CTEC 4911

Practicum in the Preschool

# Auburn University Syllabus, Fall 2018

Department: Curriculum & Teaching

Program: Early Childhood Education

Course Credit: 2 hours

Instructor: Kathleen Sacco, M. Ed

Email Address: wheatke@auburn.edu

Office: 5048 Haley Center

Office Hours: By appointment

Cell: 205-399-1541

Prerequisites: Admission to Teacher Ed.,

CTEC 3200, CTEC 4200

Corequisites: CTEC 3030

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

\*\*Not to be distributed

**1. Course Description**

**Catalog Description:**

This course provides laboratory experiences with pre-K-2 children 3 through 8 years of age. Course assignments with children help students relate theory to practice.

**Required Texts**:

DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist early*

*childhood curriculum: Practical principles and activities.* New York, NY: Teachers College Press.

Feeney, S., & Freeman, N. K. (2018). *Ethics and the early childhood educator: Using the NAEYC code* (3rd

ed.). Washington, DC: National Association for the Education of Young Children.

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

*theory.* New York, NY: Teachers College Press.

**\*\*\*Other required readings may be posted on Canvas.\*\*\***

**Recommended Texts:**

DeVries, R., & Zan, B. (2012). *Moral Classrooms, Moral Children: Creating a constructivist atmosphere in*

*early education (*2nd ed*.).* New York, NY: Teachers College Press.

Fisher, B., & Medvic, E. F. (2000). *Perspectives on shared reading*. Portsmouth, NH: Heinemann.

**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 university supervisor and classroom teacher).

**2. Course Requirements and assignments**

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

1. **Attendance and Participation:**

Each student will meet attendance requirements for the practicum experience. Excused absences must be documented and **must** be made up.

* Two excused absences will result in one unexcused absence.
* Two unexcused absences will result in unsatisfactory completion of the practicum.
* If tardy twice (or two early deparures) an unexcused absence will result.
* Should extreme illness cause an absence, students are to notify the classroom teacher and the university 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. All partially or fully missed days must be made up.**

Effective participation requires that each Teacher Candidate be engaged fully with the learning experience in the practicum. This includes being *at your school placement and in the classroom ready to teach* (time is 8:00 a.m. - 12:00 noon). Initiate interactions with the classroom cooperating teacher in person and via electronic mail (if preferred), even if you do not receive a response. Assume the responsibility of gaining all that you can from this experience: be *on time*; stay engaged with students and teacher, respect the mobile device policy of the school (best to leave mobile phones in your car unless you have permission to use them to take photo documentation of children’s work). *Partially and fully missed days must be made up*.

* *Actively* observe & take notes from observations in notebook – observations should include
  + Sketch of room
  + Classroom management plan (documentation and interview with teacher)
  + Notes from each lesson you observe the classroom teacher leading – small and large group
  + Notes about each child in your classroom – name, interest, activities observed

1. **Teaching and Observations:**

*Teaching Requirements - s*ee schedule and teaching requirements on calendar on canvas.

You must teach each scheduled day. If you miss a day, it must be made up. You will need to communicate with your classroom teacher *and* the university supervisor *prior* to your absence *and* 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.

* Teacher Candidates will oversee some portion of the **reading *and* writing process.**
  + Plan ways to use shared reading and writing workshop methods to help advance the children’s ability and motivation in reading and writing with quality literature and non-fiction. Methods are to help each child acquire or refine **strategies as readers and writers**. The university supervisor and/or classroom teacher must evaluate all materials for lessons.
    1. A **shared reading** lesson must be **one of the four formal observations**, and can be conducted in small or whole group.
    2. Plan one **content area** lesson for science, math or social studies. A content lesson must be **one of the four formal observations**, and may be conducted in small or large group.
    3. Representation (writing, drawing, painting, clay, etc.) must be intentionally planned for and included in every observed lesson activity.

*Observation Requirements*

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 complete one and the university supervisor will complete one). Others may be required to be completed, at the classroom teacher or university supervisor’s discretion.

