

CTEC 4911

Practicum in the Preschool

Spring 2014

**Course Number:** CTEC 4911-001  
**Course Title:** Practicum in the Preschool  
**Course Time:** TR 7:30–11:10 am | 7:15–10:55 am  
**Location:** HC 2467 & AEEC/CWES  
**Credit Hours:** 3 semester hours  
**Prerequisites:** Admission to EC Teacher Ed; CTEC 3200  
**Co-requisite:** CTEC 3030  
**Instructor:** Dr. Angela Love  
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**Office Hours:** Wednesday 10am-noon, 1pm-3pm

COLLEGE OF EDUCATION



*A Keystone in Building a Better Future for All*



**Date Syllabus Prepared:** May 1998, Revised December 2012

**Required Textbooks:**

\*Kamii, C. (2000). *Young children continue to reinvent arithmetic-2<sup>nd</sup> grade: Implications of Piaget's theory (2nd ed.)*. New York: Teachers College Press.

\*\*Kamii, C. (2000). *Young children reinvent arithmetic: Implications of Piaget's theory (2nd ed.)*. New York: Teachers College Press.

Chaille, C, & Brittain, R. (2003). *The young child as scientist: A constructivist approach to early childhood science education*. Boston: Allyn & Bacon.

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

\*\*If placed in K classroom \*If placed in 1<sup>st</sup> or 2<sup>nd</sup> grade classroom

**And other readings posted on Canvas.**

**Course Description:**

This course provides laboratory experiences with children from birth to five years of age. Course assignments are designed to help students relate theory and research to practice.

**Course Objectives:**

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine his/her 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] in order to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]
2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]
3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies. [ECE 2.b.4] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6\*]
4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that ensure equitable and effective access to all instructional materials. [ECE 2.b.3] [NAEYC 2.1.2, 5.5 & 5.6] [TS 2.iii]
5. Promote and manage a positive classroom environment. [ECE 2.b.4] [PS 2.c.1(v)]
6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]
7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] [NAEYC 2.1.2]
8. Select and use appropriate equipment and technology. [PS 2.c.1(V) & 2.c.2(iv)] [NAEYC 2.1.6] [TS 2.v]
9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6] [NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]
10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] [NAEYC 2.1.2]
11. Respond to and conference with children at the appropriate developmental level. [ECE 2.b.5]
12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]
13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases. [NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]
14. Use reflection and self-evaluation as a basis for program planning and modification for the individual needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]
15. Advance children's development in the use of written language. [ECE 2.b.8]
16. Advance children's use of the stages of the writing process. [ECE 2.b.8]

### **Course Content and Schedule:**

This is a laboratory course that is a co-requisite to CTEC 3030; content is taught in the lecture course. The practicum helps students develop the ability to apply the above objectives.

### **Auburn University College of Education - Conceptual Framework:**

#### Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and

promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity, engage in reasoned and purposeful decision making, and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

### Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

### Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

## **Course Requirements/Evaluation:**

**1. Application of Knowledge and Developing Teaching Strategies:** Each student will use knowledge gained in CTEC 3030 to construct materials and develop teaching strategies that will positively impact preschool children's learning. Each student will construct a basic understanding of the administration, organization, and operation of early childhood preschool programs.

**2. Classroom Task Assistance:** Assist with classroom tasks of benefit to the children, such as changing bulletin boards and displays, taking children to the bathroom, supervising arrivals and departures, monitoring centers and project work, assisting with attendance, etc. This assignment is to continue throughout the semester, and it is to be evaluated by the classroom supervisor and cooperative teacher.

**3. Reflections:** You will submit 3 reflections following your 3 formal observations. These reflections should be explicit, meaningful and insightful; growth as a teacher and a professional should be evidenced in your work. The reflections should NOT be a summary of your lesson plan. See Canvas for additional information.

**4. Shared Reading:** Each student will be responsible for developing and implementing a shared reading lesson each day for three weeks. Each student will work with all phases of the reading process. Each student is to make and use at least **five chants/poems/short pieces** of prose as warm-ups and cool-downs, as well as **one original big book** that builds on a favorite literary structure. Students should analyze what reading knowledge and strategies their learners have already constructed and plan ways to advance their reading ability through a shared reading experience. All materials as well as one day of this sequence must be evaluated by the practicum supervisor. See Canvas for due dates and evaluation rubric.

**5. Math Games:** Each student will construct at least **five** different math games appropriate for kindergarten-2<sup>nd</sup> grade children as recommend in Kamii's texts. Games selected should encourage a wide range of mathematical concept development. Students will have children play the games throughout the practicum experience. See Canvas for due dates and evaluation rubric.

**6. Physical Knowledge/Scientific Thinking Engagement Activity:** Each student will prepare a lesson where children can explore objects by observing, moving, and changing them (biology, physics and chemistry). Students will be responsible for this lesson for a week, recommended is two, depending on grade level and topic of inquiry. During this time the students will observe and engage children in activities and reflect on how follow up investigations are based on observations and children's questions. See Canvas for due dates and evaluation rubric.

**7. Mini Theme Development & Investigation:** Each student should implement and evaluate a mini-theme to run for one to three weeks, depending on the classroom. This mini-theme should attract the interest of some portion of the children. You may work with either the whole class or a small group of children, depending on the preference of the cooperating teacher. Mini-theme will be conducted in 3 parts- teacher planning, implementation, and self-evaluation.

