

CTEC 4910 Advanced Practicum Handbook

Dr. Angela Love, Curriculum & Teaching, Early Childhood
Education

Memo To: Stacy Loftin, Cooperating Teacher at Liberty Park Elementary School
From: Dr. Angela Love (334-844-6798) angela.love@auburn.edu
Subject: Advanced Practicum Students

Thank you for working with Auburn University students while in their advanced field placement prior to internship. We are very appreciative of the effort you put into assisting our students to become teachers. **Haley Z. Hollis will follow your school's spring break and school calendar, not Auburn University's. Haley will be with you on Mondays all day for 10 consecutive weeks, beginning January 26th.** Students are expected to arrive when the school day begins and stay until children are dismissed. Your student and you will complete an information form including your daily schedule and pertinent contact information for all to have a copy. In addition, we ask that you verify your student's attendance and give feedback on their performance at the end of each week on the enclosed calendar and professionalism form. Please complete each box, provide targeted feedback, and initial and sign on a weekly basis. Haley will be required to return a copy of this form each week.

Haley will video-record her teaching at least once for personal reflection on practice and my viewing for performance. Please also record ongoing assessment of student progress using the **Summative Assessment Rating Form**. Much of the criteria on this form will be met through the lessons observed. However, other standards may be met from observations you make daily with the student. By the end of the semester **all** required standards must be met in order to successfully complete the course. Thank you for allowing her to assist you in all phases of teaching, as much as possible. Haley is expected to participate appropriately (i.e., may be observing rather than actively participating, as appropriate) in all teacher activities and responsibilities after school, such as parent-teacher conferences, teacher meetings, professional development, etc.

We ask that you allow Haley to co-teach lessons to small group and whole class settings after an initial period of assistance and supportive co-teaching with you in the role as the instructional leader. She will need to submit comprehensive weeklong plans in advance of all teaching responsibilities, including the 10 consecutive days of teaching. She will need to review all plans with you before implementing them; and subsequently, discuss her teaching performance with you after implementing them as well as implications for future planning. Each advance practicum student will support and work cooperatively with the school's faculty, administrators, and support staff..

***Forms Due:**

- (1) Attendance log,
- (2) A **minimum of 2 successful**, formal observations using the **EC Classroom Observation Instrument**,
- (3) **Professional Dispositions Checklist** (one by March 5th and one by April 30th both of which are to be filled out by the cooperating teacher),
- (4) **Practicum Verification Form** (list each date of teaching),
- (5) All Lesson Plans are to be turned in to your classroom teacher **one week in advance**

unless the cooperating teacher works out a different timeline. Lesson Plans for the ten consecutive days of teaching will need to be turned in **also to the university supervisor**.

***Note: Be sure that both the practicum student and teacher sign all forms.**

Evaluation:

Together, the university supervisor and the supervising classroom teacher determine Haley's grade for the pre-internship/practicum hours (S, U). It is the university supervisor's responsibility to award the final grade. Haley must satisfy *all* stated objectives and fulfill *all* requirements including attendance in order to pass.

Generally, our students are excellent and fulfill all requirements very successfully; if however, you have any concerns about your field experience student, please contact me immediately. We want to address concerns as soon as we can. I will be at the school a minimum of four times to observe and to spend time with you and your students. Please contact me at any time if we can provide any further information, clarification, or assistance.

Thank you,

Angela Love, Ph.D.

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Advanced Practicum Policies and Expectations

General Policies and Procedures

ABSENCES

As a professional, perfect attendance during the practicum is expected. You must have your attendance verified by your cooperating teacher. Be sure to always sign-in in the office upon arrival and sign-out when you leave, documenting your arrival and departure time for office personnel. Always wear your Auburn University name badge to look professional. If for some reason you are unable to be present, you must notify both your cooperating teacher and university professor by 6:30 a.m.. Failure to notify the specified individuals may result in the termination of the practicum placement assignment. Please communicate with your cooperating teacher as to how they would like to be notified (email, phone call). It is the responsibility of each student to notify your university professor and cooperating teacher in advance that you will be absent from class for a religious holiday. **Any missed practicum days must be made up by the end of the semester at the convenience of your cooperating teacher. If an AU student exceeds 2 absences, the AU student's practicum may be terminated. All emergencies will be handled on a case by case basis.**

CONFIDENTIALITY

Under no circumstances are you to discuss with anyone the children whom you teach or their performance, besides your cooperating teacher. This is considered a violation of a professional code of ethics.

DRESS

Professional dress is expected. You will be representing yourself and the university. First impressions are extremely important. This is not to suggest that you have to purchase an expensive wardrobe. It is advisable, however that your dress and grooming reflect the professional image you wish to create. Do NOT wear: Flip-flops, shorts, t-shirts, low-cut or sleeveless shirts, sweatshirts, sweatpants or tight skirts/dresses (more than 2 inches above the knees), or jeans.

