

Dual Credit Practicum in Education Course Syllabus

Idalou High School/South Plains College

Course: **CDEC 1167-Practicum/Child Care Provider Assistant**
Instructor: Tammy Esparza
High School Credit: 2.0
College Credit: 1.0

GENERAL COURSE INFORMATION

Course description

This course provides students with hands-on teaching experience in classroom settings under the supervision of mentor teachers. Students will apply what they have learned in previous courses, demonstrate professionalism, and refine teaching skills. Extended Practicum may include yearlong placements or additional hours of fieldwork. The course meets requirements for the Texas Essential Knowledge and Skills (TEKS) for Practicum in Education as well as South Plains College learning outcomes.

Student Learning Outcomes

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| Demonstrate professional behavior and ethics in the field of education | Students will apply appropriate codes of ethics, laws, and professional standards expected of educators. This includes confidentiality, respect for diversity, and responsible use of technology. |
| Apply instructional strategies in a classroom setting | Students will design and deliver age-appropriate lessons using effective teaching methods. They will adapt instruction to meet diverse student needs and integrate TEKS into lesson plans. |
| Implement effective classroom management practices | Students will practice strategies for creating a safe, supportive, and structured learning environment. This includes managing transitions, addressing misbehavior, and fostering student engagement. |
| Use reflective practices to improve teaching skills | Students will evaluate their teaching experiences through journals, self-assessments, and feedback from mentor teachers. They will set personal goals for growth as an educator. |
| Communicate and collaborate with mentor teachers and peers | .Students will work with experienced educators to plan, deliver, and assess instruction. They will participate in professional discussions and team-based projects to strengthen collaboration skills. |

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| Understand and apply TEKS and educational standards | Students will align instructional activities with Texas Essential Knowledge and Skills (TEKS) and demonstrate how state standards guide classroom practice. |
| Develop career readiness in education | Students will build a professional portfolio including lesson plans, reflective writings, evaluations, and documentation of field experience to prepare for future opportunities in education. |

Learning Outcomes

Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

NAEYC Standards: Standards 1-6

Course Objectives

- Discuss and apply ethics and confidentiality in the practicum setting. (F17)
- Demonstrate the ability to implement developmentally appropriate activities for young children. (C1, 13, F2, 11, 12)
- Use creative thinking in the development of a variety of activities. (F7)
- Interact positively with children and adults in practicum settings. (C9, C11, C14, F5, F6, F15)
- Demonstrate the ability to work as part of a team within the practicum setting. (C9, C13, C14, C15)
- Assess current skill levels for working effectively with children, and set goals to improve areas of weakness. (F13, 16)
- Exhibit responsibility and professionalism through promptness and regular attendance. (C11, F13)
- Build self-confidence and positive self-esteem with increased experience in practicum setting. (F14)
- Work within established schedules in the early childhood classroom to implement activities in a timely manner. (C1)
- Acquire feedback from supervising teachers, and combine information with self-evaluation to improve overall performance. (C5, F8, F9, F16)
- Choose from materials/equipment in practicum setting to facilitate activities. (C3, C18, C19)
- Select, plan, implement, and evaluate developmentally appropriate learning experiences for children. (C1, C2, C4, C5, C6, C7, C8, C10, F6, F7, F10, F13)

Tentative Course Outline

Unit 1: Professional Expectations and Ethics

- Planning and delivering mini-lessons with mentor support
- Incorporating TEKS and differentiation into lessons
- Using questioning techniques and checks for understanding

Unit 2: Classroom Observation and Reflection

- Structured classroom observations in assigned placement
- Reflective journals on teaching styles, classroom environments, and student engagement

Unit 3: Instructional Strategies in Practice

- Working with mentor teachers to co-plan lessons
- Professional discussions with school staff
- Peer collaboration and support through seminar discussions

Unit 4: Classroom Management Skills

- Observing management techniques in real classrooms
- Practicing routines, transitions, and engagement strategies
- Reflecting on challenges and mentor teacher feedback
- Identifying effective teaching strategies through observation

Unit 5: Communication and Collaboration

- Review of educator standards, laws, and ethical codes (SBEC Code of Ethics, FERPA, confidentiality)
- Professional dress, conduct, and communication
- Introduction to placement sites and mentor expectations

Unit 6: Reflective Practices and Professional Growth

- Writing structured reflections on teaching experiences
- Identifying strengths and areas for growth
- Setting professional development goals

Unit 7: Career Preparation in Education

- Developing a professional portfolio (lesson plans, reflections, evaluations, observation notes)
- Resume building and interview preparation
- Exploring post-secondary education pathways in teaching

Unit 8: Capstone Project and Presentation

- Completion of extended field experience hours
- Final reflective paper or presentation summarizing practicum experience

Grading Policy

Grades will follow both Idalou ISD and South Plains College policies. Students must meet requirements for both institutions. Specific grading breakdowns will be communicated by the instructor in class.

NOTE: Students must earn a **C** or above for course to be applied to a certificate or degree.

Academic Integrity

Plagiarism of any kind will not be tolerated. Work must be original and properly cited when sources are used. AI tools (such as ChatGPT, Quillbot, etc.) may NOT be used to generate assignments unless specifically allowed by the instructor. Violations will be treated as plagiarism. Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes,

reports or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work MUST be in his/her own words.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Attendance and Participation

Regular attendance and active participation are required for success in this course. Students are expected to be on time, stay engaged and contribute to class discussions and activities. Both Idalou ISD and SPC attendance policies will apply.

Classroom Expectations

Respect yourself, your classmates and your instructor
Be prepared each day with materials
Use technology responsibly
Follow Idalou ISD's Code of Conduct

Accommodations

Students with documented accommodations should notify the instructor. Both Idalou ISD and SPC guidelines for accessibility and support will be followed

Computer Requirements

Students will utilize Idalou ISD Chromebooks

Communication Policy

Primary communication between instructor and students in this course should take place through email:

Tesparza@IdalouISD.net

Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

These policies apply to all courses and are available at the following link:

<https://www.southplainscollege.edu/syllabusstatements/>



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