



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Internship

UNIT 6.2: Candidate Evaluation



INTRODUCTION

Annotation:

Student will demonstrate professional behavior for a teacher's aid.

Special Note:

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – **ONLY AS A REVIEW. Teachers should review selected content as necessary based on the needs of the particular class.**

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: Enter time in number of 50 minute periods. Communication is an ongoing experience for interns.

Author: Diann Powers

Additional Author(s): Joanne Matricardi, Bettye Deriso, and Dr. Barbara G. Harbort

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

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 knowledge of professional organizations.

GPS Academic Standards:

- ELA10RC3
- ELA11C1
- ELA11C2
- SSCG11

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings

- How to exhibit a professional/ personal code of ethics and behavior.
- Efficient work habits, positive communication skills.

Essential Questions:

- What skills do teachers need to utilize to enhance communication in the education work force?
- What are appropriate business and personal etiquette in the workplace?
- What are the Ga. DOE **ethical** standards?
- What professional organizations are available for teachers?
- Which professional organizations promote the local curriculum and philosophy of education?

Knowledge from this Unit:

- Components of professional and person code of ethics.

Skills from this Unit:

- Students will demonstrate verbal, nonverbal, written, and electronic communication.
- Students will demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☒ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☒ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Mentor teacher and instructor will use observation of intern for demonstration of code of ethics.

Assessment(s) Description/Directions:

Students will self-check their writing. Mentor teacher and or instructor will review code of ethics and observe demonstration of code of ethics.

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary:

- code of ethics
- interpersonal skills
- conflict resolution
- teamwork
- professional organizations

4. Lesson Plan

Demonstrate effective verbal, nonverbal, written, and electronic communication skills.

1. Students are observed throughout their internship by supervising teacher.

Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.

1. Role-play situations using conflict resolution, negotiation, teamwork and/or leadership skills.
2. Students are observed throughout their internship by supervising teacher.

Demonstrate appropriate business and personal etiquette in the workplace.

1. Role play situations using conflict resolution, negotiation, teamwork and/or leadership skills.
2. Students are observed throughout their internship by supervising teacher.

Exhibit ethical practices as defined by industry standards.

1. Review NAEYC code of conduct and GAYC standards and Georgia DOE's code of conduct.

Demonstrate productive work habits and attitudes.

1. Students are observed throughout their internship by supervising teacher.

Demonstrate knowledge of professional organizations.

1. Develop a chart of professional organizations pertinent to early childhood with their mission statements: NAEYC, GAYC, NEA, PAGE, etc.

Attachments for Learning Experiences:

Notes & Reflections:

Place work in portfolio behind evaluation tab.



UNIT RESOURCES

Web Resources:

- American Federation of Teachers Educational Foundation <http://www.aftef.org>
- Association of childhood Education International <http://www.acei.org>
- National Network for Child Care <http://www.nncc.org>
- National Association for the Education of Young Children <http://www.naeyc.org>

Attachment(s):

Materials & Equipment:

- Computer
- Internet
- Printer
- Paper
- video
- publisher
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.

What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		