DRIVING

Do not drive elementary students anywhere under any circumstances. You could be held legally liable for any accidents or injuries.

EVALUATIONS

Your cooperating teacher will evaluate your teaching and professional performance (see the attached *EDUCATEAlabama* form). Also, your cooperating teacher will evaluate your weekly professional performance in the classroom (see attached *Weekly Field Hours and Professionalism* form). Cooperating teachers will complete a *Summative Evaluation* form at the end of the term to document and verify your successful completion of the major requirements of lab.

GRADES

Students must maintain a University grade point average of at least 2.50 and a grade of "C" or better in all professional studies courses in order to intern. Inadequate performance or lack of professionalism during the field experience will be reflected in the AU student's grade for CTEC 4910.

GRADING PAPERS AND PREPARING MATERIALS

During your actual practicum time, you may be called upon to grade papers, help prepare materials, or work with small groups of students. Consider each of these as opportunities to grow and learn as a professional. It is expected that you will be actively engaged in the classroom with students through co-teaching, and assisting the cooperating teachers whenever possible and during academic (i.e., math, language arts, science, center and small group time, etc.

HOURS

You are expected to be in the schools during your practicum for a minimum of 10 weeks, each week full time, Monday through Friday. Also, you are expected to arrive when school begins and leave after school ends. With approval from your cooperating teacher, you may stay longer or spend additional days in the classroom. You are expected to be on time. **Tardiness is inexcusable. Continued tardiness (3 times or more) will be considered an absence from the practicum. Leaving early without prior approval by your university supervisor and cooperating teacher will be considered an absence.**

LESSON PLANS

This semester, you are required to write lesson plans for the lessons you teach. You must show the plans to your cooperating teacher ahead of time. You should not teach a lesson for which your cooperating teacher has not previously approved your plans, as verified by her signature.

You may use an existing lesson or modify a lesson used by your teacher through co-planning. The required lesson plan templates are provided for you in this manual. Lessons should follow or include the elements of a **Learning Cycle** for ‘best practice’ – though a single lesson may be sequenced for only one part of the Learning Cycle. You must take time during planning (or before or after school) to review your lesson plan and receive input from your teacher. **Formal lesson plans must be written outside of the school day, not during your practicum time.**

OBSERVATIONS

Your university supervisor and cooperating teacher will formally observe you teaching and interacting with students during the semester, and each will give you specific feedback on your performance – your cooperating teacher on a weekly basis. Additionally your university supervisor will evaluate your teaching and professional performance based on your teacher’s feedback and the university supervisor’s observation – either live or by videotape.

PHYSICAL CONTACT WITH STUDENTS

Under no circumstances are you to use corporal punishment or witness such events. Check with the school faculty and/or administration for appropriate physical contact guidelines pertinent to the age group with which you are working. Care should be taken when coming in contact with student blood or bodily fluids. **Always use vinyl gloves.**

SCHOOL MATERIALS

Instructional materials prepared using supplies provided by the school usually remain with the school at the completion of your field-work. If you know that you will want to keep any of these instructional

materials for your own use, check with your school's policy and then decide whether you will want to purchase the necessary supplies yourself.

STUDENT MEDICATION

Do not administer any medication to students under any circumstances.

SUBSTITUTE TEACHING

You are not permitted to substitute teach during your practicum. Also, you should not be left alone with the students in the classroom without a certified teacher present or in the hall nearby. You may be left alone on a playground or a field trip with a group of students **ONLY** if a certified teacher is within shouting distance.

WORK

Outside activities (e.g., employment, sports, sororities, fraternities or other social endeavors) should be held to a minimum during this period of time. On days when you are in the field, your first responsibility is to the students you teach. If you are having problems managing your time, please let me know as soon as possible.

Acknowledgements

Portions of this lab placement manual were prepared with assistance from the following resources:

<http://www.edb.utexas.edu/field/handbook.html>

<http://www.mursuky.edu/coe/tes/forms>

Pelletier, Carol Marra (2004). *Strategies for Successful Student Teaching: A Comprehensive Guide*. Pearson Education, Inc.

The Learning Cycle

5-E Model (and 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 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 assess students' 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.

- *Give opportunity for self-assessment of learning through writing, journals, and peer sharing of thinking.

Lesson Plan Format: E.G., Science

This should be written so ANY teacher could follow it and use it to teach this lesson successfully {2-3 pages, not counting attachments}. You may be asked to revise your plan. Lesson plans are due to your instructor (GTA) with your teacher's signature a few days BEFORE teaching.

