**CTEC 4911 – Practicum in the Preschool**

**Summer 2021**

**Course Time:** Monday-Thursday, 7:30am-12:00pm

**Course Location:** Kreher Preserve and Nature Center, 2222 N. College Street

**Credit Hours:** 2

**Prerequisites:** Admission to EC Teacher Ed; CTEC 3200

**Co-requisite:** CTEC 3030

**Instructor:** Sarah Crim, M.S.

**Email:** daysara@auburn.edu

**Office hours:** By appointment

**Required Textbooks:**

The majority of readings will be made available electronically via Canvas. Specific texts may be recommended to the group or individuals to provide supplementary readings to contribute to student success.

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 3 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 five years of age. Course assignments are designed to help students relate theory and research to practice.

**Course Objectives:**

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

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

**Course Content and Schedule:**

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

**Summer Schedule:**

**Summer Ecology Camps (Mandatory) 7:30am-12:00pm Monday-Thursday**

June 1-June 3: Camp Discovery (rising 3rd/4th graders)

June 7-10: Young Naturalists (rising 1st/2nd graders)

June 14-17: Explorers (rising 1st-6th graders)

June 28-July 1: Explorers (rising 1st-6th graders)

**Summer Preschool Camps (Participate in 2) 8:30am-12:30pm Monday-Thursday**

June 14-18 (If select this one, then will make up hours through attending Friday’s of SEC)

June 21-25

July 12-16

July 19-23

**Total: 6 weeks of camp (104 hours of contact time)**

Sign-up for the Summer Preschool Camp sessions in Canvas. There is a maximum of 5 students per camp. It is recommended that you work two consecutive camps in order to get to know students for your case study in CTEC 3030

**Course Requirements/Evaluation:**

1. **Application of Knowledge and Developing Teaching Strategies:** Each student will use knowledge gained in CTEC 3030 to construct materials and develop teaching strategies that will positively impact preschool children's learning. Each student will construct a basic understanding of the administration, organization, and operation of early childhood preschool programs.
2. **Classroom Task Assistance: (60 points: 10pts possible each week \* 6 weeks)** Assist with outdoor classroom tasks of benefit to the children, such as engaging students in conversation, engaging in activities or play, taking children to the bathroom, supervising arrivals and departures, monitoring centers and project work, assisting with attendance, etc. This assignment is to continue throughout the semester, and it is to be evaluated by the classroom supervisor and cooperative teacher.
3. **Weekly reflections: (90 pts: 15 points possible each week \*6 weeks)**

Every week, you will submit a one to two-page reflection covering your observations, meaningful conversations and personal responses to the interactions that you had with children that week. 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 strengths or areas for growth during the week. Or a time of knowledge growth. You can also include enlightening experiences you’ve had with children. These reflections will be due Sunday at 11:59pm each week.

1. **Documentation panels:** **(100 pts: 50 pts for Summer Ecology Camp and 50 for Summer Preschool Camp)**

Using the readings and classroom activities, work together with the children, closely observing, taking 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). You may work with your peers to create the documentation panels. For this course, you will need to create a documentation panel representing the summer ecology camp and one representing the summer preschool camp.

1. **Reading/Literacy Provocations (150 pts. 50 pts each)**

Using knowledge gained from experiences and discussion in CTEC 3030, design and implement three (3) provocations incorporating reading and/or literacy. Two of these provocations will be presented during the Summer Ecology Camps and one will be presented during the Summer Preschool Camp. For two provocations, submit a ‘Possibility Plan’ associated with the lesson. A sample ‘Possibility Plan’ template will be available on Canvas. For one of the provocations, submit a ‘5E’ lesson plan. A sample 5E template will be available on Canvas.

You can work with a partner on these provocations and submit a shared lesson plan. We will cover the specifics of the requirements later in the semester.

Choose two of these provocations to be observed by cooperating teacher and/or professor. A sample observation form can be found on Canvas. Please notify observer prior to your lesson.

1. **Project Learning Tree Teaching Moment (25 pts)**

Using the Project Learning Tree curriculum as a resource, pick a developmentally appropriate lesson to implement during one of the Summer Ecology Camp sessions. A copy of the PLT curriculum can be obtained at the KPNC. Resources needed to implement these lessons can be obtained from the KPNC.

1. **Reading reflections:** The total number of reading entries will be determined by the professional development sequence that progresses during the practicum. These readings are professional activities and should reflect depth of reflection of one’s personal experience of growth and provide evidence of one’s understanding of the applications of theory and research to practice. Readings on reflective writing are provided in Canvas.

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

**Satisfactory: 70% or higher (300 points or higher)**

**Unsatisfactory: Below 70%**

**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** 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.

Unannounced quizzes: There will be unannounced quizzes.

Accommodations: "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)." The steps to receive accommodations are found at <https://accessibility.auburn.edu/cm/prospective>

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

HonestyCode:TheUniversityAcademicHonestyCodeandtheStudentPolicyeHandbookRulesandRegulationspertainingtoCheatingandPlagiarismwillapplytothisclass.Seehttps://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf.

Social Media: During the practicum, the lives of the children and families participating are to remain confidential. Although they benefit from their participation in the Summer Ecology Camps, 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 Ecology Camp children and families. Infractions can result in an unsatisfactory for the course.