

CTEC 4911 – Practicum in the Preschool Summer 2015

Course Time: M-Th; 7:45 – 11:45 a.m.

Course Location: 2442 Haley Center

Credit Hours: 3

Prerequisites: Admission to EC Teacher Ed; CTEC 3200

Co-requisite: CTEC 3030

Instructor: Dr. Sean Durham

Email: rsd0007@auburn.edu

Office hours: By appointment

Required Textbooks:

Gartrell, D. (2012). *Education for a civil society: How guidance teaches children democratic life skills*. Washington, D.C.: National Association for the Education of Young Children.

Helm, J.H., & Katz, L. (2011). *Young investigators: The project approach in the early years*. New York: Teachers College Press.

Textbooks used in prior ECE courses should remain accessible for reference and referral.

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 Description:

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

Course Objectives:

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine his/her practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in supervised practicum experiences [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]
2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]
3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies. [ECE 2.b.4] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6*]
4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that ensure equitable and effective access to all instructional materials. [ECE 2.b.3] [NAEYC 2.1.2, 5.5 & 5.6] [TS 2.iii]
5. Promote and manage a positive classroom environment. [ECE 2.b.4] [PS 2.c.1(v)]
6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]

7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] [NAEYC 2.1.2]
8. Select and use appropriate equipment and technology. [PS 2.c.1(V) & 2.c.2(iv)] [NAEYC 2.1.6] [TS 2.v]
9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6] [NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]
10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] [NAEYC 2.1.2]
11. Respond to and conference with children at the appropriate developmental level. [ECE 2.b.5]
12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]
13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases. [NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]
14. Use reflection and self-evaluation as a basis for program planning and modification for the individual needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]
15. Advance children's development in the use of written language. [ECE 2.b.8]
16. Advance children's use of the stages of the writing process. [ECE 2.b.8]

Course Content and Schedule:

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

Course Requirements/Evaluation:

1. **Application of Knowledge and Developing Teaching Strategies:** Each student will use knowledge gained in prior early childhood coursework and CTEC 3030 to construct materials and develop teaching strategies that will positively impact preschool children's learning. Each student will construct a basic understanding of the administration, organization, and operation of early childhood preschool curriculum and programs. Interactions with supervisors, instructors, peers, and published resources are important scaffolds to support the social construction of knowledge related to early childhood teaching. Each student is responsible for his/her personal professional growth.
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 will continue throughout the semester, and will be evaluated by the classroom supervisor and instructor.

3. **Team Collaborations:** Students will be assigned to teams related to specific weekly classroom responsibilities. Three teams – lesson planning, interest areas, and documentation – will work within each classroom on a rotation. Teams will be evaluated according to how well they perform their respective responsibilities and feedback will be provided as needed to support improvement and growth. More information about the specific teams, their responsibilities, and how they will be evaluated will be provided during the course.
4. **Individual Projects:** Within the context of the weekly team responsibilities, individual projects will be assigned. These projects will provide individuals opportunities to plan, implement, document, and reflect upon their professional development. Individual work and projects will be subject to evaluation by the classroom supervisors and the instructor.

Specific Areas of Evaluation (individual instructions will be provided):

PEAR Experiences
Environment Studies
Child Guidance Studies
Project Approach Unit Study

The purpose of the practicum course is to scaffold you as you grow as a professional. Additional assignments will be made or reduced AS NEEDED. All course assignments are mandatory.

Failure to complete any assignment will result in an unsatisfactory for the course.

Class Policy Statements:

Participation: Students are expected to participate in all class discussions and 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 2 times, an unsatisfactory for the course may result.**

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

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

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

Personal interaction with electronic devices during class or practicum is considered unprofessional. During extended class times, breaks will be provided. Then, you can check your digital devices for messages, etc. During practicum, students should not be checking their digital devices. If an urgent personal situation exists for you and you are concerned about a need to receive a message, you must let your supervising teacher know at the beginning of the practicum day. Being observed by a supervising teacher using a digital device during practicum for personal reasons may warrant the student being sent home for the day for an unexcused absence or being given a half-day unexcused absence to be made up.

Unannounced quizzes: There will be unannounced quizzes.

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

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

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

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

Social Media: During the practicum, the lives of the children and families participating are to remain confidential. Although they benefit from participation in

the Summer Enrichment Program, they are doing us a great service by allowing us to learn from them. Therefore, students must exercise discretion in all dealings with information relating to the program's children and families. Under no circumstances should a student post pictures or make comments in any public forum, including social media (Facebook, etc.), which refers to the personal likeness, work, or information of the Summer Enrichment Program children and families. Infractions can result in an unsatisfactory for the course.