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**CTEC 4911**

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| **Department** | Curriculum & Teaching |
| **Teaching Program** | Early Childhood Education Program |
| **Course Title** | Practicum in the Preschool |
| **Instructor** | Bethany McClure, M.Ed., NBCT |
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| **Phone** | 205-389-3551 |
| **Office** |  |
| **Office Hours** | By appointment |
| **Prerequisites** | Admission to Teacher Ed  CTEC 3200, CTEC 4200 |
| **Syllabus Prepared** | Aug. 1998, Revised Jan. 2007,  Aug. 2013/14, and Aug. 2020  \*\*Not to be distributed. |

**Auburn University**

**1. Course Description**

#### Catalog Description:

This course provides laboratory experiences with pre-K-2 children 3 through 8 years of age. Course assignments with children help students relate theory to practice.

**Texts**:

### See CTEC 3030 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 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.

* Effective participation requires that each Teacher Candidate be engaged fully with the learning experience in the practicum. This includes being *at your school placement and in the classroom ready to teach*. Initiate interactions with the classroom cooperating teacher in person and via electronic mail (if preferred), even if you do not receive a response. Assume the responsibility of gaining all that you can from this experience: be *on time*; stay engaged with students and teacher, respect the mobile device policy of the school (best to leave mobile phones in your car unless you have permission to use them to take photo documentation of children’s work). *Partially and fully missed days must be made up*.
* *Actively* observe & take notes from observations in your notebook – observations should include:
  + Sketch of classroom
  + Classroom management plan (documentation and interview with teacher)
  + Notes from each lesson you observe the classroom teacher leading – small and large group
  + Notes about each child in your classroom – name, interests, and activities observed

1. **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.

* Teacher Candidates will oversee some portion of the **reading *and* writing process**.
  + Plan ways to use shared reading and writing workshop methods to help advance the children’s ability and motivation in reading and writing with quality literature and non-fiction. Methods are to help each child acquire or refine strategies as readers and writers. The university supervisor and/or classroom teacher must evaluate all materials for lessons.
  + **A shared reading or story time** lesson must be **one of the four formal observations**, and can be conducted in small or whole group.
  + Plan one **content area** lesson for science, math or social studies. A content lesson must be **one of the four formal observations**, and may be conducted in small or large group.
  + Representation (writing, drawing, painting, clay, etc.) must be intentionally planned for and included in every observed lesson activity.

1. **Lesson Plans:** Lesson plans are due to the cooperating teacher on Monday of the week prior to lesson implementation. This will allow the cooperating teacher time to review and analyze the lesson plans. Plan to debrief with your cooperating teacher on Wednesday to discuss any changes or revisions that need to be made. Lesson plans for the following week must be posted on Canvas by Wednesday night at 11:59 PM and placed in your practicum notebook. (See more information below.) For each lesson, students should use the “Possibility Plan” template found on Canvas. For the four observed lessons, a full 5-E format should be used - this can be found further in the syllabus.

#### Observations: 4 total –

2 by Auburn University Supervisor

2 by Cooperating Teacher

\*More information below.

#### Part B – Grading Plan

**Course Assignments: Total points possible = 360 points**

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

1. **Professional Dispositions Checklist:** The classroom teacher will complete a Professional 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 @ 15 points each **= 30 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’s or university supervisor’s discretion.
   * Students must arrange to be formally observed by the classroom teacher and university

supervisor.

* + **It is the responsibility of the student to schedule all observations.** University supervisor

will give sign up time slots, if one of these slots will not work for you, take initiative early to set up an alternate time. Have conversations early in the semester with your supervising teacher to set up times for observations.

* + Provide the observer with the Classroom Observation Form (found on Canvas) and an

approved lesson plan (signed by the classroom teacher) for the observation *at least* 24 hours in advance.

