**CTEC 4911 – Practicum in the Preschool**

**Summer 2024**

**Course Time:** T/Th 8:00-8:50 TBA

**Course Location:** Haley 2435

**Credit Hours:** 1

**Prerequisites:** Admission to EC Teacher Ed

**Co-requisite:** CTEC 3200, CTEC 4200

**Instructor:** Lindsay Griffies, Ziqi Xia

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**Office hours:** By appointment

**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. This practicum is an initial experience that has as a central focus on development of skills in observing children and documenting the characteristics and degrees of quality in diverse settings and environments. 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. 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]
9. 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]

**Course Content and Schedule:**

This is a laboratory course that is a co-requisite to CTEC 3200 and CTEC 4200; content is taught in the lecture course and the practicum. The practicum helps students develop the ability to demonstrate professional competencies and articulate the relationships among theory, research, and practice. Our meeting time is scheduled for T/Th from 8:00-8:50; however, there will be other times scheduled during the week for field trips and observations.

**Course Requirements/Evaluation:**

1. **Seminar Assignments: (100 points: 5 seminars @ 20 each)**

You will participate in a series of five experiential learning seminars over the course of the semester. Each will focus on materials and methods of teaching related to different early childhood curricular areas across developmental domains. You will be graded according to both your participation in and written reflection (pre and post) of each experience.
June 6: Loose Parts
June 18: Blocks
June 27: Art/Drawing
July 9: Playdoh/Clay
July 16: Dramatic Play Propbox

1. **Observations: (80 points: 8 observations @ 10 each)**

Students are required to complete observations 1 hour per week in early childhood settings as coordinated by the ECE program. These observations provide opportunities to observe developmental characteristics of young children and distinct features of early learning environments. Some required assignments for the course will be based upon the opportunity to observe in these settings. You will keep a journal of your observation notes and post each observation to canvas.

1. **Field Trips: (60 points)**

We will be taking some field trips this semester to observe different Early Childhood Programs around the Auburn/Opelika area. These will be scheduled in the mornings. We will discuss these programs in class after visiting each program.

1. **Professional Portfolio**: **(60 points)**

Each student will complete a professional portfolio from the practicum. This will include pictures from seminars, observation notes, and field trip experiences.

**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 (210 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 exercises of the practicum. 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 collaborating peers 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 honest. 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