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**CTEC 4912**

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| **Department** | Curriculum & Teaching |
| **Teaching Program** | Early Childhood Education Program |
| **Course Title** | Practicum in the Primary Grades |
| **Instructor** | Tamra Pickering, M. Ed |
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| **Office** | 5014 Haley Center |
| **Office Hours** | By appointment |
| **Prerequisites** | Admission to Teacher Ed  CTEC 3200, 4200, 3030/4911 |
| **Syllabus Prepared** | Aug. 1998, Revised Jan. 2007  And Aug. 2013/14 |

**Auburn University**

**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**:

### 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 Tuesday of the week prior to lesson implementation. This will allow the cooperating teacher time to review and analyze the lesson plans. Plan to debrief with your cooperating teacher on Thursday to discuss any changes or revisions that need to be made. Lesson plans for the following week must be posted on Canvas by Thursday night at 11:59 PM and placed in your practicum notebook. (See more information below.) 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: Total points possible points = 360**

**\*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.

* 2 @ 20 points each **= 40 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 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

1. The completed Classroom Observation Instrument

15 points each = 60

1. A written reflection of your lesson (minimum 1 page typed)

15 points each = 60

**= 160 points total**

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.
6. **Online Discussion Boards:** Students will be responsible for reflecting on assigned readings and prompts set up in Canvas. 5 reflections @ 10 points each **= 50 points**
7. **Classroom Management Strategies:** For this assignment, you will reflect on 3 different developmentally appropriate classroom management strategies. You will need to observe (for a minimal of 1 hour) 2 different teachers at your host school on developmentally appropriate classroom management strategies. These observations could be during your planning time or you could work something out with your host teacher. One of the teachers you observe may be your host teacher. You will also need to conduct an interview with the 2 teachers you have observed to obtain more information on their classroom management strategies. You will then use early childhood literature, text, or websites that provide video examples for your third resource. Using all 3 resources you will compile a reflection that summarizes the 3 classroom strategies you have observed. The reflection should also include helpful ideas towards implementation that you may use in your classroom.

Possible interview questions might include: What have you found to be most effective in your teaching experience? What did you find least effective in your teaching experience?  Give me an example of a discipline issue you struggled with? What does your communication with parents look like for behavior?

Below are some examples of websites with many “hands on” video resources for your last strategy.

**https://www.teachingchannel.org/videos and**[**https://www.edutopia**](https://www.edutopia) **=70 points total**

1. **Practicum notebook:** Students will keep a 3-ring binder in their classroom. It should stay in the classroom always and should be added to daily/weekly.
   * 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

**= 40 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:

**Satisfactory (S) 70% or higher (255 accumulated points)**

**Unsatisfactory (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 (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.

**COVID Related Policies**

Given the recent surge in COVID-19 cases across our state and nation, Auburn University will require**all individuals to wear face coverings inside all Auburn University buildings and on university transportation (including Tiger Transit), beginning Tuesday, Aug. 3.**

The revised face coverings policy aligns with the latest [guidance from the CDC](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html) as well as recommendations from university medical staff, local health officials and the Alabama Department of Public Health. Beyond this temporary measure, Auburn does not intend to adjust operational or instructional plans.

The policy applies to all students, faculty, staff and campus visitors, regardless of vaccination status. Face coverings do not have to be worn when alone in private offices, when eating inside campus dining facilities, in residence hall rooms with a roommate, in open-air athletics venues or in the Recreation and Wellness Center. [The complete policy can be found here.](https://sites.auburn.edu/admin/universitypolicies/Policies/UsageOfFaceCoveringsPolicy.pdf)

Face coverings, along with other [safe practices](http://auburn.edu/covid-resource-center/policies/safe-practices/), are an important means of preventing the spread of COVID-19. However, vaccinations are the best protection against the virus. We strongly encourage every member of our campus community to [get vaccinated](https://cwscloud.auburn.edu/SentinelScheduler/). The vaccine is free and readily available on campus and in our community.

Those choosing not to get vaccinated are at a much greater risk of contracting COVID-19. If you have reservations about getting vaccinated, we urge you to consult the Auburn University Medical Clinic, the Auburn University Pharmaceutical Care Center or your health care provider.

All updates to the university’s fall protocols will be posted on the [COVID-19 Resource Center](http://auburn.edu/covid-resource-center/) website. We look forward to the fall semester and ask for your continued support in the fight against COVID-19. We are hopeful the 2021-2022 academic year will be successful and uninterrupted.

**College of Education – COVID-19 Clinical Procedures**

***effective as of 08/11/21, subject to change based on current information***

***Revised 08/12/21, 8/13/2021***

This policy applies to any individual (e.g., students, faculty, university supervisors) participating in clinical experiences including: service learning or lab placements, practicum, clinical residency, or other clinical experiences related to coursework. Individuals must follow Auburn University, College of Education, and Placement Site policies related to COVID-19 Procedures and Processes.