Name:

Date:

Lesson Title (given in lesson source)

Grade Level:

Alabama State Standards for Science (0.5) (write out all that apply with applicable bullets only for the lesson)

National Science Education Standards (0.5) (list the content standard(s) that apply for the target grade range – K-4 or 5-8 – Inquiry, Physical Science, etc.; and the applicable topic phrases for the specific lesson under each)

Science *Process Skills* (1) (name all that apply with a one-line description of where they are used in the actual lesson)

Learning Objective(s) (1) (1-3, observable, measurable, learning performance; same for assessment; what the students will do...build, describe, create, explain, identify, compare, match, etc. – *See Bloom's Taxonomy verbs*)

Materials & Safety (0.5) (all major items needed; technology; any possible safety issues)

Scientific Concepts (2) (Describe or explain the major concept(s) of the lesson to demonstrate that you understand the science behind the lesson AND list and define pertinent terms/vocabulary)

Procedure & Time--- [See attached] (4) (Attach a copy of the lesson that includes the step-by-step procedure AND time estimates to implement the lesson, OR you must write it out here **in detail** so that another teacher could do this lesson.)

Mark/Highlight the applicable sections & timeframes on your procedure – handwritten or attached:

- **Opening** (Your *Engage* or *Focus* question or activity which accesses prior knowledge and builds student interest)
- **Activity** (Your *Exploration* of the concept through inquiry and concrete common experience upon which to base new learning)
- **New Learning** (Your *Explanation* or *Reflection* on learning from the activity; Concept development and learning of new related vocabulary)
- **Extension** (Your *Extension* or *Application* of new learning through practice, further inquiry, or use in new or real life situations) [NOTE: You may only be doing an extension activity IF your teacher completed the first parts earlier]
- **Closing** (Your review of learning; student presentation; possible 'formative' assessment)

Evaluation --- [See attached] (2) (Name & describe it here; Attach a copy of your 'formative' evaluation that directly correlates with the learning objectives; Use embedded or end-of-lesson evaluation; Consider group versus individual eval.)

Modification for inclusion student(s) (if applicable, describe here; if none, say 'none'; See teacher for suggested accommodations)

Related Literature (0.5) (children's science trade-books, content area readers, and fictional stories used for this topic)

Lesson Source (e.g., Project Wild, STC, FOSS, GEMS, Internet web address; Picture-Perfect Science, other, etc.)

Supervising Teacher's Signature: _____ **Date:** _____

NOTE: Be sure to attach all detailed procedures, worksheets for activities (if applicable), evaluation piece(s), and content information that go with this lesson – and likely came from the lesson source.

Lesson Plan Format: E.G., Mathematics

This should be written so ANY teacher could follow it (2-3 pages). Be sure to include enough details. Include questions for students at a variety of cognitive thinking levels and make sure you include possible answers. Think realistically about the time frame and about movement of materials. Lesson Plans are due to your instructor with your cooperating teacher's signature **AT LEAST 2 DAYS IN ADVANCE** of teaching.

Name:

Date:

Lesson Title/ Topic:

Grade/School:

Unit Topic:

Alabama State Standards for Math (write out all that apply with applicable bullets for the grade and lesson)

Common Core Standards of **Mathematical Practice**:

Learning Objective(s) (1-3, observable, measurable, learning performance; same for assessment; what the students will do...build, describe, observe, measure, identify, etc.)

Materials

Procedure & Time--- This should include the step-by-step procedure AND time estimates to implement the lesson

- Opening (Your *Engage* or *Focus* which accesses prior knowledge and builds student interest)
- Activity (Your *Exploration* of the concept through inquiry and concrete common experience upon which to base new learning)
- New Learning (Your *Explanation* or *Reflection* on learning from the activity; Concept development and learning of new related vocabulary)
Extension (Your *Extension* or *Application* of new learning through practice, further inquiry, or use in new or real life situations)
- Closing (Your review of learning; student presentation; possible 'formative' assessment)

Evaluation --- [See attached] (Attach a copy of your 'formative' evaluation that directly correlates with the lesson's learning objectives; Use embedded or end-of-lesson evaluation)

Modification for various learners and students that finish early: (if applicable, describe here; See teacher for suggested accommodations)

Literature (children's books on this topic that may or may not be used in this specific lesson, but could be useful in the future):

Lesson Source (e.g., website, *Everyday Mathematics*, *Investigations*, etc.)

Supervising Teacher's Signature: _____ Date: _____

NOTE: Be sure to attach **all** PowerPoints and worksheets for activities (if applicable), evaluation pieces, and content information that go with this lesson-and likely came from the lesson source.

Teaching Artifact/Documentation of Student Learning with Individuals in Small Group

Materials Required: LRC digital video camera with charged battery and tripod, DVD, lesson plan and lesson attachments, student assessment piece, *Early Childhood Observation Instrument*, **including all materials**

Before you teach your lesson

Planning {1 page, double-spaced}

Construct your lesson plan in consultation with your cooperating teacher. Arrange for your cooperating teacher to review and approve your lesson before observing you teach it. Then respond to the following questions. Be specific with detailed examples from your lesson.