* **It is the responsibility of the student to schedule all observations.**
* At least 24 hours in advance (provide digitally on Canvas a copy of your *approved* lesson plan) **and on the day of your observation (hard copy)**, provide the observer with the **Classroom Observation Form** (found on Canvas) and **an approved (signed by the classroom teacher) lesson plan** for the observation.
* After each of the 4 observations and your self-evaluation you must submit:
  + 1. A copy of the lesson plan
    2. The completed Classroom Observation Instrument
    3. A written reflection of your lesson

1. **Lesson Plans:**

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

1. **Documentation System:**

The documentation system has two components: 1) a classroom portfolio; 2) documentation panels. The student will use readings to design classroom activities, work together with the children, closely observe, and take photographs of the children’s creative efforts and symbolic play. You will document their representational thinking (i.e. art, writing, drawing, talking, and play), and document your learning from your learning stories, funds of knowledge, and the experiences you planned in response to this information (e.g. their artwork, documentation of their imaginative play, written notes/transcripts from observing/listening to their talking as they do art or play, etc).

Classroom Portfolio:

* + Create a minimum of 4 learning stories published in sturdy booklet format and incorporated into the classroom portfolio. Ideally, each child would be represented. Additional stories may be required to make sure each child is included. \*\* *Art of Awareness* provides excellent examples of what this may look like.
  + Create a system to communicate with and represent the value of the families in the classroom community. Use the family chapter in Art of Awareness text to develop a system for this.

Documentation Panel:

Work with your cooperating teacher to find a space in the classroom or just outside in the hall that can be used to create two documentation panels of learning happening in the room.

The first panel must be up by mid-semester (October 9) and the second must be completed by November 22.

1. **Weekly practicum reflections:**

Each week on Canvas, answer the following questions (please include the following at a **minimum**; other questions will be added during any week):

* + What worked this week? (i.e., interactions with students, etc; planning & implementing lessons; communication with mentors/colleagues)
  + What didn’t work? (Same as above)
  + What would you like to see changed?
  + How have our readings entered your thinking/teaching/reflecting on children’s thinking?
  + What will you do differently to contribute to this change?

1. **Behavior Dispositions Checklist:**

The classroom teacher will complete a Behavior Dispositions Checklist twice during the semester, once by mis-semester and the second by the end of the semester.

* Teacher Candidates 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.

1. **Practicum Binder**

Each practicum student will have a binder that will house all pertinent information and documentation required for the practicum. Tabs in the binder will include

* lesson plans (original + revisions when required) from all LPs taught and in order (oldest lesson taught first to newest lesson in back)
* observation forms from each observed lesson
* notes from observing, teaching and readings synthesis
* weekly reflections from teaching and synthesizing the readings, integrating both
* evidence of student learning (including assessment of outcomes, evaluation, and documentation of learning)
* practicum attendance log
* practicum lab student survey
* behavior Disposition Forms (one each from midterm/end of term)

