

Auburn University Course Syllabus Spring 2010

Course Number: CTEC 4912-001
Course Title: Practicum in the Preschool
Course Time and Place: M-F 10:00 am – 12:30 pm (2438 Haley Center)
Credit Hours: 3 semester hours
Prerequisites: Admission to Early Childhood Teacher Education; CTEC 3200
Co-requisites: CTEC 4200

Instructor: Angela Love
E-mail: angela.love@auburn.edu
Office Hours: by appointment

Date Syllabus Prepared: May 1998, Revised May 2010

Texts:

Required (same as CTEC 4200)

Title: Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education

Author: DeVries, Rheta & Zan, Betty.

Publisher: New York, NY: Teachers College Press, 1994.

[ISBN: 0807733415]

Title: Young investigators: The project approach

Author: Helm, J. H., & Katz, L.

Publisher: New York: Teachers College, 2001.

Title: Give them poetry!: A guide for sharing poetry with children K-8

Author: Sloan, G.

Publisher: New York: Teachers College, 2003.

[ISBN: 0807743674]

Title: The Morning Meeting Book

Author: Roxann Kriete

ISBN: 1892989093

Title: A Child Called "It": One Child's Courage to Survive

Author: Dave Pelzer

ISBN: 1558743669

Recommended

Kamii, C. (2000). *Young Children Reinvent Arithmetic (2nd ed.)*. New York: Teachers College Press

Kamii, C., & DeVries, R. (1993). *Physical Knowledge in Preschool Education: Implications of Piaget's Theory*. New York, NY: Teachers College Press.

Chaille, C., & Britain, L. (2003). *The young child as scientist: A constructivist approach to early childhood science education (3rd ed.)*. Boston, MA: Allyn & Bacon.

DeVries, R., Zan, B., Hildbrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York, NY: Teachers College Press.

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 co-requisite with CTEC 3030. The 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 on 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 is to be evaluated by the classroom supervisor.
3. **Mini theme:** Each student should work co-operatively with his or her team to create, implement and evaluate a mini-theme "Going Green is Easy." This mini-theme should be designed to run for a six week period. This mini-theme should attract the interest of the children attending the Auburn University Summer Enrichment Program . Each designated room must work with children to complete the following:
 - a. Involve children in at least 4 group projects.
 - b. Involve children in the making of individual or group theme or project books.
 - c. Help children plan and construct one theme related display. Design, manage, and facilitate learning with technologies that are responsive to learner diversity, style and/or special needs. [TS 2.viii]
 - d. Plan, implement and evaluate strategies that foster mutual respect and ensure equitable and effective access to all instructional materials [TS 2.iii]
 - e. Select and use appropriate technology. [TS 2.v]** Mini-theme plans must be typed, turned in and approved by your classroom teacher and supervisor before implementing.

An evaluation of the mini-theme is to be given to your practicum supervisor one week after the SEP is concluded. Evaluations must include:

- a. A copy of the initial mini theme plan with attached revisions.
 - b. Documentation of how the theme was implemented including photographs of children engaged in learning and student artifacts.
 - c. How plans changed and why.
 - d. A record of daily activities completed within the room and the individual responsible for each planned experience.
 - e. Group assessment of what the children learned and how their learning is evidenced.
 - f. Individual evaluations of what was learned regarding the intricacies of group work as well as what was learned about individual responsibilities as a teacher.
4. **Math Games:** *Each group* will reconstruct five different math games and differentiate each for preschool children (less difficult) and for 1st, 2nd, 3rd graders (more difficult) as recommend in Kamii's texts and from the NCTM *Illuminations* website. Know the standards/concepts you are

aiming for with each game. Among each group, you should all have an understanding as to how to adjust each game selected to the level of knowledge children 4 – 8 years of age bring to the classroom. How are you going to make the games you select more challenging for the older/more knowledgeable children, and how are you going to adjust the selected games for the youngest/least knowledgeable? Games selected should attend to a wide range of mathematical concepts. Materials for each game should be sufficient for at least four children to play. Students will engage children in playing these games throughout the practicum. Math games *must be completed by the Thursday before students arrive*, and are to be evaluated by the practicum supervisor. Each student may use two commercially created games (including any from NCTM Illuminations website).

