ELEMENTARY EDUCATION CTEE 3041

**Practicum in Elementary Education: Primary Mathematics**

Auburn University

Dr. Megan Burton                    9-10 Wednesday at an elementary school to be announced

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College of Education Building 2456                  Coreq with CTEE 3040

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**I.               Course Description**

Practicum in Elementary Education: Primary Mathematics 1 credit course. This course is designed to provide teaching and experience in Primary Mathematics. It is an intensive, interactive experience at a strategically selected school site. Fall of 2025 will be at a local elementary school

**II.            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 with a small group of primary learners. It also provides opportunities to observe, interact, and learn with elementary age learners the teacher candidates develop their professional skills and identity.

**III.          Course Objectives and Outcomes**

During the practicum experience teacher candidates will:

* Observe, analyze, and implement research-based practices learned in
* 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 This instruction will be through implementing number routines (such as Number Talks, Which One Doesn’t Belong, Would You Rather) and other instructional practices that are based on the assets, needs and interests of the learners in their small groups.

**IV.          Resources and Materials**

* Journal to record experiences and communicate with practicum instructor
* Materials necessary to complete practicum experiences: tape, markers, colored pencils, pencils, ruler, post it notes, glue sticks, Alabama Course of Study, etc….

**V.             Assessment & 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. The points are converted to percentages with 2 points= 100% and 1 point =75%
* Weekly planning and reflection sheet on Canvas (75%) completed by the candidate each week that shows the planning, observational notes, and reflections for their time with learners.  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 form for this is in Canvas and is based upon demonstration of core knowledge, use of professional vocabulary, reflection on conceptual and procedural knowledge, reflection of the SMPs and MTPs, and planning for your time with your small. The expectations for what is recorded will grow throughout the semester as professional skills and vocabulary are obtained. 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. All notes in this must be from the student or cited (such as citing a source for the problem, ai to help with question development, etc...)

**Grading:**

S: 70-100% U: 0-69%

**VI.          Policies:**

1. Attendance (see university policy)
2. Students are expected to attend all class meetings and are responsible for all information regarding the practicum.
3. Activities, notebooks, must be submitted no later than the last day of class.
4. In case of an emergency, the student shall inform the instructor and, upon return, present a valid excuse.

**X.               Course Schedule**

Each week you will discuss progress in meeting goals for the lab experience with your practicum instructor 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 according to the best way to support your professional growth in meeting course objectives

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| **Week 1 & 2** Orientation meeting before placement | |
| **Week 3** Begin Placement: Observe and take notes | |
| **Week 4** Begin taking lead in a routine or small group experience | |
|  | •         Number Routine: Number Talk 1 and connecting representations (This Number Talk is part of the assignment for CTEE 3040) |

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| **Week 5** Continue lead in a routine of small group experience | |
|  | •    Number Routine: Notice and Wonder and math game (focus on questions) |
| **Week 6** Number Routine: Notice and Wonder and Math picture book activity | |
| **Week 7** Number Routine: Number Talk 2 and math game (focus on assessment) | |

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| **Week 8** Number Routine: Would You Rather and Model Eliciting Activity (MEA) | |
| **Week 9** Number Routine: Would You Rather and math game | |
| **Week 10** Number Routine: Which One Doesn’t Belong and Tall Teacher choice | |
| **Week 11** Number Routine: Which One Doesn’t Belong and 3 Act Task | |
| **Week 12** •      Number Routine: Number Talk 3 and Tall Teacher Choice | |
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| **Week 13** Closing Interview and Tall Teacher choice | |
| **Week 14 & 15** Meet with lab instructor to debrief and set future goals and submit final paperwork | |