1. General information about the classroom environment and the lesson
 - a. The grade level of the students;
 - b. Description of the community of learners (i.e. how many boys and girls, arrangement of the class, dynamics of the class as a whole);
2. How will the design of your lesson plan and the learning environment promote student engagement, inquiry, and encourage supportive interactions for ALL students? This includes how you would utilize English Language Proficiency Strategies to support learning, even if you do not have identified English or Dual Language Learners.
3. Provide a description of the content/topic that is the focus of the lesson.
4. Describe how you developed/strengthened your content knowledge in preparation for developing this lesson. Include sources of information that were helpful to you.
5. Discuss the relationship of your stated objectives to those noted in the Alabama Course of Study (ACOS) and Common Core State Standards (CCSS, which in the state of Alabama are called College & Career Ready Standards (CCRS).
6. How will you determine if all students made progress toward achieving the learning objective(s) or outcome(s)? *[Be sure to reference your student evaluation piece].*

Video recording Directions (for your video recorded lesson):

Sign out your video equipment from the LRC on the day before you teach – Only one camera (or iPad, if available) per classroom. Get two batteries for outside teachings. Use the plug while in a classroom. **Test out your camera and play it back to make sure it is working.** Ensure that you know how to transfer it to a dvd before you record your teaching episode. A peer partner or classroom teacher may video record your teaching. Return the camera/iPad and equipment that same afternoon by 4 p.m. You will view yourself teaching on the video recording using the LRC camera in the LRC only before the Professional Work Sample due date. You will transfer recording to a DVD. **You are REQUIRED to turn your lesson on DVD to your instructor.** If an iPad is available, record on your device and upload to Canvas using the app (free) called Panopto. Further instructions will be provided if this option is available.

After you teach your lesson

Reflect on the implementation of the lesson. (2-3 pages based on your conversation with your observer and reflection of the lesson taught)

After the lesson, facilitate a discussion with your observer about the implementation of the lesson. Consider the following:

1. After teaching the lesson, describe your personal reaction to the design of the **lesson plan**. For example:
 - How well did the students respond to the lesson, and how effective was the lesson for student learning?
 - What did you like and dislike about the design of the lesson?
 - What elements of the lesson would you change if you were to teach the same content again?
 - What part(s) of the lesson were more effective?
 - What part(s) of the lesson were less effective?
 - What insights did you gain from viewing the video of yourself that were different from your observer's notes and feedback? What surprised you? How might you use these insights to improve future lessons? How might you make them more effective based on inquiry approaches you are learning and the content you are teaching?
2. After teaching the lesson, describe your personal reaction to the **implementation** of the lesson plan. For example:
 - Discuss student engagement or lack of engagement during the lesson?
 - Identify and reflect on the classroom environmental setup and group management strategies you incorporated while teaching the lesson.
 - What successes and challenges did you encounter in the implementation of the lesson?

Attach a copy of the individual ***Early Childhood Classroom Observation Instrument***. Take a **digital picture** of any student creations/devices that are evaluated for learning if applicable. Document student learning.

Analysis of Student Learning {1-2 pages plus analysis page}

Carefully analyze documentation of student learning, as assessment pieces, as data for student learning in this lesson. Make a one-page chart or table with descriptions and numbers (frequencies, percentages, averages, etc.) for student learning results for the class, small groups, and for each student. Attach a few chosen examples of actual student work (names removed) to your data analysis as supporting artifacts of student learning; OR you may attach sample digital photographs, appropriately labeled, of any student creation or project that you evaluated.

Write a one-paragraph response to each of the following questions based on your assessment data:

1. What did the assessment data reveal about the learning of every student, including the students with diverse learning needs? Refer to both group/team (if applicable) and individual learning. Be specific in referring to your analysis of student learning and student strengths and weaknesses in the learning process.
2. How would you use these data on student learning to inform future instruction? What would you have done differently? What will you do differently to improve learning in the future

☑ DUE DATE for your reflection on your lesson planning and documentation of student learning is one week after your observation: – reflection on planning, documentation of student learning, & assessment of student learning.

- Did you attach the Lesson Observation Form?
 - Did you include your DVD of your teaching?
 - Did you include or attach your *analysis of student learning* data page?
 - Did you attach any new images or samples of students' work or assessment?
-

Autobiographical Sketch

Be sure to complete this autobiographical sketch and give a copy of it to your cooperating teacher(s) the first week of your practicum.

Pre-Intern: _____

1. What previous experiences have you had with children?
2. How did you become interested in becoming a teacher?
3. What special talents do you bring to teaching?
4. What outside interests or hobbies do you have?
5. What (if any) role models do you have in the teaching profession? Why do you consider these individuals as role models?
6. What are your goals for this semester?
7. What have your personal past experiences been in kindergarten, project-based learning, or literacy, science, math, and global learning?
8. How do you hope to grow professionally in teaching?

Meeting With Your Cooperating Teacher

As you begin your field placement, you will want to schedule a time to meet with your cooperating teacher outside of class time in order to learn about his/her policies, procedures, and routines for the classroom; special needs and situations with children, and your role in co-teaching during the term. **You should request a copy of your teacher's classroom management plan and any other handouts that will help you understand how the classroom and students operate.** This information will be helpful to you as you craft your own learning environment and group management plan.