#### **Part 1: Teacher Planning**

- a. Teacher researches topic
- b. Teacher organizes research in content web
- c. Teacher identifies resources
- d. Teacher develops possible project ideas

**\*\* Mini-theme planning process must be typed, turned in and approved by your classroom teacher and supervisor before implementing.**

#### **Part 2: Implementation**

- e. Children are introduced to a topic (Driven by child-interest/ Classroom teacher recommendations)
- f. Children research topic/ web topic/ KWL charts
- g. Children construct project(s)
- h. Children make thematic informational or step big book(s)
- i. Teacher will design, manage, and facilitate learning with technologies that are responsive to learner diversity, style, and/or special needs. [TS 2.viii]
- j. Teacher will plan, implement and evaluate strategies that foster mutual respect and ensure equitable and effective access to all instructional materials [TS 2.iii]

### Part 3: Self-Evaluation

k.

Each objective must be achieved in order for the student to earn a satisfactory grade. **Any assignment that is not completed in a satisfactory manner will constitute a "U" for the class.**

Full participation/attendance (see participation/attendance policy)  
Math Games Construction  
Chants Selection & Construction  
Big Book Construction  
Shared Reading LP  
Shared Reading Observation & Supervisor Evaluation (Classroom Observation Instrument)  
Math Games LP  
Math Games Observation & Supervisor Evaluation (Classroom Observation Instrument)  
Physical Knowledge LP  
Physical Knowledge Observation & Supervisor Evaluation (Classroom Observation Instrument)  
Mini-Theme (Part 1- Planning)  
Mini-Theme LP (Part 2)  
Mini-Theme (Part 3 – Self-evaluation)  
Cooperating Teacher's Evaluation (midterm, including Professional Dispositions Checklist & EDUCATEAlabama)  
Cooperating Teacher's Evaluation (end of term, including Professional Dispositions Checklist & EDUCATEAlabama)  
3 Reflections on 3 Observations  
Participation/Classroom Task Assistance

The purpose of the practicum course is to scaffold you as you grow as a professional. Additional assignments will be made AS NEEDED. **These and all** assignments are mandatory.

**Failure to complete any assignment to expectations of the instructor *and* cooperating teacher will result in an Unsatisfactory for the course.**

#### **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions, all exercises, and all classroom activities with the teacher and children. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. **If work is missed due to lateness (after original due date) or an unexcused absence more than once, an unsatisfactory for the course may result.**

Attendance/Absences: Each student will meet attendance requirements for the laboratory experience. Excused absences must be **documented** and the time missed **must be made up**. **Three or more** excused absences **may result in an unsatisfactory completion for this practicum**. **Two** unexcused absences **will result in unsatisfactory completion of the practicum**.

Should extreme illness cause an absence, students are to notify the cooperating teacher (find out how they would like you to contact them) and the practicum supervisor **before 6:30 a.m.** If the student is responsible for some portion of the day's work, plans and materials **must be sent to the classroom teachers before the scheduled practicum time. Being tardy twice (or two early departures)** will result in the equivalent of an **unexcused absence**.

Students must be **actively engaged in the classroom in order to be counted present**. **Two observed incidents of non-participation will result in an unsatisfactory** for the course.

Unannounced quizzes: There will be unannounced quizzes.

Accommodations: The Tiger Cub is no longer in existence. Its replacement is the [Student Policy eHandbook](#); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

"Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

In addition, the Professional Dispositions Checklist for Early Childhood Teacher Candidates include the following:

Professional Dispositions Checklist – Early Childhood Education	
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 ( <b>NAEYC 1abc, 2a, 3c, 4abc, 6b</b> )
2.	Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn ( <b>NAEYC 1abc, 2a, 6bde</b> )
3.	Demonstrates, models, and exemplifies a commitment to diversity ( <b>NAEYC 2ab, 6bde</b> )
4.	Engages in responsible and ethical professional practices (e.g., shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters)( <b>NAEYC 6be</b> )
5.	Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations( <b>NAEYC 6abcde</b> )
6.	Shows respect for and cooperates with students, families, colleagues, and members of the community ( <b>NAEYC, 6abcde</b> )
7.	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)
8. 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). <b>(NCTM 7.6) (NAEYC 3b4b5qb)</b>
9. Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession (NAEYC 1c2bc6abcde)
10. Accepts/acts on constructive criticism and suggestions in a professional way (NAEYC 4ad, 6abcde)
11. Monitors and adjusts own professional dispositions as necessary <b>(NAEYC 4ad, 6abcde)</b>
12. Demonstrates a commitment to effective teaching by reflecting on and analyzing past practices to stimulate ongoing improvement for future practice <b>(NAEYC 4ad, 6abcde)</b>
13. Demonstrates a willingness to seek out curriculum materials and activities that will stimulate the learning of all students <b>(NAEYC 1abc, 2a, 4abc, 5abc)</b>
14. 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. <b>(NAEYC 1abc, 3abcd)</b>

Students must demonstrate professionalism by adhering to the **school dress code**. If dressed inappropriately, you will be asked to leave the school and this will result in the equivalent of an **unexcused absence**.

**Cell phone** use is prohibited during practicum experience. If observed using the cell phone by the cooperating teacher or the practicum supervisor, **an unsatisfactory from the course may result. Leave your mobile device in your car unless you are video-recording your lesson, in which case you need special permission from the university supervisor and the classroom teacher.**