* + After each of the 4 observations you must submit in the assignment link on Canvas

1. A copy of the lesson plan

10 points each = 40

1. The completed Classroom Observation Instrument

15 points each = 60

1. A written reflection of your lesson (minimum 1.5 pages typed)

15 points each = 60

**= 160 points total**

A) Students will be in charge of advancing children’s knowledge of **reading and writing concepts** through developmentally appropriate means – provocations, games, shared reading, shared writing, activities extending a lesson in a reading or writing curriculum adopted by the classroom/school, or a series of lessons involving objects as well as documentation (drawing, writing, etc.)

### i. The university supervisor and/or classroom teacher must evaluate all materials. Formal observations may be conducted via a small group or whole group setting.

1. **Online Discussion Boards:** Students will be responsible for reflecting on assigned readings and prompts set up in Canvas. Participation in online discussion boards will reflect on your overall Participation and Professionalism grade.
2. **Documentation System and Learning Stories**: Create a documentation system to communicate with and represent the value of the families in the classroom community. Use the family chapter in Art of Awareness text to develop a system for this.
3. **Classroom Portfolio**: The student will use readings to design classroom activities, work together with the children, closely observe, and take photographs of the children’s creative efforts and symbolic play. You will document their representational thinking (i.e. art, writing, drawing, talking, and play), and document your learning from your learning stories, funds of knowledge, and the experiences you planned in response to this information (e.g. their artwork, documentation of their imaginative play, written notes/transcripts from observing/listening to their talking as they do art or play, etc).
4. **Learning Stories**: You will write two learning stories based on your experiences with children in the classroom.
5. Classroom Portfolio = 30 points
6. Learning Story = 2 @ 15 points each = 30 points

**= 60 points total**

1. **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?

**= 15 points total**

1. **Project Investigation**: You will work with a small group of children to design a series of lesson plans and activities based on student interest. You will implement these lessons with children, reflect on their learning, adapt future lessons based on diagnostic assessment, and plan for remedial or extension activities. You will reflect on your project investigation with children and reflect on course readings to understand why projects and teaching based on student interest is an important part of the learning process for young children.

**= 25 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. Please keep your binder organized and tab each section.
   * lesson plans (original + revisions when required)
   * observation forms
   * reflections
   * evidence of student learning (assessment/evaluation, documentation of learning, professional development)
   * practicum attendance log
   * practicum lab student survey
   * professional disposition checklists
   * behavioral observations and plans (your teacher or school’s classroom behavior plan, observation notes, etc.)
   * other important forms from your Syllabus or Lab Manual
   * other documents or materials from your practicum that were important for your overall growth this semester

**= 30 points total**

1. **Final Case Study**: Upon reflecting on your Project Investigation, you will choose one child to complete an in-depth Case Study. You will document the learning of this child, your observations of their learning, social-emotional development, interest in the project or topic, next steps (remedial or extension activities), family involvement, and overall engagement and progress with literacy and writing activities. You will provide documentation and describe why the literacy project approach is a best practice for implementation with young children. You will describe how the literacy project approach aligns with content standards (i.e. GOLD standards).

**= 30 points total**

**IX. Participation and Professionalism:** Students will be expected to participate in all additional class sessions and/or Zoom meetings. This includes being prompt for class sessions / Zoom meetings and **participating with your camera on**. = **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)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

#### Student eHandbook:

Please refer to <http://www.auburn.edu/student_info/student_policies/>for all AU student policies.

**COVID Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.)](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

**Health and Participation In Class**

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**

* **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.  
  You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.)](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the*[*Classroom Behavior Policy* (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

