


<p>Amy H. Smith & Delisa Barrow Phone: 229.413.1756 & 229.413.1755 amsmith@tcjackets.net dbarrow@tcjackets.net</p>	<p>Early Childhood Education Practicum Course Syllabus 20.4260002-1</p>	
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Cluster: Education and Training

Pathway: Early Childhood Education

Course Description: The practicum offers a candidate in the Early Childhood Education career pathway field experience under the direct supervision of a certified early childhood educator (mentor). The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to early childhood education, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior.

Course of Study:

Topic: (Outline)	Standards: (GPS or QCC)
Practicum Experience	ET-ECEP-1 through ET-ECEP-12 (Students will gain practical experience in ECE classroom four days weekly from week 2 through week 36)
Employability Skills for Business and Industry	ET-ECEP-1 Demonstrate employability skills required by business and industry.
Confidentiality & Privacy in the ECE Setting	ET-ECEP-2 Demonstrate and practice confidentiality in upholding the privacy of teachers, children, and their families in all matters.
Organizations for the Early Childhood Professional	ET-ECEP-3 Research the professional organizations related to teaching at all age levels for liability insurance provided at the different levels of supervision: student intern, paraprofessional, teacher, and administrator and document findings.
Workplace Safety	ET-ECEP-6 Demonstrate knowledge of basic safety procedures required at the candidate's internship work site.
Professional Documents for the Early Childhood Educator	ET-ECEP-4 Create a resume detailing all work experience in a pre-K setting. ET-ECEP-5 Write a personal philosophy of education including beliefs about education, teaching, schools, students, and other educational aspects.
Observations, Assessments & Data Interpretation	ET-ECEP-9 Investigate a variety of assessment methods to observe and interpret a child's growth and development.
Children with Exceptionalities	ET-ECEP-10 Identify the types of exceptionalities that are served in the candidate's worksite and give a brief description of each exceptionality.
Child Guidance & Classroom Management	ET-ECEP-7 Research and evaluate various management techniques utilized with children. ET-ECEP-8 Design a child guidance and behavior plan that includes consequences and rewards.
Teacher Work Sample & Lesson Planning	ET-ECEP-11 Develop a Teacher Work Sample using Georgia Early Learning and Development Standards (GELDS) to include learning goals, assessment plans, instruction to meet learning goals and a reflection of the lesson.
Candidate Evaluation & Reflective Thinking	ET-ECEP-12 Analyze personal performance in the internship and write a reflective summary

Common Core Literacy Standards:

In addition to content standards, students will be responsible for showing mastery of the Common Core literacy standards. These standards will be taught using reading and writing activities related to the content area. Reading materials may include novels, technical manuals, articles, or other appropriate materials as determined by the instructor.

P.R.E.P Academy Grading Policy:

As a semester-long class, the final grade will be an average of each 9 weeks grade. Grades are weighted as follows:

Daily	25%
Labs	35%
Unit Tests	20%
Benchmarks	20%

Grading:

Students are expected to turn in assignments on time and demonstrate proficiency. Students who are absent are responsible for finding out the assignments that they missed and are required to make them up in a timely manner (please read below). Any additional make-up requires prior teacher approval.

Makeup Work:

Students who fail to turn in work required to show mastery of the course curriculum due to an approved absence will receive a zero (0). Students will be given five (5) school days past the end of the grading period in which they may complete the missing work. After the five (5) day period, all missing work will be given a zero (0).

Textbook:

Students will not be issued a textbook for this class, but one will be available for classroom use.

PREP Academy "Workplace" Policies

1. Students will use active listening skills.
 - a. Eye contact
 - b. Non-verbal cues
 - c. Avoid interruptions
2. Students will use appropriate workplace language and behavior.
3. Students will be punctual to class.
4. Students will follow the school dress code and wear proper safety equipment when required.
5. Students will follow classroom rules about food and drinks. No vending machine trips during class.
6. Students must follow all other school rules and policies.

ECE Specific Policies:

1. Students must ask for permission to work in another area of the department. (computer lab, a different classroom)
2. Material use is for ECE projects and ECE assignments only.
3. Work cooperatively with everyone.
4. CLEAN UP BEHIND YOURSELF! PUT SUPPLIES BACK WHERE THEY BELONG.

Consequences (reset every 9 weeks):

1. Warning
2. Parent Contact
3. Teacher detention (failure to serve will result in admin detention)
4. Referral

*Tardies will follow the school tardy policy

Computer Use:

Students will be required to access the Internet for some assignments and projects. Each student must have an Acceptable Use Policy (AUP) on file at the school. All policies in the AUP will be followed.

Students should only use the Internet when instructed for classroom purposes. Students who are caught downloading/streaming music, on inappropriate websites, attempting to bypass the server, or participating in other questionable activities will receive a referral and their computer privileges may be revoked.

Club Organization:

FCCLA- Family, Career and Community Leaders of America

FGE- Future Georgia Educators

SPAGE- Student Professional Association of Georgia Educators

Early Childhood Education Practicum

Please read the following statements, print your name, give your signature, and fill out the information below.

EOPA Statement

Students are encouraged to select a pathway beginning in ninth grade that is connected to their college and career goals. This course is one of three courses in the Early Childhood Education pathway in the CTAE Department. At the conclusion of the third pathway course, students will be required to take an End of Pathway Assessment. This assessment provides students an opportunity to demonstrate what they have learned by completing an online, nationally recognized exam. Students who complete a pathway and earn an industry credential by passing the assessment will receive a graduation cord to signify their achievement.

As a student, I have read the Early Childhood Education II syllabus and understand the expectations and requirements of the course. I also agree to meet and exceed the expectations set forth for Mrs. A. Smith's classroom.

Student's Printed Name

Student's Signature

Date

As the Parent/Guardian, I have read the Early Childhood Education II syllabus and understand the expectations and requirements of the course. I also expect my TCCHS student to meet and exceed the expectations set forth for Mrs. A. Smith's classroom.

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

Phone Numbers: Please circle the phone number preferred.

Home: _____ Best time to call: _____

Work: _____ Best time to call: _____

Cell: _____ Best time to call: _____

E-mail address: _____