COVID-19 PERSONAL HEALTH SCREENING PROCESS

Before reporting to the site each day, you are required to complete the COVID-19 Personal Health Screening (<https://auburn.qualtrics.com/jfe/form/SV_9AiI1z2K5cugUS2>).

If your responses result in a GREEN, ‘Cleared’ screen for that day, proceed to the placement site to complete regularly scheduled activities.

If your responses result in a RED, “Not Cleared” screen, do NOT report to the placement site and complete the following tasks:

1. Immediately contact your University Supervisor/Faculty to inform them that you will not be present at the site for the day.
2. Follow any additional directions as specified by the program faculty or supervisor.
3. Individuals who have had a primary exposure to someone who has tested positive should immediately begin the process of self-quarantine and call the AU Medical Clinic’s COVID-19 line, 334-844-9825. Students should also schedule a COVID-19 test within the recommended timeframe. Students must complete the confidential COVID-19 Exposure Self-Report Form (<http://auburn.edu/covid-resource-center/reporting/>).
4. Individuals who are experiencing symptoms consistent with COVID-19 must proceed to get a COVID-19 test at any available testing site. Students may want to check around their local area to find where COVID-19 tests are offered for no charge. Students and employees are required to self-report positive COVID-19 test results.

NEGATIVE COVID TEST RESULT

If you receive a negative COVID-19 test result:

* Contact your University Supervisor/Faculty to inform them of the test result
* Return to the placement site, as scheduled
* Continue to follow the COVID-19 Personal Health Screening process

POSITIVE COVID TEST RESULT

If you receive a positive COVID-19 test result:

* Contact your University Supervisor/Faculty to inform them of the test result and follow any additional directions provided by the program faculty or university supervisor
* Complete the COVID-19 Positive Self-Report Form (<http://auburn.edu/covid-resource-center/reporting/>).
* Follow the AU Medical Clinic Guidelines regarding Self-Quarantine

\*You must adhere to these requirements regardless of COVID-19 Vaccination status.

\*If your placement site has additional requirements, you must adhere to them (e.g., negative COVID-19 test).

**4. TENTATIVE SCHEDULE**

# Auburn Early Education Center – 7:15-2:30

# Pike Road – 7:40-2:30

# Richland Elementary 7:20-3:00

# Beauregard Elementary 7:25-2:45

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| --- | --- | --- | --- |
| **Date** | **Teaching Expectations** | **Preservice Teacher Initials** | **Cooperating Teacher Initials** |
| **Sept**  13 | Observe teacher, schedule, rules, and get to know the students |  |  |
| **Sept**  15 | Observe teacher, schedule, rules, and get to know the students |  |  |
| **Sept**  20 | Observe teacher, schedule, rules, and get to know the students  **½ day practicum** |  |  |
| 22 | Observe teacher, schedule, rules, and get to know the students |  |  |
| 27 | Teach (at least) 1 lesson this week.  **Created by preservice teacher & approved by classroom teacher.**  **\*Calendar may be taken over but may not count as a lesson.** |  |  |
| 29 |  |  |  |
| **Oct 4** | Teach (at least) 1 lesson this week.  **½ day practicum**  **Created by preservice teacher and approved by teacher.**  **\* Submit Midterm Dispositions Form to Canvas by 11:59 pm** |  |  |
| 6 | **Fall Break** |  |  |
| 11 | Begin teaching 1 lesson per day. |  |  |
| 13 | Teach 1 approved lesson.  1st and 2nd observed lesson documents uploaded to Canvas by **Friday, October 15.** |  |  |
| 18 | Teach 1 approved lesson.  **½ day practicum**  **Created by preservice teacher & approved by classroom teacher.** |  |  |
| 20 | Teach 1 approved lesson. |  |  |
| 25 | Teach 1 approved lesson.  **½ day practicum** |  |  |
| 27 | Teach 1 approved lesson. |  |  |
| **Nov 1** | Begin teaching 2 lessons per day.  **\*Discuss with teacher about possibly teaching 2 full days in November.** |  |  |
| 3 | Teach 2 approved lessons. |  |  |
| 8 | Teach 2 approved lessons. |  |  |
| 10 | **AMSTI (8:30-11:30)** |  |  |
| 15 | Teach 2 approved lessons. **½ day practicum** |  |  |
| 17 | Teach 2 approved lessons per day |  |  |
| 22 and  24 | **Thanksgiving (November 22-26)** |  |  |
| 29 | Teach 2 approved lessons. |  |  |
| **Dec 1** | Teach 2 approved lessons.  **Last Day of Practicum**  **\*Submit Final Dispositions Form to Canvas by 11:59 pm**  **3rd and 4th observed lesson documents uploaded to canvas by Friday, December 3.** |  |  |

**Absentee Documentation Form – For each absence from Practicum**

*To be completed in the event of any and all absences from Practicum. Email to your university supervisor within one week of the absence. Keep original copy in your notebook.*

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

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

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

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

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Intern Signature Date

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

Cooperating/Cluster Teacher Signature Date

**Attach Documentation**

