

**CTEC 4912**

**Auburn University**

Department: Curriculum & Teaching

Program: Early Childhood Education

Course Title: Practicum in the Primary Grades

Course Number: CTEC 4912

Course Credit: 2 hours

Semester: Fall 2017

Instructor: Nicole Mitchell, MS

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Office: 5014 Haley Center 5th floor

Office Hours: T/Th 11:30-1,

 ­­by appointment

Schedule: T / Th 7:15-11:45

Classroom: 2438 Haley Center

Prerequisites: Admission to Teacher Ed.,

CTEC 3200, 3030/4911

Corequisites: CTEC 4200

Date Syllabus Pepared: Aug. 1998, Rev. Jan. 2007 & Aug. 2013/14

\*Use responsibly- not to be distributed

**1. Course Description**

**Catalog Description:**

This course provides laboratory experiences­ with K-2 children 5 through 8 years of age. Course assignments with children help students relate theory to practice.

**Texts**:

**Required:**

Burns, M., & Sheffield, S. (2004). Math and literature grades K - 1. Sausalito, CA: Math Solutions.

Burns, M., & Sheffield, S. (2004). Math and literature grades 2 - 3. Sausalito, CA: Math Solutions.

Johnston, P. H. (2004). *Choice words: How our language affects children’s learning.* Portland, ME: Stenhouse.

Additional readings may be posted on Canvas.

**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**

**Part A – Attendance/Practicum Experience**

1. **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.
2. **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.
3. **Lesson Plans:** Lesson plans are due to the cooperating teacher on Monday 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 Wednesday to discuss any changes or revisions that need to be made. Lesson plans for the following week must be posted on Canvas by Wednesday night at 11:59 PM and placed in your practicum notebook. (See more information below.) For each lesson, students should use the “possibility plan” template found on canvas. For the four observed lessons, a full 5-E format should be used- this can be found further in the syllabus.
4. **Observations:** **4 total –**

2 by Auburn University Supervisor

2 by Cooperating Teacher

\*More information below.

**Part B – Grading Plan**

**Course Assignments:** Total Possible Points = 375

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

1. **Professional Behavior Dispositions Checklist:** The classroom teacher will complete a Professional Behavior Dispositions Checklist twice during the semester, once by midterm and the second by the end of the semester.
* 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**
1. **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 (the classroom teacher will again complete one and the university supervisor will also complete one, or more if needed). Others may be required to be completed, at the classroom teacher’s or university supervisor’s discretion.
* Students must arrange to be formally observed by the classroom teacher and university supervisor.
* **It is the responsibility of the student to schedule all observations.** University supervisor will give sign up time slots, if one of these slots will not work for you, take initiative early to set up an alternate time. Have conversations early in the semester with your supervising teacher to set up times for observations.
* Provide the observer with the Classroom Observation Form (found on Canvas) and an approved lesson plan (signed by the classroom teacher) for the observation *at least* 24 hours in advance.
* After each of the 4 observations you must submit in the assignment link on Canvas
	+ 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 (minimum 1 page typed)

15 points each = 60

**=140 points total**

* 1. Students will be in charge of advancing children’s knowledge of **mathematical concepts** through developmentally appropriate means –provocations, 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
	2. 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.
		4. 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.
		5. 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.
1. **Online Discussion Boards:** Students will be responsible for reflecting on weekly assigned readings in prompts set up in Canvas. 10 reflections @ 10 points each = **100 points total**
2. **Forest Friends Experience:** Students will sign up for and participate in one Forest Friends session through the Auburn University Forest Ecology Preserve.
3. **Documentation:** Students will be responsible for creating and maintaining one documentation panel inside the classroom (or the hallway) that makes learning in the classroom visible and for a minimum of one completed Learning Story.
	* 1. Panel = 30 points
		2. Learning Story = 20 points

 **= 50 points total**

1. **Practicum notebook** of all
* lesson plans (original + revisions when required)
* observation forms
* reflections
* evidence of student learning (including assessment of outcomes, evaluation, and documentation of learning)
* practicum attendance log
* practicum lab student survey
* behavior Disposition Forms
* behavioral observations and plans

**=30 points total**

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 (265 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 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**

**August 2017**

|  |  |
| --- | --- |
| Aug 21Haley Center- CTEC 3020 8:30 am – 2:25 pm | Aug 23Haley Center- CTEC 3020 8:00 am – 2:25 pm |
| Aug 28Haley Center- CTEC 30208:00 am – 2:25 pm | Aug 30Haley Center- CTEC 3020 8:00 am – 2:25 pm |

