ECE 420: Practicum in Early Childhood Education  
(Preschool and Kindergarten)  
4 hours field work/1 hour lecture per week

Instructor:  
Office:  
Office Phone:  
Office Hours:  
Email:

Prerequisites: EDUC 320, EDUC 323, and Full SARTE status

Required Textbooks:


Southeastern Louisiana University Field Experience Student Handbook: Blackboard (Course Documents).

Additional Required Reading:

http://www.naeyc.org/about/positions/PSSETH05.asp

Course Description: 1 hour lecture and 4 hours field work per week  
This course is an advanced practicum that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. The candidate must apply to the Director of Performance Assessment one semester in advance to enroll for this course.

Statement of Conceptual Framework:  
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit.
Course Objectives:
Upon completion of the course, the candidate should be able to demonstrate the knowledge, skills and disposition to:
1. Prepare lesson plans in accordance with desired student competencies. (PK, KL, SM, CK)
2. Utilize effectively a variety of teaching techniques and strategies in the early childhood setting. (PK, KL, SM, CK)
3. Use effectively discipline and management techniques and strategies in the early childhood setting. (PK, KL, SM, CK)
4. Demonstrate effective communication skills, including reading, writing, speaking, listening and visually representing with pupils, parents colleagues, and others in oral and written English. (PK, KL, SM, CK)
5. Evaluate pupil progress and use information to inform instruction. (PK, KL, SM, CK)
6. Provide for individualized instruction and diverse needs of students. (PK, KL, SM, CK)
7. Provide experiences that incorporate a multi-cultural society as well as that of an inclusive society. (PK, KL, SM, CK)
8. Establish a positive working relationship with the members of the professional staff, parents, and other individuals. (PK, KL)

Suggested Assessment Strategies:
The above objectives will be assessed through the following strategies:
- Instructor rates products produced for demonstration using predetermined rubric.
- Instructor rates simulation activities using predetermined rubric.
- Instructor rates field experiences using predetermined rubric.
- Candidate self-assesses academic growth through reflecting on field experiences and class assignments.

Course Policies:
This class will follow all university policies.

Dropping the Course:
If you choose to drop this course, you must follow the proper procedures. I will not drop the course for you.

Academic Integrity:
Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, and improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered
very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

**Classroom Conduct:**

Students are expected to fully participate in all classroom activities, and come to class prepared to discuss assigned material. Class will begin promptly, and all students are expected to be ready to begin.

- All cell phones should be silenced for the duration of the class. Place your phone on silent or vibrate when you walk through the door to prevent any disruptions during class.
- Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all students are given an opportunity to participate in a comfortable environment. Free discussion, inquiry, and expression are encouraged in the classroom. Classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.
- The college campus is NOT a place for children. Students are not to bring children into the classroom or allow them to remain in the building unattended.

**Written Assignments:**

All written assignments need to be typed and prepared in APA format. Minimally this includes the following: double-spaced, 12 point Times New Roman font, and the first word indented in each paragraph with 1 inch margins. Please put page numbers on the top right hand corner of each page. All assignments must include the following elements in the heading: name, class number, title of assignment, and date.

**Late Assignments:**

All assignments are due on time and will be promptly returned with appropriate feedback. All assignments are due at the beginning of the class period they are assigned. 10% of the total points will be deducted from late assignment prior to review and will only be accepted two class periods after due date.

**Accommodations for students with special needs:**

Qualified students with a disability who are seeking accommodations under the Americans with Disabilities Act are required to self-identify with the Office of Student Life, Room 203, Student Union. NO accommodations will be granted without appropriate documentation.

**Communication/contacting instructor:**

E-mail communication with students will be made through SLU e-mail addresses only. Contact the instructor if you have any questions or problems through e-mail, preferably, or by phone.
Additional policies/procedures:

1. All coursework must be successfully completed prior to student teaching or internship.
2. All PRAXIS exams must be successfully completed prior to student teaching/internship.
3. All students MUST submit their portfolios electronically through PASS-PORT.
4. It is the responsibility of the student to contact his/her advisor to review portfolio contents and reflections at each gate.
5. Students will be permitted to enroll in any EDUC, MAT, EPSY, and EDE course only twice.
6. Students will be permitted to repeat only two EDUC, EPSY, ECE or MAT course twice.
7. Prerequisites for courses and academic policies are based on the current school year catalogue.