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

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

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

|  |  |
| --- | --- |
| 9/4 | Observe the classroom teacher, class schedule, classroom rules, and getting to know the students Document thoughts. |
| 9/6 |  |
| 9/11 | Teach (at least) 1 lesson this week.  \*\***The first two lessons may be created by the cooperating teacher; all other lessons should be created by the preservice teacher. Calendar may be taken over but may not count toward this requirement.** |
| 9/13 |  |
| 9/18 | Begin teaching at least 1 lesson per day.  **\*\*All lessons should be created by teacher candidate and approved by cooperating teacher.** |
| 9/20 | Teach 1 approved lesson. |
| 9/25 | Teach 1 approved lesson. |
| 9/27 | Teach 1 approved lesson. |
| 10/2 | Teach 1 approved lesson. |
| 10/4 | Teach 1 approved lesson. |
| 10/9 | Teach 1 approved lesson.  \*\*Mid-semester\*\***Dispositions checklist needs to be completed** |
| **10/11** | **Auburn University Fall Break** |
| 10/16 | Teach 1 approved lesson. |
| 10/18 | Teach 1 approved lesson. |
| 10/23 | Teach 2 approved lessons.  **\*\*All lessons should be created by teacher candidate and approved by cooperating teacher.** |
| 10/25 | Teach 2 approved lessons. |
| 10/30 | Teach 2 approved lessons. |
| 11/1 | Teach 2 approved lessons.  **\*\*Discuss with teacher about teaching at least 1 full day in November** |
| 11/6 | Teach 2 approved lessons. |
| 11/8 | Teach 2 approved lessons. |
| 11/13 | Teach 2 approved lessons. |
| 11/15 | Teach 2 approved lessons. |
| **11/20** | **Auburn University Thanksgiving Break** |
| **11/22** | **Auburn University Thanksgiving Break** |
| 11/27 | Teach 2 approved lessons. |
| 11/29 | Teach 2 approved lessons. |
| 12/4 | Teach 2 approved lessons. |
| 12/6 | Teach 2 approved lessons. Last day of practicum. |

\*\*\*This schedule is subject to change\*\*\*

**5. Additional Forms Page #**

* + - 1. Lab Information Form…………………………………………………………………………. 8
      2. Action Plan Form…………………………………………………………………………………
      3. Absentee Documentation Form………………………………………………………….. 9
      4. Lab Student Survey……………………………………………………………………………… 10
      5. Possibility Plan Format………………………………………………………………………… 11
      6. Basic 5ELesson Plan Format………………………………………………………………..... 12
      7. Classroom Observation Instrument (part A followed by part B)………..... 14
      8. Professional Dispositions Checklist……………………………………………………… 17
      9. Memorandum of Understanding Regarding Professionalism……………… 18

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:**

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

**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?

**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 classroom cooperating teacher: |  |
| Dates of my lab placement: |  |

My classroom 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 lab placement and/or supervision: on back

**Possibility Plan for**

**(name of experience)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of implementation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chapter Connection:** (use textbook with coordinating course)

**Literature Connection:** (What children’s book(s)/literature are you providing with this activity/opportunity for representation)

**Rationale**:

(Why is this activity DAP and good for children’s development- use quoted evidence from the chapter to support your defense. How have you used what you know about THESE PARTICULAR CHILDREN to inform your planning of this activity? **It is EXTREMELY important that you can explain ‘why you are doing what you’re doing’ in your classroom!!!** This section should be at least one paragraph*. ex: Providing opportunities for block play in preschool is…*)

**Goals/Objectives:**

(what are you trying to accomplish by providing this experience to children – the standards should support your goals, *ex: This experience was designed to…*)

**Head Start Early Learning Outcomes Framework**:

(Multiple standards across disciplines or subjects listed for integrated lessons)

**Materials/Space needed:**

**Description of Provocation:**

(Describe in detail how you will set up your environment for this activity. Describe the aesthetic intention – what materials will you use, where will you place materials, how or in what will you place materials, be specific. How will this inspire and facilitate play, investigation, discovery? What is the time frame and context of the activity? Describe overall how the entire experience will play out. This section should be at least two paragraphs or with bulleted subheadings if easier for you to think through.)

**Questions/Statements for conversation engagement**: (Write out a few thoughtful possible open-ended questions you might ask children or witnessing statements to guide thinking or prompt reflection and engagement in this activity)

**\*Reflection**: (Give examples of anecdotes, quotes, observable behaviors you noticed during this activity. How did the actual events unfold differently than you anticipated? How did you demonstrate flexibility in your role as teacher? How did you do with your language and balancing teacher direction with child led initiative? This section should be at least one page.)

**\*Next Time:** (does this current experience and/or lesson allow for extenuation and deepening of the concept/exploration of material/experience? How could you extend this experience?

**5E Lesson Plan Format (For the formal observations)[[1]](#footnote-2)**

*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 (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.**

**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.

7

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-2)