The following list is not comprehensive, but rather is designed to provide a guide in discussion with your teacher:

Sample Questions:

1. Can I get a seating chart of the children's names to learn?
2. What is your classroom management plan for your students? How does it work with the grade-level team's management plan? School Climate goals and expectations?
3. What level of authority or action would you like to see that I take in your classroom? (Be specific.)
4. What materials have you sent home with parents or other materials that would be helpful for me to have?
5. What are your classroom rules, procedures, and routines?
6. What classroom procedures should I follow?
7. What are your professional expectations for me during my field placement? Arrival? Departure? Dress? Preparedness? Other?
8. How soon can I begin to co-teach, beyond just observing in the classroom? When can I begin working with small groups or individual students? Lead a portion of a lesson with support?
9. Do I need to be aware of any special situations or needs with students in the class?

Be sure to obtain your cooperating teacher's email address and school phone number. This is also a good time to ask your cooperating teacher if he/she has any questions for you. As you conclude your discussion, be certain to thank your cooperating teacher for sharing his/her time and information with you!

Adapted from "Introductory Meeting with Cooperating Teacher," *Strategies for Successful Student Teaching* by Carol Martin Pelletier. Published by Pearson Publisher, 2004.

CTEC 4910: Field Placement Information Form

Directions: Complete this form together and make a copy for your cooperating teacher(s) and university supervisor.

Pre-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 tentative dates will you complete your 10 consecutive days of full-time primary teaching?

What dates will you be away from your school or not teaching due to holiday, teacher workday, testing, field trip, or other events?

Curriculum Guides:

Math _____

Language Arts/Reading _____

Other _____

***Teacher Candidates** are asked to set aside time each week to sit down and talk with their teacher(s) about their performance and to prepare and plan for lessons (See feedback column of attendance form). **Students:** Make a copy of this form for each week. Be sure it is entirely completed and with teacher's signature or it will not count. Scan a copy weekly by Friday after school and upload into Canvas.

Weekly Field Hours and Professionalism Form

Teacher Candidate _____ Grade ____ School _____

| Date | Arrival Time | Departure Time | Hours | Teacher's Initials | What do I need to focus on improving now? (Self-Evaluation based on teacher input) |
|-------------------------|--------------|----------------|-------|--------------------|---------------------------------------------------------------------------------------|
| Mon. _____ date | | | | | (Note at least one professional or teaching skill needed) |
| Tues. _____ date | | | | | |
| Wed. _____ date | | | | | |
| Thurs. _____ date | | | | | |
| Fri. _____ date | | | | | |

Early Childhood Education Teacher Candidate Verification Form

Pre-Interns should submit a scanned copy of this completed form with signatures along with their Attendance Log to their university supervisor NO LATER than Monday, April 28, 2014. The pre-intern is responsible for ensuring that this form is completed, signed, and returned to the university supervisor.

Intern _____ University Supervisor _____

Placement School _____ Classroom Teacher _____

1. Full-time Teaching: Intern taught 20 full days including 10 consecutive days

Dates of any full-time teaching

2. Observations- Intern should be observed by the cluster teachers and University Supervisor with feedback provided using the Early Childhood Education Observation Form. Please list the dates of observation and the observing teacher's name.

Observation Date

Observing Teacher

To the best of my knowledge, the information provided above is accurate.

Classroom Teacher's Signature _____

Date _____

Pre-Intern's Signature _____

Date _____

MEMO To: **CTEC 4910 Students**

From: Dr. Angela Love

Subject: Early Childhood Advanced Practicum Experience

Attached is the Advanced Practicum Packet for you and your cooperating teacher. Please note the expectations. It is your responsibility to work with your cooperating teacher to schedule all necessary activities and teaching experiences during the placement.

Be sure to email an updated copy of your TB Test results to Dr. Love when we meet.

Practicum Performance Expectations:

Review the assessments for your practicum performance in attendance, teaching and professional dispositions. Remember that you represent Auburn University in your schools. Cooperation with your teacher, promptness, and high quality work are all part of expectations for your professional behavior. You should immediately notify your cooperating teacher and university supervisor by phone/email if you are going to miss a day due to an illness or emergency situation, by 6:30 a.m. Frequent absences from your practicum will impact your evaluation, and may lead to your withdrawal and failure from the placement and early childhood program. **Upon a second absence from this advanced practicum you will be required to meet with the university supervisor and cooperating teacher to discuss conditions for your continuation.** You must make up any missed field time after the last required day.

You are placed in a school to have a chance to teach children according to the theory and methods presented in the program and in state and national standards. We expect you to be working with children and co-teaching as much as you possibly can while children are present, not just grading papers, making copies, or inputting data into a computer. You must take assert yourself, not expect the teacher to take the initiative for you! Offer to step in and help the children without being asked. Ask to take a small group aside for additional assistance. Even if there is a difference in teaching philosophy, you are expected to fulfill the expectations of this course. Take on the *persona* of a teacher—a professional! When you are in the schools, the children look up to you as a teacher. Wear your “teacher hat” not your “student hat.” Remember that you are not there to be each child’s ‘friend’ but to be a ‘caring’ teacher who acts authoritatively for every child’s academic success and welfare.

