



COURSE TITLE: TAP Practicum		
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Forsyth County Schools Course Syllabus 2022-2023

Course Description: *The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. 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 and 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.)*

Standards: Forsyth County offers many State Board of Education approved CTAE Career Pathways with three sequenced courses. To view course standards, pathway guides, and plans of study, visit the following links:

Standards:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-pathway-courses.aspx>

Programs of Study:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Programs-of-Study.aspx>

Standard 1 in all CTAE courses is to demonstrate employability skills required by business and industry. This includes communication, demonstrating creativity, exhibiting critical thinking and problem-solving skills, modeling work readiness traits required for success in the workplace, and applying the appropriate skill sets to be productive in the workplace. Standard 1 also places emphasis on presenting a professional image through appearance, behavior, and language.

CTSO Affiliation (Career Tech Student Organizations): CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Teachers infuse CTSO activities into the instructional activities, thereby helping students see the real world value of their academic studies. The CTSO for this course appears below, and students are encouraged to take advantage of these additional leadership opportunities.

FCCLA: The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leaders, members develop skills for life through -- character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

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Required Assignments: Students are required to assemble a portfolio that will be a compilation of assignments and reflections completed throughout the semester during the practicum experience. Other forms of assessment and instruction may include, but are not limited to, Mock Interviews, COV - End of Pathway Assessment, projects, presentations, discussions, tests, and quizzes.

Availability for Extra Help: I am available by appointment.

Makeup Work: Make up work is defined as work assigned during a student's absence, not work assigned prior to an absence. The student has five (5) school days upon returning to school to complete make-up work. The teacher has the discretion to grant a longer period to make up work, if there are extenuating circumstances.

Grading Calculations:

Non-EOC Course Average = 50% (1st Sem. Course Work) + 50% (2nd Sem. Course Work)
1st and 2nd Semester Course Work = 75% Summative + 25% Formative

Grading Policy:

A = 90 – 100

B = 80 – 89

C = 70 – 79

Failing = Below 70

Formative Assessments include, but are not limited to homework, class work, practice tests, rough drafts, and sections of projects/ research papers/presentations.

Summative Assessments include, but are not limited to unit tests, final projects, final essays, final research papers, and final presentations.

A quality point is provided to students who successfully complete the entire course which is designated as Advanced Placement, International Baccalaureate, or Dual Enrollment.

Learning Resources/Textbook(s): All learning resources, both print and digital, are meant to support and enhance the student learning experience of this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- **Children's Internet Protection Act (CIPA):** The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked. <http://fcc.gov/cgb/consumerfacts/cipa.html>
- **Children's Online Privacy Protection Act (COPPA):** COPPA applies to commercial companies and limits their ability to collect personal information from children under 13 years of age. No personal student information is collected for commercial purposes. <https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0>
- **Family Educational Rights and Privacy Act (FERPA):** FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

Please review the resource list. Each website related to the curriculum resources is provided along with their privacy policies. Should you have any questions regarding these resources immediately contact the course teacher via email or phone.

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Name of Resource*	Hard copy/Website	Privacy Policy
Virtual Job Shadow	Website	https://www.virtualjobshadow.com/resources/policy/
Adobe Creative Cloud	Website	https://www.adobe.com/
YouScience	Website	https://www.youscience.com/privacy-policy/
Breaux, A. L. and Breaux, E. (2004). <i>Real Teachers, Real Challenges, Real Solutions</i> . Larchmont, NY: Eye on Education.	Hard copy	
Kato, S. L. (2010). <i>Teaching</i> . Tinley Park, IL: The Goodheart-Willcox Company, Inc.	Hard copy	
Sadker, D. M. and Zittleman, K. R. (2013). <i>Teachers, Schools, and Society</i> . (Tenth edition). New York, NY: McGraw Hill.	Hard copy	
Wong, H. K. and Wong, R. T. (2005). <i>How to be an Effective Teacher – The First Days of School</i> . Harry K. Wong Publications, Inc.	Hard copy	
Clark, Ron. <i>The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child</i> . New York: Hyperion, 2003.	Hard copy	

*** The following resources are county approved. These resources may vary by school due to sequencing, pacing, curriculum design, and/or individual needs of students.**

