

A Cohesive Practicum Experience Across Two Early Elementary Classrooms

Practicum student Carrie Killen is studying early childhood and elementary education and placed with Mrs. McCoy in a kindergarten classroom and Mrs. McCaslin in a second grade classroom. Through her practicum experience, Carrie has been able to complete 50 hours in each classroom, leading to great exploration of instruction, classroom management, establishing relationships, and self-reflection as a future educator.

Having the opportunity to watch growth across two classroom experiences has been both joyful and comparative in seeing classroom structures, differentiation, and expectations. Carrie's teaching experience reflects the art of teaching and science of learning through planning and implementing lessons that were interactive and relevant in students demonstrating and applying knowledge. This dual practicum experience showed that relationship building and a hands on focused approach was a focal point across both classrooms. Positive interactions and guidance create meaningful connections that support and encourage learning. Hands on experiences fosters a deep understanding in young minds.

This practicum experience has been impactful in reflecting on the relationships Carrie has gained with her mentor teachers and students. Observing the importance of intentionality in creating an environment where learning comfortably is purposeful has been a highlight in both classrooms she was placed in. Having the opportunity to incorporate hands on learning experiences into her lessons has played a significant role in Carrie's experience. Carrie will implement many things she has learned through her involvement in two classrooms, with relationships and experiences being significant elements.