Communication with your cooperating teachers is essential for a successful experience! Initially, talk with your teacher about the daily classroom schedule, classroom routines, and procedures as well as her professional expectations for you. Arrange with the teacher when you will be doing each observation, along with the dates and times. Observations must be on a Monday or Friday (occasionally Wednesday can work). Co-plan your weekly schedule. Do this the first week of practicum. Continue to build a positive rapport with your teachers and ask for feedback for your

professional development and weekly reflections. Remember, you can learn from every teacher. They have volunteered to coach you. Communication is critical!

Please note that you are responsible for having your teacher complete the required **Forms** in the attached Advanced Practicum Packet at the end appropriate time (designated with each form). You will provide the teacher with a copy of the appropriate forms before they are due. By the end of the semester your teacher will have documented that you met **all** required standards in order to successfully complete the advanced practicum.

At the end of your practicum at your school you be sure that your teacher completes the appropriate evaluation forms to document and verify your successful completion of the attendance (total hours) and performance (teaching and professionalism) requirements for lab.

All required forms must be completed on time with signatures and dates in order to receive a grade in the course.

Thank you,

Dr. Angela Love

NOTE: University supervisors reserve the right to supply additional documentation of field performance to that of the cooperating teacher(s) for use in evaluating the satisfactory or unsatisfactory performance of practicum students. The ultimate decision to pass or fail a student rests with the university course instructor of record. Students will receive *due process* to rectify areas of weakness except in cases of gross negligence or inappropriate ethical behavior. An unsatisfactory in this practicum will result in not moving forward with internship.

Auburn University College of Education
PROFESSIONAL DISPOSITIONS CHECKLIST – INITIAL TEACHER PREPARATION PROGRAM (ITP) IN EARLY
CHILDHOOD EDUCATION

Teacher Candidate _____ Date Completed _____

Evaluator _____ 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) | | | |
| 2. Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn (NAEYC 1abc, 2a, 6bde) | | | |
| 3. Demonstrates, models, and exemplifies a commitment to diversity (NAEYC 2ab, 6bde) | | | |
| 4. Engages in responsible and ethical professional practices (e.g., shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters)(NAEYC 6be) | | | |
| 5. Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations(NAEYC 6abcde) | | | |
| 6. Shows respect for and cooperates with students, families, colleagues, and members of the community (NAEYC, 6abcde) | | | |
| 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). (NCTM 7.6) (NAEYC 3b4b5qb) | | | |
| 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 (NAEYC 4ad, 6abcde) | | | |
| 12. Demonstrates a commitment to effective teaching by reflecting on and analyzing past practices to stimulate ongoing improvement for future practice (NAEYC 4ad, 6abcde) | | | |
| 13. Demonstrates a willingness to seek out curriculum materials and activities that will stimulate the learning of all students (NAEYC 1abc, 2a, 4abc, 5abc) | | | |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 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. (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.

Signature of Teacher Candidate _____ Date _____

Signature of Evaluator _____ Date _____

Classroom Observation Instrument

Early Childhood Education

Intern/Lab Student _____ School/System: _____

Observation# _____ Observer _____ 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. After teaching the lesson and conferencing with the observer, turn in a copy to your instructor

