ECE 630
ECE Practicum
Generic Syllabus

Description: An advanced practicum course designed to give practice in teaching, appropriate for Pre-K through 3rd grade levels. Experiences are provided for observation, teaching, and evaluation of young children. The student must apply to the Director of Performance Assessment one semester in advance in order to enroll for this course. The course will be field-based work in PK-3 settings.

Objectives: The measurable objectives will clearly identify the most critical competencies that the advanced candidates will demonstrate in the course. These include the following:
1) to demonstrate a knowledge of the characteristics of young children CK, KL, D
2) show an understanding of the integration of various curriculum areas in early childhood education: art, music, science, social studies, language arts, math, reading readiness, and physical education CK, KL, SM, SB, T, D
3) effectively utilize a variety of teaching techniques and strategies in the classroom CK, KL, SM,
   SB, T, D
4) effectively use discipline and management techniques and strategies in the classroom KL, SM,
   D
5) communicate effectively with pupils and others both in oral and written English CK, KL, SM,
   SB, T, D
6) evaluate pupil progress KL, SM, D
7) provide for individualized instruction and pupil needs CK, KL, SM, SB, D
8) provide experiences necessary in a multi-cultural society CK, KL, SM, SB, D
9) recognize special needs in young children and demonstrate a knowledge of how to meet those needs CK, KL, SM, SB, D
10) establish a positive working relationship with the members of a professional staff SM, D
11) exhibit poise, self-confidence and self-direction as a teacher. SB SM

Course Requirements: The instruments and/or processes that will be used to assess performance include the following:
Construction of a thematic unit - 200 pts.
Development and teaching of learning activities – 200 pts.
Assessment of a child through the use of rubrics and checklists – 150 pts.
Total points - 550

Candidates will select one or more course artifacts with an accompanying reflection to document one’s disposition, knowledge and skill in addressing performance outcomes. Candidates will submit the artifacts and reflection for inclusion in their electronic portfolio in the assessment system.
References


NAEYC. (1998). *Overview of learning to read and write: Developmentally appropriate practices for young children*. A joint position of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) Washington, DC.


Resources And Materials:
Student teaching handbook College of Education and Human Development, Southeastern Louisiana University, Student teacher edition, journal articles of learning activities, activity handbooks, related websites