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 Instructors: Nicole Mitchell, MS Email Address: [nsm0009@auburn.edu](mailto:nsm0009@auburn.edu)

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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 Prepared: 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:

### See CTEC 3020 syllabus for reading requirements and recommendations.

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.

#### Observations: 4 total –

2 by Auburn University Supervisor 2 by Cooperating Teacher

\*More information below.

#### Part B – Grading Plan

**Course Assignments:**

**\*Please note that this is a satisfactory/unsatisfactory course. Students must satisfactorily complete all components of the practicum to receive satisfactory.**

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.

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
2. The completed Classroom Observation Instrument
3. A written reflection of your lesson (minimum 1 page typed)

A)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.)

### i. 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.
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.

**III. Online Discussion Boards:** Students will be responsible for reflecting on weekly assigned readings in prompts set up in Canvas.

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

### 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 Satisfactory**

**U Unsatisfactory**

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 (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**

# Pike Road 7:45-2:30

Richland, Cary Woods, Creekside 7:15-2:45

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Teaching Expectations: | Preservice Teacher Initials: | Cooperating Teacher Initials: |
| 9/4 | Observe the classroom teacher, class schedule, classroom rules, and getting to know the students. |  |  |
| 9/6 | **Haley Center- CTEC 3020 8:30 am – 2:25 pm** |  |  |
| 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 | **Haley Center- CTEC 3020 8:30 am – 2:25 pm** |  |  |
| 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.   * 1st Behavior Disposition form uploaded to Canvas * 1st observed lesson (by Cooperating   Teacher) documents uploaded to Canvas |  |  |
| 10/11 | \*Fall break  **OCT 11-12 FALL BREAK - NO CLASSES/ NO PRACTICUM** |  |  |
| 10/16 | \*Morning Only (Afternoon class in Haley 2435)  Check in, lesson plan reflection and feedback meeting. |  |  |
| 10/23 | Teach 1 approved lesson. |  |  |
| 10/25 | Teach 1 approved lesson. |  |  |
| 10/30 | Begin teaching at least 2 lessons per day. **All lessons should be created by teacher candidate and approved by cooperating teacher. Teach at least 2 full days in either November or December.** |  |  |
| 11/1 | Teach 2 approved lessons. |  |  |
| 11/6 | Teach 2 approved lessons. |  |  |
| 11/8 | Teach at least 2 full days in either November or December. |  |  |
| 11/13 | Teach 2 approved lessons. |  |  |
| 11/15 | Teach at least 2 full days in either November or December. |  |  |
| 11/27 | Teach 2 approved lessons. |  |  |
| 11/29 | Teach 2 approved lessons. |  |  |
| 12/4 | Teach at least 2 full days in either November or December.   * 2nd Behavior Disposition form uploaded to Canvas * ALL teaching and observation documents must be uploaded to Canvas NO LATER than MIDNIGHT 12/6. |  |  |
| 12/6 | Teach 2 approved lessons. Last day of practicum. |  |  |

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