5. **Physical Knowledge:** *Each group* will prepare a place where children can explore objects by observing, moving, and changing them (biology, physics and chemistry). Students will be responsible for this area throughout the six week block of time. The time will be divided equally among lab students during the six week period. During this time the students will observe and engage children in activities in the area and report on how follow up investigations were based on observations and children's questions. These reports should be written up for your supervisor. The practicum supervisor will evaluate the PK center and students' work. Students should schedule observations with their site or practicum supervisor. Look on Blackboard for more details and helpful information. Again, be familiar with how to adjust your PK project to challenge all children ages 4 – 8 years of age.
6. **Shared Reading:** Each group will be responsible for developing and implementing a shared reading lesson each day for the six-week period, choosing appropriate chapter books for the older/more advanced children. An example might be the 2010 book from the *American Girl* series in which the focus is on nature and sustainability. Each student will work with all phases of the reading process. When leading shared reading (when the schedule is flipped) you should have available at least **five charts of chants/poems/short pieces of prose** as warm-ups and cool-downs. These may be your favorite from CTEC 4911 practicum. Students should analyze what reading knowledge and strategies their learners have already constructed, and plan ways to advance their reading ability with literature. They are to help all readers acquire or refine at least one new reading strategy. **All materials as well as one day of this sequence** must be evaluated by the practicum supervisor. **Students should schedule their observations** with the practicum supervisor.
7. **Shared Writing, reporting, & publishing weekly newsletter:** Each group will be responsible for facilitating the sequence for publishing a weekly newsletter, having the children report, document with photographs (and any other artwork, sketches for example), and publish the newsletter to send home **each Thursday** (or Friday if you elect to do this digitally, for example, developing a blog. **The supervisor or GTA will approve plans for the mode and content of publication.**
8. **Reflections:** Every week, you will submit an overall reflection of the learning that has occurred regarding your teaching, the learning of the students and the trials and triumphs of working as a group. This reflection 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 plans or performances, nor should they merely provide a weekly overview. One example of a reflection would be to pick times of strength or weaknesses during the week, or a time of knowledge growth. You can also include enlightening experiences or struggles you've

had with children. Reflect on what, how, and why you decided to do what you did. These reflections will be completed individually and will be graded by the GTA.

Each objective must be achieved in order for the student to earn a satisfactory grade.

Grades will be given for work turned in. A final grade below the average of 70% (below 140 points) will constitute a "U" for the class.

There are 200 points possible for this class. All assignments must be completed. The point values are as follows:

Classroom Materials:

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|----|--|
| 20 | Math Games Construction |
| 10 | Chants Construction |
| 15 | Books (selection of no fewer than 5 appropriate chapter books) |
| 10 | Room Arrangement Plan (Group) |
| 5 | Center Creation (Group) |
| 60 | <i>Subtotal for Classroom Materials</i> |

Lesson Plans: (submitted weekly the Thursday before)

| | |
|----|---|
| 10 | Lesson Plans for Centers (weekly) |
| | Physical Knowledge |
| | Dramatic Play |
| | Writing |
| | Construction |
| | Art |
| | Drama |
| | Music |
| | Library |
| | Math Games |
| 10 | Shared Chapter Book Reading LP (daily) |
| 5 | Shared Reading Supervisor Evaluation |
| 10 | Shared Journal / Reporting Writing LP (daily) |
| 5 | Shared Journal / Reporting Writing Observation |
| 5 | Theme Development Plans |
| 45 | <i>Subtotal for lesson plans</i> |

Mini-Theme: heavily weighted

| | |
|----|----------------------------------|
| 10 | Mini-Theme web |
| 25 | Mini Them Grid |
| 10 | Mini Theme Bibliography |
| 10 | Mini-Theme Documentation Display |
| 10 | Mini-Theme Self-Evaluation |
| 65 | <i>Subtotal for Mini-Theme</i> |

Other:

| | |
|---|--------------------|
| 6 | Weekly Reflections |
| 4 | Committee Work |

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|----|---|
| 20 | Participation/Classroom Task Assistance/Professional Participation Form |
| 30 | Subtotal for "Other" |

***Failure to submit **all** assignments will constitute an immediate reduction of 60 points from your final grade.

Class Policy Statements:

Participation: 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. Students are responsible for initiating arrangements for missed work. If work is missed due to lateness or an unexcused absence, **five points** will be deducted from the final score of the assignment.

Attendance/Absences: Each student will meet attendance requirements for the laboratory experience. Excused absences must be **documented** and can be made up. **Any** unexcused absences will result in **unsatisfactory** completion of the practicum.

Should extreme illness cause an absence, students are to notify the school supervisors 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 room teachers before scheduled practicum time. **Excused absence in excess may affect your progress in the course.** Tardiness is unacceptable during practicum and may affect your progress in this course.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

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

STATEMENT OF UNDERSTANDING

I have received a copy of the syllabus for CTEC 4912 Practicum II and I have read the syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in the syllabus and my responsibility to fulfill those requirements in a professional manner. I understand that all work submitted becomes the property of Dr. Love and the College of Education and may be used for accreditation purposes and research. I also understand that I should make copies of all work prior to submission for my own files.

_____ (print)

Student Name

Student Signature

Date

Emergency Contact Information:

Your personal cell phone: _____

Your e-mail address: _____

Anything you think we should know about you: