



Emily R. Dion

Early Childhood Education/ Pre-Teacher Education

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## SYLLABUS

### Early Childhood Education Practicum INSTRUCTIONAL GOALS

The practicum offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential. 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 the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Family, Career & Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

At the end of this course, you will:

ET-ECEP-1 Demonstrate employability skills required by business and industry

ET-ECEP-2 Demonstrate and practice confidentiality in upholding the privacy of teachers, children, and their families in all matters.

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.

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.

ET-ECEP-6 Demonstrate knowledge of basic safety procedures required at the candidate's internship work site.

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

ET-ECEP-9 Investigate a variety of assessment methods to observe and interpret a child's growth and development.

ET-ECEP-10 Identify the types of exceptionalities that are served in the candidate's work site and give a brief description of each exceptionality.

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.

ET-ECEP-12 Analyze personal performance in the internship and write a reflective summary.

## NEEDS AND RESOURCES

### Required Materials

To successfully complete this pathway, you will need

- Google Docs account (provided through SCCPSS)
- Pencils, black and blue pens.
- Notebook paper.
- A pack of 12 tab dividers.
- 3" binder
- Highlighter (any color)

### Teaching and Learning Methods

Lecture and Discussion

Audiovisuals

Class Handouts

Student Presentations

Assigned Readings

Role Playing

Guest Lectures

Hands-on projects

### Course Requirements

All written projects and research papers will be assigned using Edmodo. All students will be required to set up an account to access the class. Parents may request a parent account as well. Students are encouraged to use Google Docs for assignments. Google Docs may be accessed from any computer using an internet connection and is not subject to being lost or corrupted as a jump drive is.

All written assignments are considered academic and require that all paraphrases or quotes be cited. Spelling and grammar must be correct.

**PORTFOLIO:** During the pathway, each student is required to create a portfolio of exhibits, work samples and reflections indicative of the individual's skills, competence, creativity, and progress as a professional educator. Students will complete this portfolio in the Practicum.

**LAB EXPERIENCE:** As is permitted by the Pre-K schedule, students will be assigned to assist in the Pre-K lab for 42 hours each semester. Students will have a particular assignment to complete during each lab assignment. Students out of uniform will not be allowed to participate in the lab experience and will be sent to the office to change.

**PRE-K LESSON AND LESSON PLAN:** Students will be responsible for planning, preparing and executing activities with the Pre-K class.

**PROFESSIONALISM:** The student is responsible for class attendance, punctuality, class assignments, class participation, attending in full uniform, etc. All students in Education Pathway classes are expected to join FCCLA professional student organization.

**Basis for Final Grade:**

*A number grade will be assigned according to the Savannah Chatham Public School System's grading scale.*

Grading Policy: This is the SCCPSS grading policy:

Class work/Homework 40%

Assessments 60%

**Work Ethics Assessment:**

At Woodville Technical and Career Institute, we believe it is extremely important to identify, evaluate and encourage good work habits as an integral part of the instructional program. To do this, we have developed a system for presentation and evaluation "work ethics". Each student will receive a work ethics assessment. The work ethics grade is determined according to a standard issued by WTTCI. This criterion includes attendance, attitude, appropriate dress, cooperation, and participation and work habits.

**Plagiarism**

Using someone else's ideas, terminology, phrasing and/or wording and then represents those ideas, terminology, phrasing, and/or wording as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. This includes statistics, lab results, art work, etc. document where to find an idea in the text when you see a quote. Quotations that constitute fewer than five lines in your paper should be set off with "quotation marks" and be incorporated within the normal flow of your text. For material exceeding that length, omit the quotation and indent the quoted language one inch from your left-hand margin. Quotes within a quote should be set off with 'single quote marks'. Place periods and commas inside the quotation marks regardless of logic. Other punctuation marks – question marks, exclamation marks, semicolon, and colons – go where logic will dictate.

Please read the syllabus with your student and return this form.

I have read the syllabus and understand the requirements and expectations explained in this document.

If you have any questions, please call me at 395-6750 or email me at [Emily.richardson-dion@sccpss.com](mailto:Emily.richardson-dion@sccpss.com).

Thanks,  
Emily R. Dion, M.Ed.

Student  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_