**September 2017**

**Teaching Expectations for September: Teach 1 (at least) lesson per week starting the week of September 25. The first two lessons may be lessons created by the cooperating teacher; *all* other lessons should be created by the teaching candidate. Calendar may be taken over by student if requested by the teacher, but does not count toward this requirement.**

|  |  |
| --- | --- |
| Sept 4Labor Day- no school  | Sept 6Haley Center- CTEC 30208:00 am – 2:25 pm |
| Sept 11 Haley Center- CTEC 30208:00 am – 2:25 pm | Sept 13 Haley Center- CTEC 30208:00 am – 2:25 pm |
| Sept 18School Site- CTEC 42127:15 am -2:25 pmOrientation and 1st day of Practicum | Sept 20School Site- CTEC 42127:15 am -2:25 pm  |
| Sept 25School Site- CTEC 42127:15 am -2:25 pm | Sept 27School Site- CTEC 42127:15 am -2:25 pm |

**October 2017**

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

|  |  |
| --- | --- |
| Oct 2School Site- CTEC 42127:15 am -2:25 pm  | Oct 4School Site- CTEC 42127:15 am -2:25 pm* 1st Behavior Disposition form uploaded to Canvas
* 1st observed lesson (by Cooperating Teacher) documents uploaded to Canvas
 |
| Oct 9School Site- CTEC 42127:15 am -2:25 pm | Oct 11School Site- CTEC 42127:15 am -2:25 pm |
| Oct 16School Site- CTEC 42127:15 am -2:25 pm  | Oct 18 School Site- CTEC 4212 11:45-11:45Haley Center- CTEC 3020 1-2:20Check in, lesson plan reflection and feedback meeting, Scavenger hunt assigned |
| Oct 23School Site- CTEC 42127:15 am -2:25 pm | Oct 25School Site- CTEC 42127:15 am -2:25 pm |
| Oct 30School Site- CTEC 42127:15 am -2:25 pm |  |

**November 2017**

**Teaching Expectations for November: Teach *at least* 2 lessons per day. *All* lessons should be created by the teacher candidate and approved by the cooperating teacher. Teach *at least* 2 full days in either November or December (or a combination of both). These two days should be a collaborative, co-teaching experience (not completely solo) and planned between**

|  |  |
| --- | --- |
|   | Nov 1School Site- CTEC 42127:15 am -2:25 pm  |
| Nov 6School Site- CTEC 42127:15 am -2:45 pm  | Nov 8School Site- CTEC 42127:15 am -2:25 pm   |
| Nov 13School Site- CTEC 42127:15 am -2:25 pm  | Nov 15School Site- CTEC 42127:15 am -2:25 pm |
| Nov 27School Site- CTEC 42127:15 am – 2:25 pm | Nov 29School Site- CTEC 42127:15 am – 2:25 pm |

Nov 20-24 THANKSGIVING HOLIDAY

**December 2017**

**Teaching Expectations for December: Teach *at least* 2 full days in either November or December. *All* lessons should be created by the teacher candidate and approved by the cooperating teacher.**

|  |  |
| --- | --- |
| Dec 4 School Site- CTEC 42127:15 am – 2:25 pm* 2nd Behavior Disposition form uploaded to Canvas
* ALL teaching and observation documents must be uploaded to Canvas
 | Dec 6School Site- CTEC 42127:15 am – 2:25 pm |

**5. Additional Forms Page #**

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Lab Information Form

*To be completed and returned to the university supervisor during the first week of Practicum – 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:**

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

# Timeframe (CST) Subject Grade Level Room #

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

**Attendance Log**

TBD

**Action Plan Form – as needed**

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 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 – For each absence from Practicum**

*To be completed in the event of any and all absences from Practicum. Submit on Canvas 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**

**Practicum 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 on Canvas to your university supervisor at the end of your Practicum 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 one week in advance of the teaching day for each observation*

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

Subject/Grade Level:

Common Core State Standards or College & Career Ready Standards (Math, Language Arts) and Alabama State Standard(s):

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

Expected Learning Outcome(s):

Materials:

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

**Include “The Learning Cycle”**

**5-E Model (FERA Model)**

The 5-E Model of the Learning Cycle is one of a number of Learning Cycle models that include three vital elements to help students learn best. Students must encounter concrete experiences upon which they can develop new ideas and concepts. These ideas must be further discussed, interrogated, and guided by a knowledgeable teacher in order to make sense of them in light of what is accepted knowledge. Students strengthen their understanding of new ideas by putting them into practice or applying them to new situations. This is the essence of the Learning Cycle.

**Engage (Focus)** to initiate the learning tasks by accessing prior knowledge and learning experiences and mentally engaging students in the concept, process or skill to be explored.

* Get their attention.
* Ask the “burning question” that kick-starts this lesson or phase.
* Show *authentic, novel* images, materials, stories to begin student thinking.

**Explore** to provide a common base of experience within which students identify and develop current concepts, processes or skills. Students use *active* learning to manipulate materials or explore the environment.

