulates how data are used to understand learners’ differences. Candidate includes a detailed, vivid account of how relevant data are used to inform instruction. |

1. A basic lesson plan must be completed for each subject discipline unless the teacher is using an integrated approach; in which case multiple standards and objectives can be written on one plan. [↑](#footnote-ref-1)