**Course Delivery Changes Related to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**4. TENTATIVE SCHEDULE**

# TBA: placement TBD

Woodland Wonders: 7:30 AM – 12:00 PM

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Teaching Expectations:** | **Preservice Teacher Initials:** | **Cooperating Teacher Initials:** |
| 1/26 | Observe the classroom teacher, class schedule, classroom rules, and getting to know the students. |  |  |
| 1/28 | Observe the classroom teacher, class schedule, classroom rules, and getting to know the students. |  |  |
| 2/2 | Observe the classroom teacher, class schedule, classroom rules, and getting to know the students. |  |  |
| 2/4 | Observe the classroom teacher, class schedule, classroom rules, and getting to know the students. |  |  |
| 2/9 | Teach 1 lesson this week. All lessons should be created by teacher candidate and approved by cooperating teacher.  \*\*Calendar may be taken over but may not count toward this requirement. |  |  |
| 2/11 |  |  |  |
| 2/16 | Teach 1 approved lesson this week. |  |  |
| 2/18 |  |  |  |
| 2/23 | Begin teaching 1 lesson per day. All lessons should be created by teacher candidate and approved by cooperating teacher.  1st Professional Disposition form uploaded to Canvas by March 5. |  |  |
| 2/25 | Teach 1 approved lesson. |  |  |
| 3/2 | Teach 1 approved lesson.  1st and 2nd observed lesson documents uploaded to Canvas by Friday, March 5. |  |  |
| 3/4 | Teach 1 approved lesson. |  |  |
| 3/9 | Teach 1 approved lesson. |  |  |
| 3/11 | Teach 1 approved lesson. |  |  |
| 3/16 | Teach 1 approved lesson. |  |  |
| 3/18 | Teach 1 approved lesson. |  |  |
| 3/23 | Begin teaching 2 lessons per day. All lessons should be created by teacher candidate and approved by cooperating teacher.  \*\*Discuss with your teacher about the possibility of teaching 1 - 2 full days in April. |  |  |
| 3/25 | Teach 2 approved lessons. |  |  |
| 3/30 | Teach 2 approved lessons. |  |  |
| 4/1 | Teach 2 approved lessons. |  |  |
| 4/6 | Teach 2 approved lessons. |  |  |
| 4/8 | Teach 2 approved lessons. |  |  |
| 4/13 | Teach 2 approved lessons. |  |  |
| 4/15 | Teach 2 approved lessons. |  |  |
| 4/20 | Teach 2 approved lessons. |  |  |
| 4/22 | Teach 2 approved lessons. **Last day!**  2nd Professional Dispositions Checklist and other paperwork uploaded to Canvas by 11:59 pm – April 25, 2021.  3rd and 4th observed lesson documents uploaded to canvas by 11:59 pm – April 25, 2021. |  |  |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Lab Student Signature Date

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

Cooperating Teacher Signature Date

**Attach Documentation:**

**Classroom Observation Instrument\* NOTE: Some areas will not be assessed each and every observation during Practicum labs**