* Get students involved in hands-on inquiry that focuses on the *engage* question.
* Let them try out some of their ideas about this question.
* Help them make observations and gather evidence that supports concept development.

**Explain (Reflect)** to provide opportunities for learners to develop explanations of concepts that they have been exploring. Students must verbalize conceptual understanding, demonstrate skills, and attach formal labels and definitions to new ideas.

* This is the traditional "vocabulary" format, but with the added twist that we target vocabulary to build on students' conceptual thinking.
* Get students involved in peer and class discussions on new learning, guiding them to accept scientific or inquiry ideas.
* Question students’ thinking based on new experiences, evidence, or knowledge created.

**Elaborate-Extend (Apply)** to develop in learners’ deeper and broader understanding and practice, applying newly acquired skills and behaviors to new or practical situations.

* Relate what students just learned to social and scientific issues encountered outside of the classroom through further study, inquiries, or projects.
* Carry out a lesson that connects this concept with other concepts or ideas already learned.
* Use the newly learned concept in a new or novel situation.

**Evaluate** or assessstudents' understanding and abilities so that they can demonstrate what *they know and can do*. Students are provided frequent opportunities for *formative* assessment, applying new learning, and receiving teacher as well as peer feedback.

* Collect frequent evidence of individual learning from meaningful assignments.
* Rely on embedded assessment to gauge individual learning and performance.
* Check students’ understanding and performance in practice through check sheets, individual questioning, and written drawings and reflections. What will you use *and how will you evaluate each student’s meeting your learning outcome(s)*?
* Give opportunity for self-assessment of learning through writing, journals, and peer sharing of thinking.

**Classroom Observation Instrument\* NOTE: Some areas will not be assessed each and every observation during Practicum labs**

# 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 (NAEYC4a)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, creativemovement, 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.**

**Auburn University College of Education**

**Professional Dispositions Checklist – Initial Teacher Preparation Program (ITP) in Early Childhood Education**

Pre-service Teacher (print & sign) Date Completed

Evaluator (print & sign) Check one: Midpoint Final

*Teacher education pre-service students uphold the integrity of their chosen professions through their actions. Please indicate whether the pre-service teacher demonstrated professionalism throughout the field experience/clinical practice by evaluating each of the following dispositions.*

|  |  |  |  |
| --- | --- | --- | --- |
| Dispositions | Acceptable | Unacceptable | Not Observed \* |
| 1. Creates a caring and supportive learning environment, encourages self-directed learning by all students, and exemplifies a commitment to all students learning mathematics with understanding **(NAEYC 1abc, 2a, 3c, 4abc, 6b)**
 |  |  |  |
| 1. Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn **(NAEYC 1abc, 2a, 6bde)**
 |  |  |  |
| 1. Demonstrates, models, and exemplifies a commitment to diversity **(NAEYC 2ab, 6bde)**
 |  |  |  |
| 1. Engages in responsible and ethical professional practices (e.g., shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters)(NAEYC **6be)**
 |  |  |  |
| 1. Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations(NAEYC 6abcde)
 |  |  |  |
| 1. Shows respect for and cooperates with students, families, colleagues, and members of the community (NAEYC, 6abcde)
 |  |  |  |
| 1. Shows initiative and self-direction in classroom activities (e.g., organization and management of classroom, planning and implementation of instruction) (NAEYC 1abc, 3abcd, 4abcd, 5abc)
 |  |  |  |
| 1. Demonstrates a commitment to using technology and other teaching tools, follows policy regarding use of technology, and models digital citizenship and responsibility (e.g., the appropriate use of social media). **(NCTM 7.6) (NAEYC 3b4b5qb)**
 |  |  |  |
| 1. Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession (NAEYC 1c2bc6abcde)
 |  |  |  |
| 1. Accepts/acts on constructive criticism and suggestions in a professional way (NAEYC 4ad, 6abcde)
 |  |  |  |
| 1. Monitors and adjusts own professional dispositions as necessary **(NAEYC 4ad, 6abcde)**
 |  |  |  |
| 1. Demonstrates a commitment to effective teaching by reflecting on and analyzing past practices to stimulate ongoing improvement for future practice **(NAEYC 4ad, 6abcde)**
 |  |  |  |
| 1. Demonstrates a willingness to seek out curriculum materials and activities that will stimulate the learning of all students **(NAEYC 1abc, 2a, 4abc, 5abc)**
 |  |  |  |
| 1. Uses assessments in a responsible manner that reflects the purposes for which they were intended and avoids drawing unwarranted conclusions based on a single assessment. **(NAEYC 1abc, 3abcd)**
 |  |  |  |

If a disposition is rated as unacceptable, anecdotal comments should be provided (e.g., notes on the Observation Reflection Form).

\*In courses other than internship, there may not be an opportunity to observe a disposition. If so, *Not Observed* should be checked.

**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)