**ELEMENTARY EDUCATION CTEE 4910-B10/20**

**Practicum in Elementary Education: Social Studies and Language Arts**

Auburn University

1. **Course Description**

Practicum in Elementary Education: Language Arts 1 credit course. This course is designed to provide 30 clock hours of teaching and experience in Language Arts It is an intensive, interactive experience at a strategically selected school site.

# Rationale

The practicum provides an essential bridge between theory and practice, enabling students to apply their knowledge of teaching and learning in authentic classroom settings. This focus ensures practicum students develop proficiency in critical teaching areas, including planning, management, differentiation, evaluation, and effective instructional delivery. It also provides opportunities to observe, interact, and learn with elementary age learners and clinical educators as the teacher candidates develop their professional skills and identity.

# Course Objectives and Outcomes

# During the practicum experience teacher candidates will:

* + Observe, analyze, and implement research-based practices learned in coursework.
  + Focus on diversity and exceptionality among learners and effective ways to meet the unique needs and assets of each learner.
  + Assess learners using formal and informal data-driven methods
  + Deliver Instruction effectively in ways that meet the needs of learners in real-world classrooms

1. **Resources and Materials**

* Journal to record experiences and communicate with practicum instructor

# Assessment and Grade Assignment- Satisfactory or Unsatisfactory

* The candidate will maintain Satisfactory instruction throughout the semester. There are 3 major touchpoints that the candidate must be scored satisfactory throughout the semester or they will be placed on a success plan that explicitly describes expectations and experiences that are required in order to achieve a satisfactory score for the practicum course.
* Disposition checklist (25%) that is scored at midterm and at the end of the practicum placement. There are four categories for each area.For this semester in the program the student earns 1 point if they are scored as *Awareness of Self and Others* or *Development of Principles* of Practice and 2 points if they are scored in *Implementation of Professional Practice* or *Analysis of Professional Practice*. (See Handbook). The points are converted to percentages with 2 points= 100% and 1 point =75%
* Weekly exit ticket (25%) completed by the candidate each week that records hours and answers specific questions related to their time with their learners and plans for the following week. To receive an S the candidate must maintain an AC or higher on all observed competencies. Some competencies will not be observed and that is acceptable.
* Journal (50%) this is where reflections and observations are recorded. It is also a place where the practicum instructor and teacher candidate can communicate with each other as a way to connect theory and practice. The checklist for this is in Canvas and is based upon demonstration of core knowledge, use of professional vocabulary, reflection on key content and pedagogical moves, and planning for your time with your students. A student must have all key components to receive a Satisfactory in this assignment. The professor will be checking and providing feedback on the journal throughout the semester to allow opportunities for the student to update, revise and meet expectations.

**Grading:**

* S: 70-100%
* U: 0-69%
* **Policies:**
  1. Attendance (see university policy and Elementary Education Student Handbook)
  2. Students are expected to attend all class meetings and are responsible for all information regarding the practicum.
  3. Activities, notebooks, etc. must be submitted no later than the last day of class.
  4. In case of an emergency, the student shall inform the clinical educator and practicum instructor. Upon return, the student will present a valid excuse.

# Course Schedule

# Each week you will discuss progress in meeting goals for the lab experience with your clinical educator in order to ensure you have planned necessary teaching experiences, assignments, etc… to meet the needs of the connected course and to best meet the needs of your learners. This is a tentative outline of expectations, but these may be adjusted by your practicum instructor when in conversation with your clinical educator about the best way to support your professional growth in meeting course objectives.

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| **Week 1** | |
| **Day 1 & 2** | * Orientation meeting before placement * Establish journal |
| **Week 2** | |
| **Day 1 & 2** | * Begin Placement: Observe and take notes * Observe a lesson and take notes |
| **Week 3** | |
| **Day 1 & 2** | * Begin taking lead in a routine or small group experience |
| **Week 4** | |
| **Day 1 & 2** | * Continue lead in a routine of small group experience and * Plan for new experience week 5 |
| **Week 5** | |
| **Day 1 & 2** | * Begin role as co-teacher in subject area as appropriate |
| **Week 6** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate |
| **Week 7** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate * Plan for new experience week 8 |
| **Week 8** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate * Implement new experience * Complete mid-term disposition conference with clinical educator and practicum instructor. This includes discussing weekly and mid-term disposition checklist. |
| **Week 9** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate |
| **Week 10** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate |
| **Week 11** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate |
| **Week 12** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate |
| **Week 13** | |
| **Day 1 & 2** | * Continue role as co-teacher in subject area as appropriate |
| **Week 14** | |
| **Day 1 & 2** | * Final conferences with clinical educator |
| **Week 15** | |
| **Day 1 & 2** | * Meet with lab instructor to debrief and set future goals |
| **Finals Week** | |
| **Day 1 & 2** | * Submit remaining paperwork |