Parent Initial for Approval **	Name of Resource	Website	Privacy Policy
	NOCTI EOPA Preparation Materials	https://www.nocti.org/index.cfm	https://www.nocti.org/pdf/Privacy_Notice.pdf
	Talk Hiring Job Interview Practice	https://www.talkhiring.com/	https://www.talkhiring.com/privacy-policy
	FlipGrid^	https://info.flipgrid.com/	https://legal.flipgrid.com/privacy.html
	Gimkit	https://www.gimkit.com/	https://www.gimkit.com/privacy
	Kahoot!^	https://kahoot.com/	https://kahoot.com/privacy-policy/
	my vr	https://myvr.com/	https://myvr.com/legal/privacy/
	Nearpod	https://nearpod.com/librariy/	https://docs.google.com/document/d/1chWenhEEky1oxRTvPVpzcUXz-0bbfIr5_XkPmT9zYZU/edit

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	Quizlet	https://quizlet.com/	https://quizlet.com/privacy
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**** The following resources are web-based resources that require parent permission. By signing the syllabus, the parent is approving these resources. Should you have any questions regarding any of these classroom resources, please contact your student's teacher via email.**

^No student account required!

Dress for Success: Career and technical education pathways in Forsyth County incorporate Dress for Success Days throughout the school year. These experiences allow students to foster confidence and continue to develop a positive self-image, while understanding the importance of dressing well for their future profession. At certain intervals throughout the course, students will analyze industry standards of the profession and study the importance of dressing well for a job interview. This will culminate into being fully prepared for Community Mock Interviews which occur as students complete a career pathway.

Industry Credentialing/Credentials of Value (EOPA): Students are encouraged to select a career pathway beginning in the ninth or tenth grade that is connected to college and career goals. This course is one of three courses in the career pathway chosen by a student. At the conclusion of the third pathway course, students will be required to take an industry credentialing assessment. This assessment provides students an opportunity to demonstrate what they have learned by completing an online, nationally recognized exam and allows students the ability to earn a FCS Pathway Medallion and State Career Pathway Diploma Seals upon graduation. Student directory information may be shared with credentialing vendors offering the assessment.

The rigorous/technical coursework that you have been taking or will take in future years will provide you the foundational knowledge you will need for this exam. Your teacher will provide you with the testing details and share the study guide and resources that are available to also assist you in preparation for this industry certification exam.

Credential of Value (EOPA) Assessment Name: Teaching as a Profession Assessment, Test Code: 7779
Credential of Value (EOPA) Assessment Vendor: NOCTI

Procedures and Expectations: In addition to the Forsyth County and SFHS School rules stated in the student handbook, I have the following expectations of all students in my class.

- ★ Be professional with dress and actions! Adhere to confidentiality/mandated reporting.
- ★ Be on time! Be in your seat working when the bell rings and create a pass before leaving the room with teacher permission.
- ★ Be prepared to learn! Show determination and quality of work on every assignment. Ask questions and continue working until the bell rings!
- ★ Respect yourself and others! It is important that everyone feels comfortable and safe as participation is a key component of this class.
- ★ Keep the workspace clean! Students should clean their work space and return supplies to the appropriate location before leaving the classroom each day.
- ★ Electronics are permitted upon teacher approval at appropriate times. Students are expected to be responsible and respectful.

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Forsyth County Schools
Syllabus Agreement 2022/2023

I, _____, have read this course syllabus and approve of its contents. I agree to allow my student to use each of the classroom resources listed in the learning resource section. I will support my student following the classroom expectations outlined in this course syllabus. I agree that I am the person who is legally allowed to consent for my student whose name is listed below.

Student's Name (Print)

Parent's Name (Print)

Parent Signature

Date

Forsyth County Schools
Confidentiality Agreement 2022/2023

As a student in the Teaching as a Profession Pathway I will not discuss any of the following except with the proper personnel at appropriate times:

- Students who are called to or out of classrooms/offices that are being observed/visited.
- Situations involving students who are in classrooms/offices that are being observed/visited.
- School personnel in assigned classrooms, offices or schools.
- Policies and/or procedures of classrooms, schools and offices being visited or observed.

I understand that a breach of this agreement could result in dismissal from Pathway.

Student Name (Printed) _____

Student Signature _____ Date _____

Parent Signature _____ Date _____