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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** | Lindsay Griffies, M. Ed |
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| **Office** | 5014 Haley Center |
| **Office Hours** | By appointment |
| **Prerequisites** | Admission to Teacher EdCTEC 3200, 4200, 3030/4911 |
| **Syllabus Prepared** | Aug. 1998, Revised Jan. 2007And Aug. 2013/14, and Aug. 2022 |

**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 and university supervisor.

**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 on canvas.

#### 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
2. 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. **Bi-Weekly Practicum Reflections**: Each week, answer the following questions: (at minimum; other questions may be added over time).

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?

 **= 60 points total**

1. **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) **=50 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**

**V1. Participation and Professionalism:** Students will be expected to uphold the policies set forth by the College of Education Early Childhood department as stated within the Practicum Lab Manual. This means being professional at all times; prompt arrival to your placement; turning in assignments by the due date; interacting with children and showing initiative; upholding the mobile phone / smart watch policy as stated by your school, etc. = **10 points**

### 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%29) 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.

 **COVID Guidelines**

 **https://auburn.edu/covid-resource-center/**

**4. TENTATIVE SCHEDULE**

Auburn Early Education Center – 7:15-3:15

Richland Elementary – 7:15-3:15

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Teaching Expectations** | **Preservice Teacher Initials** | **Cooperating Teacher Initials** |
| **Sept** 1 | Observe teacher, schedule, rules, and get to know the students |  |  |
| **Sept**6 | Observe teacher, schedule, rules, and get to know the students |  |  |
| **Sept**8 | Observe teacher, schedule, rules, and get to know the students |  |  |
| 13 | 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.** |  |  |
| 15 |  |  |  |
| 20 | Teach (at least) 1 lesson this week.**Created by preservice teacher & approved by classroom teacher.** |  |  |
| 22 |  |  |  |
| 27 | **Begin teaching 1 lesson each day.**Teach 1 approved lesson this day. |  |  |
| 29 | Teach 1 approved lesson this day. **1st observation due by September 30.** |  |  |
| **Oct 4** | Teach (at least) 2 lessons this week.**\* Submit Midterm Dispositions Form to Canvas.** |  |  |
| 6 | **Fall Break** |  |  |
| 11 | Teach 1 approved lesson. |  |  |
| 13 | Teach 1 approved lesson. **2nd observation due** **by** **Friday, October 14.** |  |  |
| 18 | Teach 1 approved lesson.**Created by preservice teacher & approved by classroom teacher.** |  |  |
| 20 | Teach 1 approved lesson.  |  |  |
| 25 | Teach 1 approved lesson. |  |  |
| 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 | Teach 2 approved lessons.**3rd observation due** **by** **Friday, November 11.** |  |  |
| 15 | Teach 2 approved lessons. |  |  |
| 17 | Teach 2 approved lessons per day. |  |  |
| 22-24 | **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.** **4th observation by Friday, December 2.** |  |  |

**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**