| Rating Scale: NAC – Not Approaching Competence AC – Approaching Competence C – Competent E – Exemplary | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------|
| Organization and Management of Learning Environment | | Overall Section Rating: NAC |
| <p>1. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1b)</p> <p>A. Prepares Resources</p> <p>a. Appropriate resources are well-organized and accessible to children</p> <p>b. A variety of materials are available to encourage children's interest and ability to make choices</p> <p>c. Resources are related to the objective</p> <p>d. Equipment used appropriate and tested to be sure it's working</p> <p>B. Manages Class Time</p> <p>a. Begins promptly</p> <p>b. Minimizes loss of instructional time</p> <p>c. Appropriately responds to student input</p> <p>d. Maintains clarity and focus upon objectives</p> <p>e. Minimizes student wait time</p> <p>f. Effective use of time - Plans appropriate transitions</p> <p>g. Responds to children's questions and comments in ways that encourage thinking or provide focus upon a learning</p> | <p>NA AC C E</p> <p>C</p> <p>AC C E</p> <p>NA C</p> <p>AC C E</p> <p>NA</p> | Comments: |
| <p>2. Understands positive relationships and supportive interactions as the foundation of their work with young children (NAEYC 4a)</p> <p>A. Manages Student Behavior</p> <p>a. Uses positive verbal language</p> <p>b. Uses positive nonverbal cues</p> <p>c. Demonstrates respect</p> <p>d. Avoids personal criticisms</p> <p>B. Expresses Positive Affect</p> <p>a. Uses positive verbal language</p> <p>b. Uses positive nonverbal cues</p> <p>c. Demonstrates respect</p> <p>d. Avoids personal criticisms</p> <p>C. Speaks Clearly/Correctly</p> <p>a. Uses formal English (only exception is in discussion of varieties of speech)</p> <p>b. Uses correct pronunciation</p> | <p>NAC AC</p> <p>C E</p> <p>NAC AC</p> <p>C E</p> <p>NAC AC</p> <p>C E</p> | |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------|
| <p>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)</p> <p>A. Communicates High Expectations</p> <ol style="list-style-type: none"> Suggests timelines for completion of work Establishes acceptable standards for work products Encourages students to follow directions and complete tasks Encourages children to do their best Exhibits confidence <p>B. Involves Students</p> <ol style="list-style-type: none"> Encourages participation Ensures equitable participation Establishes positive rapport Elicits responses Encourages student sharing Uses student ideas/responses Seeks elaboration Refers to other students Engages students in knowledge/hypotheses Varies roles in instructional process | <p>NAC AC C E</p> <p>NAC AC C E</p> | <p>Comments (continued)</p> |
| <p>4. Knows and upholds ethical standards and other early childhood professional guidelines (NAEYC 6b)</p> | <p>NAC AC C E</p> | |
| <p>Instructional Strategies to Engage Learners</p> | | <p>Overall Section Rating: NAC AC C E C E</p> |
| <p>5. Knows about and understands effective strategies and tools for early education, including appropriate uses of technology (NAEYC 4b)</p> <p>A. Develops the Lesson</p> <ol style="list-style-type: none"> Draws on children's prior experience to develop & extend the lesson Explains/Presents Present content that fits objectives Provides examples Provides illustrations from life experiences Presents in logical pattern/sequence Relates content to other subject areas Uses technology when appropriate Facilitates individual/collaborative use Questions effectively Provides smooth transitions <p>B. Provides Practice Summarization</p> <ol style="list-style-type: none"> Provides guided practice Provides independent practice Provides review | <p>N A C E AC C</p> <p>N A C E AC C</p> | <p>Comments</p> |
| <p>6. Uses a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c)</p> <p>a. Orients Students to Lesson</p> <ol style="list-style-type: none"> Secures attention (motivation, etc.) States purpose/objectives Identifies content/skills Introduces lesson by relating to students' prior knowledge/experiences <p>b. Gives Clear Directions</p> <ol style="list-style-type: none"> Gives concise directions Presents in logical sequence Presents in easy to follow form Provides examples Identifies task steps | <p>NAC AC C E</p> <p>NAC AC C E</p> | <p>Comments (continued)</p> |

AU EDUCATEAlabama Collaborative

Pre-Internship Assessment Rating Form (Early Childhood Education)

The indicators in bold text will be assessed with the AU EDUCATE Collaborative: Internship assessments. The Continuum for Preservice Teacher Development will be used to determine an intern's level of performance on each of these indicators. Note: This rating form is used to rate only the indicators in "black" text. The remaining indicators in "gray" text are rated through other assessments.

Pre-Intern:
Formative OR ____ Summative

____ Self-Evaluative OR ____

| Rating Scale: NAC - Not Approaching Competence AC - Approaching Competence C - Competent E - Exemplary | | NA C | AC | C | E |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----|---|---|
| Standard 1: Content Knowledge | | | | | |
| 1. | Demonstrates deep knowledge of mathematics content and an ability to organize related facts, concepts, and skills (NAEYC 4abcd, 5abc, 6e) | | | | |
| 1.2 | Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals (NAEYC 1c, 4bc, 5abc) | | | | |
| 1.3 | Connects the curriculum to other content areas and real-life settings to promote retention and relevance (NAEYC 1abc, 2a, 4ac, 5abc) | | | | |
| 1.4 | Designs lessons, units, and courses that address appropriate learning goals based on local, state, and national content standards (NAEYC 1abc, 4abcd, 5abc) | | | | |
| 1.5 | Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner | | | | |
| Standard 2: Teaching and Learning | | | | | |
| Standard 2a: Teaching and Learning | | | | | |
| 2a.1 | Designs a classroom organization and management system | | | | |
| 2a.2 | Creates a positive climate that promotes respect and responsibility | | | | |
| 2a.3 | Creates a safe, orderly, and stimulating learning environment and nurtures responsibility, motivation, and engagement of learners (NAEYC 1abc, 2abc, 4abc, 5abc) | | | | |
| Standard 2b: Using Instructional Strategies to Engage Learners | | | | | |
| 2b.1 | Develops challenging, standards-based academic goals for each learner | | | | |
| 2b.2 | Engages learners in developing and monitoring goals | | | | |
| 2b.3 | Designs coherent lessons that integrate a variety of instructional strategies | | | | |
| 2b.4 | Creates learning activities that optimize each individual's growth and achievement within a supportive environment (NAEYC 1abcd, 3ab, 4abcd, 5abc) | | | | |
| Standard 2c: Assessment of Learning | | | | | |
| 2c.1 | Uses formative assessments (including listening to and understanding the way students think) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction (NAEYC 1abcd, 4abcd, 5abcd) | | | | |