Attendance/Participation:
This class will be taught in a highly interactive manner and therefore your attendance at every class session is extremely important. It is necessary that you attend all classes, are on time, and do not leave class early. Attendance will be taken and it is your responsibility to sign the attendance for each class. 5 points will be deducted for each missed class.

If something unexpected occurs and you are unable to come to class, it is your responsibility to contact me as soon as possible through email to explain. If you miss class it is your responsibility to find out what was missed or to get copies.

It is also extremely important that you conduct yourself in a professional manner at all times. You will be graded on this aspect of your performance. Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the discretion of the instructor. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

Professionalism in the Field:
This is one of the most important aspects of your practicum experience. Professionalism covers a broad range of behaviors including (but not limited to) the following:

- Timeliness
- Reliability
- Ethical behavior
- Appearance
- Demeanor
- Ability to receive constructive criticism
- Appropriate dress
- Appropriate care for materials and equipment
Appropriateness of interactions with all adults and children

It is your responsibility to clarify your role with your site supervisor. Know what you are expected to do and how you are expected to handle yourself. One true sign of a professional is going above and beyond the minimum requirements of the job-check with your site supervisor and make sure you understand all expectations and requirements prior to beginning your practicum.

Please be sure to clarify with your site supervisor any issues regarding professionalism. If at any time you need assistance in determining the professional behaviors that are appropriate for your site, please contact your college supervisor immediately.

**Specific Goals for the Practicum Experience:**
1. Apply principles of early learning and appropriate practice in early childhood settings.
2. Strengthen your ability to use environment as a tool for helping children learn about themselves and strengthen their own self-concepts.
3. Gain a greater understanding of the organization and goals of programs serving young children.
4. Plan collaboratively with other educators.
5. Observe children objectively and effectively and make use of these observations for planning purposes.
6. Plan, develop, and implement instruction with young children that meet the physical, emotional, social and cognitive needs of the children.
7. Motivate children through the use of developmentally appropriate materials and activities that encourage the use of child’s prior knowledge.
8. Strengthen ability to follow interests of children and facilitate individual learning and development.
9. Communicate with professional or parents regarding children’s learning and development and/or ways to facilitate learning and development.
10. Study and apply ethical guidelines for professionals in the field of early childhood education.

**Specific aspects of professionalism to remember:**
Be prompt. Always report directly to the school office unless otherwise instructed. Candidates must introduce themselves and present the required documentation from the professor assigning the field experience. If you are unable to keep a commitment (due to extreme circumstances), you must call the school in advance and ask them to inform your partner teacher. You will be expected to contact the partner teacher to reschedule the field experience. Remember, you are a guest in the school. Do not criticize the school, staff, or candidates in any way. (Southeastern Field Experience Student Handbook)

During field experiences please follow the school’s dress code. You must look and act like a professional. Shorts, Capri pants, jeans, sleeveless shirts, or shirts with slogans printed on them are not acceptable. You are responsible for securing personal items. You may not chew gum or bring children to a field site with you. You must wear an official
Southeastern Louisiana nametag at all times. You will need to sign in and out at the start and end of each visit to the field experience school. **If you fail to follow these guidelines, and arrive dressed inappropriately or do not present yourself in a professional manner, you will be asked to leave for the day. This would be counted as an absence.**

Tardiness during field-based teaching experiences will result in a 1-point deduction from your field experiences total. Absences during field-based teaching experiences will result in a 2-point deduction from your total points. You must make up all time missed in the field at a time that is agreeable with the mentor teacher and myself. Extreme emergencies will be dealt with on an individual basis.

Class participation/cooperation includes attendance, appropriate attitudes, professionalism, responsiveness and involvement. Assessment of your level of professional conduct will be at the instructor’s discretion. Points may be deducted from your professionalism grade as deemed appropriate by the instructor.

**PASS-PORT REQUIREMENTS—Field Experiences:**
As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. **Don’t wait until the end of the semester.** It is your responsibility to collect classroom student data on all field experiences. Field Experience Data Collection Forms, specifically Form C, are available on the Department of Teaching and Learning home page under Student Information, Field Experiences link.

**PASS-PORT REQUIREMENTS—Professional Development Activities:**
As you complete any professional development activity, you are required to enter it into PASS-PORT.

**PASS-PORT REQUIREMENTS—Questionnaires:**
At the beginning of the semester, log into PASS-PORT and complete any assigned questionnaire task. It is advisable to periodically check your task list for additional requests throughout the semester.