Early Childhood Education

**Intern School/System**

**Observation # Observe**r **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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rating Scale:** NAC – Not Approaching Competence AC – Approaching Competence C – Competent E – Exemplary | | | |  | | | | |
| **Organization and Management of Learning Environment** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 1. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children (NAEYC 1b)   1. Prepares Resources NAC AC C E    1. Appropriate resources are well-organized and accessible to children    2. A variety of materials are available to encourage children’s interest and ability to make choices    3. Resources are related to the objective    4. Equipment used appropriate and tested to be sure it’s working 2. Manages Class Time NAC AC C E    1. Begins promptly    2. Minimizes loss of instructional time    3. Appropriately responds to student input    4. Maintains clarity and focus upon objectives    5. Minimizes student wait time    6. Effective use of time – Plans appropriate transitions    7. Responds to children’s questions and comments in ways that encourage thinking or provide focus upon a learning objective 3. Maintains Environment NAC AC C E    1. Arranges furniture/equipment    2. Accommodates variety of activities    3. Maintains attractive environment | NAC | AC | C | E | Comments: | | | |
| 2. Understands positive relationships and supportive interactions as the foundation of their work with young children (NAEYC  4a)   1. Manages Student Behavior NAC AC C E    1. Uses positive verbal language    2. Uses positive nonverbal cues    3. Demonstrates respect    4. Avoids personal criticisms 2. Expresses Positive Affect NAC AC C E    1. Uses positive verbal language    2. Uses positive nonverbal cues    3. Demonstrates respect    4. Avoids personal criticisms 3. Speaks Clearly/Correctly NAC AC C E    1. Uses formal English (only exception is in discussion of varieties of speech)    2. Uses correct pronunciation    3. Speaks fluently - varies speech, volume, & pitch according to purpose of communication    4. Organizes presentation    5. Uses appropriately challenging vocabulary & clarifies for meaning | NAC AC C E | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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)   1. Communicates High Expectations NAC AC C E    1. Suggests timelines for completion of work    2. Establishes acceptable standards for work products    3. Encourages students to follow directions and complete tasks    4. Encourages children to do their best    5. Exhibits confidence 2. Involves Students NAC AC C E    1. Encourages participation    2. Ensures equitable participation    3. Establishes positive rapport    4. Elicits responses    5. Encourages student sharing    6. Uses student ideas/responses    7. Seeks elaboration    8. Refers to other students    9. Engages students in knowledge/hypotheses    10. Varies roles in instructional process | NAC AC C E | | | | Comments (continued) | | | |
| 4. Knows and upholds ethical standards and other early childhood professional guidelines (NAEYC 6b) | NAC AC C E | | | |
| **Instructional Strategies to Engage Learners** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 5. Knows about and understands effective strategies and tools for early education, including appropriate uses of technology  (NAEYC 4b)   1. Develops the Lesson NAC AC C E    1. Draws on children’s prior experience to develop & extend the lesson    2. Explains/Presents    3. Present content that fits objectives    4. Provides examples    5. Provides illustrations from life experiences    6. Presents in logical pattern/sequence    7. Relates content to other subject areas    8. Uses technology when appropriate    9. Facilitates individual/collaborative use    10. Questions effectively    11. Provides smooth transitions 2. Provides Practice Summarization NAC AC C E    1. Provides guided practice    2. Provides independent practice    3. Provides review | NAC | AC | C | E | Comments: | | | |
| 6. Uses a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c)   1. Orients Students to Lesson NAC AC C E    1. Secures attention (motivation, etc.)    2. States purpose/objectives    3. Identifies content/skills    4. Introduces lesson by relating to students’ prior knowledge/experiences 2. Gives Clear Directions NAC AC C E    1. Gives concise directions    2. Presents in logical sequence    3. Presents in easy to follow form    4. Provides examples    5. Identifies task steps | NAC AC C E | | | |  | | | |
| 7. Understands content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative  movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a) | NAC AC C E | | | | Comments (continued) | | | |
| 8. Knows and uses the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b) | NAC AC C E | | | |
| **Assessment of Learning** | | | | | **Overall Section Rating: NAC** | **AC** | **C** | **E** |
| 9. Knows about and uses observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (NAEYC 3b)  Monitors Student Performance   * 1. Checks for understanding   2. Solicits questions   3. Requests demonstration   4. Asks higher order questions | NAC | AC | C | E | Comments: | | | |
| 10. Understands and practices responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c)   1. Provides Feedback NAC AC C E    1. Acknowledges participation    2. Not only affirms correct responses, but at the same time values & supports children’s thinking/understanding as they make connections, search for explanations, work out their errors, etc.    3. Gives information    4. Praises specific behavior    5. Suggests specific action when necessary    6. Makes recommendations    7. Promotes Thinking 2. Uses Assessment Results NAC AC C E    1. Uses multiple forms of assessment appropriately    2. Uses assessment information to inform curriculum    3. Clarifies/elaborates    4. Reteaches when necessary    5. Adjust pace when necessary | NAC AC C E | | | |
| 11. Reflects on own practice to promote positive outcomes for each child (NAEYC 4d) | NAC AC C E | | | |

**\*Classroom Observation Instrument here is the same as the one found on the COE Key Assessment website, linked in the Internship Handbook.**

