

**PROGRAM CONCENTRATION:**  
**CAREER PATHWAY:**  
**COURSE TITLE:**

**Education**  
**Early Childhood Education**  
**Early Childhood Education Internship**

The internship offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). The internship 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.

**PORTFOLIO**

**EDU-ECEI-1. Students will understand how to write a resume.**

- a. Write a resume.
- b. List resume information in chronological order, with the most current event listed first.
- c. Use the school address and phone number for personal information.
- d. Provide dates for every activity and award.
- e. List at least four references.

**ACADEMIC STANDARDS:**

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

**EDU-ECEI-2. Students will understand the need for a personal philosophy of education.**

- a. Write a personal philosophy of education.
- b. Include the student's beliefs about education, teaching, schools, students and any other aspects that comprise education.
- c. Print the philosophy as a one page, word-processed, double spaced document.
- d. Discuss the candidate's philosophy.
- e. Complete the paper as grammatically and syntactically accurate as possible.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA11W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.*

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

**EDU-ECEI-3. Students will understand the need for a discipline plan.**

- a. Create a personal discipline plan.
- b. Include consequences as well as rewards in the plan.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA10C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA10C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-4. Students will develop a Teacher Work Sample.**

- a. Write learning goals.
- b. Create an assessment plan.

- c. Design instruction to meet learning goals.
- d. Self-evaluate and write a reflection on the lesson.

### **ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

### **TEACHING STRATEGIES**

**EDU-ECEI-5. Students will utilize developmentally appropriate strategies of instruction for students.**

- a. Evaluate the use of a developmentally appropriate curriculum with students.
- b. Develop daily schedules of activities.
- c. Plan and implement developmentally appropriate materials, lessons, and activities that support major content areas in an early childhood program.
- d. Plan and use various strategies that engage and support diverse learners.
- e. Plan ways to adapt the curriculum for students with special needs and children with gifted abilities.

### **ACADEMIC STANDARDS:**

*ELA11W3. The student uses research and technology to support writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-6. Students will demonstrate reflective thinking on performance in the classroom.**

- a. Examine personal performance in the classroom, including strengths and weaknesses of materials, resources and/or technology that was used.
- b. Assess the level of student engagement, listing positive and negative examples of student behavior.
- c. Provide evidence of modifying teaching practices to increase student achievement.

**ACADEMIC STANDARDS:**

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**CLASSROOM MANAGEMENT SKILLS**

**EDU-ECEI-7. Students will research and evaluate various management techniques utilized with children.**

- a. Determine developmentally appropriate practices that promote self-discipline at all ages.
- b. Identify management strategies for dealing with children's problems.
- c. Select a range of management techniques appropriate for elementary school environments.
- d. Describe the impact of family beliefs, customs, and culture on the student's behavior.

**ACADEMIC STANDARDS:**

*ELA11W3. The student uses research and technology to support writing.*

*ELA10RL2. The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-8. Students will determine and utilize appropriate management techniques.**

- a. Determine appropriate techniques when managing children's behavior, including those with special needs.
- b. Describe appropriate teacher reaction when dealing with difficult behavioral situations.
- c. Develop a proactive management plan for managing children's behavior.
- d. Identify ways of gaining parent support for the classroom management plan.

**ACADEMIC STANDARDS:**

*ELA10RL2. The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.*

*ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**LESSON PLANNING**

**EDU-ECEI-9. Students will demonstrate knowledge of content, students, resources, and select instructional goals as evidenced in written lesson plans.**

- a. Locate the Georgia Performance Standards or NAEYC for the area and age group the candidate will be working with in the lab setting.
- b. Collect various formats used in unit planning and daily lesson plans.
- c. Interview the mentor on the school's practice of collaborative planning.
- d. Identify resources that are used in the school for field trips and speakers from the community.

- e. Identify the procedure for learning about a student's ability through assessment and the student's permanent record as appropriate.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-10. Students will demonstrate an ability to implement lesson plans which include managing student behavior and classroom procedures, communicating accurately and clearly, and using various instructional techniques to engage students in learning.**

- a. Plan a lesson in each core area and in art and music using the Georgia Performance Standards or NAEYC standards for the age group.
- b. Collaborate with the mentor to teach a lesson.
- c. Use pre- and post-assessments to determine the impact of the lesson taught.
- d. Discuss with the mentor the strengths and weaknesses of the lesson.
- e. Write a reflective essay on the lesson taught.

**ACADEMIC STANDARDS:**

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-11. Students will demonstrate an understanding of assessment procedures that can be used and understand why this feedback to children is an essential aspect of teaching.**

- a. Determine a variety of assessment methods to observe and interpret a child's growth and development.
- b. List purposes of assessment.
- c. List factors to consider in choosing a method of assessment.
- d. List the advantages and disadvantages of various assessment tools.
- e. Compile a list of contents for a student's assessment portfolio.