**PASS-PORT REQUIREMENTS—Artifacts:**
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

**Getting Help with PASS-PORT**
You can receive assistance in using PASS-PORT from various sources depending on your needs and questions. Use the list below to contact and/or seek assistance from the appropriate source:

- PASS-PORT Training and/or assistance: John Fulwiler, e-mail john.fulwiler@selu.edu. Check the NEWS section in PASS-PORT for scheduled training sessions.
- Field experiences: Janis Vicknair, PK-16 Field Placement Coordinator, at Janis.vicknair@selu.edu
- Course Requirements: Assigned instructor
It is also recommended that you go through the on-line PASS-PORT Candidate Overview located at [http://pass-port.org/training/candidate](http://pass-port.org/training/candidate) and/or download a copy of the PASS-PORT Candidate Manual.

**Grading Scale:**

All assignments must be complete in order to receive a grade of A or B in the course. Failure to complete even one assignment will result in a grade of C or lower.

You must receive a score of 80% in the field experience observation to receive a grade of C or better in ECE 400, regardless of your final grade point average in the class.

**ECE 420 Grading Scale:**

A: 100%-94%
B: 93%-87%
C: 86%-80%
D: 79%-70%
F: <69%

**Description of Assignments:**

**Practicum Portfolio Notebook Project:**
This notebook must contain all of the following documents (1-7)

1. **Time Summary Log Sheet:**
   - This is a log of the hours you actually spend in your practicum setting.
   - This must be signed by your site supervisor.

2. **Daily Activity Log:**
   - This is a record of your daily schedule and activities.
   - Record all activities, experiences, and incidents that occur.
   - Prepare at least one page per day as well as one page for each day of your orientation or initial meeting with mentor teacher. Record your information each day after leaving the practicum site.

3. **Lesson Plans:**

These are copies of plans and descriptions of materials prepared for the practicum experience. You need to use the form required by Southeastern when completing lesson plans. Emphasis will be placed on writing lesson plans which reflect implementation of developmentally appropriate practice and multiple teaching strategies. Each student is
responsible for writing his/her own lesson. During field experiences, you will be working with your mentor teacher to collaborate on the strategies and skills that will be included in your lesson plans. You need to discuss your lesson plan with your mentor teacher prior to turning it in for grading. After I provide feedback, and grade the lesson plan, you will need to make any necessary corrections and provide a copy to your mentor teacher. Lesson plans must be turned in by the assigned date or you will not be allowed to teach that week which will cause you to lose points for non-participation in the field.

4. **Professional Activity: Anecdotal Summary of Goal Fulfillment:**

From goals 1-9 listed under Specific Goals for the Practicum Experience) select 5 goals that are most meaningful to your individual experiences and develop a 2-4 page paper summarizing your growth related to each goal. Include anecdotal descriptions of your experiences. I will expect to read specific examples of experiences you encountered or activities you did that fulfill this goal. Also I will expect to read accounts of what you learned because of the specific experience or activity. Use your daily activity logs to help you organize your thoughts and ideas regarding each of the goals you report.

5. **Paper: Extension of Professional Development:**

Your practicum experience will give you the opportunity to further your understanding of the following topics:
- What I learned about myself as a teacher and as a person
- What I learned about children
- What I learned about teaching
- What I learned about interacting with the public
- What I learned about personal and/or professional commitment
- What I learned about spontaneous teaching

6. **Refine your “Ethical Sense”: Using the NAEYC Code of Ethics:**

Before you begin your practicum, review the NAEYC Code of Ethics carefully. Prepare a 3-5 page paper that summarizes your understanding of the Code. Describe the Code in your own works and explain what it means to you. Be sure to incorporate examples from our own experience. During your practicum, record incidents that come up that cause you to reflect on your professional ethics and note these in your daily log. Tune in to your ethical sense and describe how you have expanded your ideas concerning what constitutes ethical behavior based on you practicum experiences.

In addition to your paper written prior to the start of the practicum, I want you to write a summary and reflection of your understanding of ethical decision-making based on your experiences during the practicum. I want you to specifically discuss how practicum experiences affected your ethical sense and how you have changes your thought process in regards to professional ethics.

7. **Mentor Teacher Feedback Narrative Form:**
Mentor teacher must complete the attached form and you need to include it into your notebook.

**Exit Interview:**
Each student will meet one-on-one with the instructor to present the contents of the Practicum Portfolio Notebook and discuss their overall growth.