**CTEC 4911 – Practicum in the Preschool**

**Summer 2023**

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

**Course Location:** TBA (Woodland Wonders, Loachapoka)

**Credit Hours:** 3

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

**Co-requisite:** CTEC 3030

**Instructor:** Lindsay Griffies

**Email:** griffli@auburn.edu

**Office hours:** By appointment

**Required Textbooks:**

Helm, Judy, and Katz, Lilian (2011) *Young Investigators: The Project Approach in the Early Years*. ISBN-978-0807751534

Broderick, J. T., & Hong, S. B. (2020). *From children’s interests to children’s thinking: Using a cycle of inquiry to plan curriculum.* Washington, D.C.: NAEYC. ISBN-9781938113635 (Required for CTEC 3030\*, also)

The other 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 three to eight years of age. Course assignments are designed to help students synthesize theory, research, and 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: 7:30am-12:00pm Monday-Thursday (6 weeks)**

June 5-8, June 12-15, June 19-22, June 26-June 29, July 10-13, July 17-20

**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. **Professional Dispositions/Classroom Task Assistance: (60 points: 10pts possible each week \* 6 weeks)** Assist with 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 university supervisor and cooperative teacher.
3. **Teaching and Observations: (80 points: 40 points possible for each observation)** A minimum of **two** observations must be successfully completed by the university supervisor. Others may be required to be completed if needed. You will work with your university supervisor to schedule these observations.
* Provide the observer with the Pedagogical Content Knowledge Form and the Planning Form(on Canvas)
* Complete the 5E lesson plan (approved and signed by the classroom teacher) for the observation *at least* 24 hours in advance
* After each of the 2 observations you must submit in the assignment link on Canvas
1. A copy of the lesson plan = 10 points
2. The completed Classroom Observation Instrument =15 points
3. A written reflection of your lesson = 15 points (one page)

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.) 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. **Weekly reflections: (60 pts: 10 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.  See the guidance provided on Canvas regarding reflective writing. 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 panel:** **(50 points)**

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 2-3 peers to create the documentation panel. NOTE: Documentation strategies will be used throughout the practicum on an ongoing basis.

1. **Professional Portfolio**: **(75 points)**

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. The portfolio will contain evidence of student learning. 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). Further instructions for the professional portfolio will be provided and discussed.

1. **Project Investigation**: **(50 points)**

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.

1. **Reading/Literacy Provocations (50 points- 25 pts each)**

Using knowledge gained from experiences and discussion in CTEC 3030, design and implement two (2) provocations incorporating reading and/or literacy. These provocations will be presented at your placement. You can submit a possibility plan or a 5E lesson plan. Choose one of these provocations to be observed by cooperating teacher and/or professor. Please notify observer prior to your lesson. It can also be recorded if we are unable to observe.

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. You will be responsible for doing documentation in your settings throughout the practicum. Each practicum setting is a unique setting; therefore, the affordances and opportunities of your setting will permit assignments to be customized and modified as opportunities arise. The assignments can be changed as we see fit in keeping with the opportunities provided by the practicum site and the learning needs of the candidates. 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.

Personal interaction with electronic devices during practicum is considered unprofessional. During practicum, students should not be checking their digital devices. If an urgent personal situation exists 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.

Academic Honesty: Academic honesty and professional integrity are critical issues in the field of education. We will adhere completely to the Auburn University policies related to any incidence of academic dishonesty. Students are accountable to and should have completely read the Study Policy eHandbook. The academic honestly policy may be found at <http://www.auburn.edu/student_info/student_policies/>

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

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 Camps, these children and families 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 (SnapChat, Instagram, Facebook, etc.), which refers to or includes the personal likeness, work, or information of the Summer Camp children and families. In addition, until the completion of your program of study, you are expected to abide by professional dispositions and will be evaluated upon your exercise of those dispositions. It is not professional to speak of the profession of teaching, working with children, etc. in disparaging ways – especially in a public manner. Teaching can be a stressful profession – however, it is an offense to your professionalism when you make posts that display how frazzled you have become being a teacher – especially when you are imbibing alcohol. Would you want to see your child’s teacher behaving and talking about being with your child this way? Infractions can result in an unsatisfactory for the course and/or removal from the program.