### **ACADEMIC STANDARDS:**

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-12. Students will understand the significance of reflection upon their own ideas and practices in order to grow and develop professionally.**

- a. Develop a set of questions and interview children, early childhood educators, and parents on their expectations of early childhood educators.
- b. Keep journals of experiences in the lab setting describing the candidate's involvement with mentor and children and what was learned from the interaction.

### **ACADEMIC STANDARDS:**

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

## **COMMUNICATION**

**EDU-ECEI-13. Students will demonstrate an understanding of the importance of effective communication.**

- a. Demonstrate skills in effective interaction with children (i.e. kneeling/sitting when speaking with children, making eye contact to hold attention, using positive statements when possible, etc.).
- b. Evaluate the role of active listening to children in effective communication.

- c. Summarize various methods of parental communication (i.e. informal conversation, parent-teacher conference, telephone calls, newsletters).
- d. Explain the importance of confidentiality when discussing issues with parents.
- e. Define collaboration.
- f. Explain importance of collaboration with others and how it benefits students.

**ACADEMIC STANDARDS:**

*ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**CANDIDATE EVALUATION**

**EDU-ECEI-14. Students will demonstrate quality lesson delivery that utilizes developmentally appropriate teaching practices that promote the healthy growth, development, and education of children.**

- a. Apply relevant learning theories when planning developmentally appropriate learning experiences for children.
- b. Demonstrate strategies of instruction that promote physical, social, emotional, cognitive, and moral development in children.
- c. Plan age appropriate learning environments for children that promote quality lesson delivery.
- d. Explain interventions to use when working with special needs children.

**ACADEMIC STANDARDS:**

*ELA11W3. The student uses research and technology to support writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*



*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-15. Students will demonstrate characteristics of an early childhood educator professional.**

- a. Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
- b. Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
- c. Demonstrate appropriate business and personal etiquette in the workplace.
- d. Exhibit ethical practices as defined by industry standards.
- e. Exhibit productive work habits and attitudes.
- f. Demonstrate a knowledge of professional organizations.

**ACADEMIC STANDARDS:**

*ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*SSCG11. The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.*

**LEGAL ISSUES IN THE PUBLIC SCHOOL SETTING**

**EDU-ECEI-16. Students will make preparations to provide for the safety of students at all times.**

- a. Demonstrate knowledge of the school's emergency plan.
- b. Demonstrate knowledge of basic safety procedures required in the school and in the classroom.

**ACADEMIC STANDARDS:**

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-17. Students will demonstrate adherence to the Individuals with Disabilities Act.**

- a. Identify the major provisions in IDEA (2004 revision).
- b. Identify the components of an Individual Education Plan (IEP), an Individual Family Services Plan (IFSP), an Early Intervention Plan (EIP), and a 504 plan.
- c. Define inclusion. Give examples of inclusion in a regular classroom setting.
- d. Identify the types of exceptionalities that are served in the candidate's school and give a brief description of each exceptionality.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing*

*ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-18. Students will provide adequate supervision of children at all times.**

- a. Research and understand laws related to liability and negligence; adequately supervise children during all activities.
- b. Arrange for adequate supervision of children in their absence.

**ACADEMIC STANDARDS:**

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-19. Students will observe copyright laws regarding print, media, and other materials.**

- a. Interview the media specialist or public librarian on copyright laws.
- b. Research copyright laws.
- c. Make a list of do's and don'ts regarding copyright.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing*

*ELA11W3. The student uses research and technology to support writing.*

**EDU-ECEI-20. Students will maintain the confidentiality of information regarding children, parents, and other co-workers.**

- a. Sign a state of confidentiality upholding the privacy of teachers, children, and their families in all matters.
- b. Demonstrate and practice confidentiality in upholding the privacy of teachers, children, and their families in all matters.

**ACADEMIC STANDARDS:**

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**EDU-ECEI-21. Students will make provisions to provide for professional liability insurance coverage.**

- a. Research the professional organizations related to teaching at all age levels - NAEYC, NEA, PAGE, and ACTE – for the liability insurance provided at the different levels of supervision (paraprofessional, teacher, and administrator).
- b. Create a chart that describes the liability insurance of each organization.
- c. Research and print a copy of the liability insurance provided by Georgia State Board of Education.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions*

**EDU-ECEI-22. Students will demonstrate behaviors that adhere to the Code of Ethics as provided by the Georgia Professional Standards Commission.**

- a. Read *Georgia Code of Ethics for Educators* or the NAEYC Code of Ethical Behavior.

- b. Locate, print or copy, and read a minimum of two articles on ethics for educators, ethical standards, etc. Write a summary of each article. Include copies of the articles with the summaries.
- c. Write an essay describing personal code of ethics.
- d. Demonstrate ethical behavior.

### **ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

#### **Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
- Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
- Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
- Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

## **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.