| Rating Scale: NAC - Not Approaching Competence AC - Approaching Competence C - Competent E – Exemplary | | NA C | AC | C | E |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----|---|---|
| 2c.2 | Uses summative assessments to measure learner attainment of specified learning targets (NAEYC 1abc, 3ab) | NA AC C E | | | |
| 2c.3 | Maintains evidence and records of learning performance to communicate progress (NAEYC 1abc, 2abc, 3bcd) | | | | |
| 2c.4 | Analyzes and uses disaggregated standardized assessment results for planning | | | | |
| Standard 3: Literacy | | | | | |
| Standard 3a: Oral and Written Communication | | | | | |
| 3a.1 | Demonstrates standard oral and written communications | NA AC C E | | | |
| 3a.2 | Fosters and responds to effective verbal and nonverbal communications during instruction (NAEYC 5ac, 6bd) | | | | |
| Standard 3b: Development of Reading Skills and Accessing K-12 Resources | | | | | |
| 3b.1 | Uses age-appropriate instructional strategies to improve learners’ skills in critical literacy components (NAEYC 1abc, 2a, 4abc, 5abc) | | | | |
| 3b.2 | Integrates narrative and expository reading strategies across the curriculum (NAEYC 5abc) | | | | |
| Standard 3c: Development & Applications of Mathematical Knowledge & Skills Across Content Areas | | | | | |
| 3c.1 | Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions (NAEYC 1abc, 5abc) | | | | |
| 3c.2 | Communicates mathematical concepts, processes, and symbols (NAEYC 5abc) | | | | |
| Standard 3d: Utilizing Technology | | | | | |
| 3d.1 | Identifies and integrates available emerging technologies (including spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistics tools, graphing calculators, data-collection devices, and presentation software) that help build understanding of mathematical concepts and develop important mathematical ideas (NAEYC 4bc, 6ce) | NA AC C E | | | |
| 3d.2 | Facilitates learners' individual and collaborative use of technology (NAEYC 4bc, 6ce) | | | | |
| Standard 4: Diversity | | | | | |
| Standard 4a: Cultural, Ethnic, and Social Diversity | | | | | |
| 4a.1 | Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status (NAEYC 1abc, 2abc, 4a) | | | | |
| 4a.2 | Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation (NAEYC 2abc, 6bcde) | | | | |
| Standard 4b: Language Diversity | | | | | |
| 4b.1 | Supports learners to accelerate language acquisition | | | | |
| 4b.2 | Guides second-language acquisition and utilizes ELP | | | | |

| Rating Scale: NAC - Not Approaching Competence AC - Approaching Competence C - Competent E – Exemplary | | NA C | AC | C | E |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|----------|----------|
| 4b.3 | Differentiates between learner difficulties and related to cognitive or skill development and difficulties related to language learning (NAEYC 1abc, 2abc, 3c, 4abcd, 5abc, 6bcde) | | | | |
| Standard 4c: Special Needs | | | | | |
| 4c.1 | Understands and recognizes the characteristics of exceptionality | | | | |
| 4c.2 | Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities (NAEYC 1abc, 4abc, 6bde) | | | | |
| Standard 4d: Learning Style | | | | | |
| 4d.1 | Helps students assess their own learning styles | | | | |
| 4d.2 | Designs different types of learning experiences that engage all learning styles and multiple intelligences in learning mathematics (NAEYC 1abc, 4abc, 5ab, 6bde) | | | | |
| Standard 5: Professionalism | | | | | |
| 5.1 | Works in partnership with cooperating teacher to facilitate student learning and well-being (NAEYC 1abc, 6abcd) | | | | |
| 5.2 | Participates in professional growth opportunities to improve teaching practice, including participation in professional mathematics organizations (NAEYC 6abcd) | | | | |
| 5.3 | Performs as a leader at the program level and within the school (NAEYC 6abcde) | | | | |
| 5.4 | Promotes professional ethics and integrity (NAEYC 6abcde) | | | | |
| 5.5 | Complies with local, state, and federal regulations and policies (NAEYC 6abcde) | | | | |

Signature of Teacher Candidate _____ Date _____

Signature of Evaluator _____ Date _____

Acknowledgement of Advanced Practicum Placement Policies

I (Teacher Candidate)_____ understand and agree to adhere to all of the policies and procedures in this handbook. I understand that failure to do so may jeopardize my success as a professional and a teacher candidate in my pre-internship placement and could result in failing this practicum and my discontinuation in the program.

Teacher Candidate Name (printed) _____

Teacher Candidate Signature _____ Date: _____