



CHELMSFORD HIGH SCHOOL

Supervised Education Practicum and Seminar 2025-2026

COURSE DESCRIPTION

This course is offered as a Dual-Enrollment class through Middlesex Community College. Upon completion of this course, 3 college credits will be earned. If you choose to take this class as part of the Dual-Enrollment program, please let your guidance counselor know as soon as possible!

This year-long course gives high school students a more comprehensive understanding of the day-to-day operations of a preschool, kindergarten, elementary or middle school classroom. Throughout the course, students work as teacher assistants with a mentor teacher within the school system. With the help of the mentoring teacher, each student will be expected to teach at least 4 lessons to the young students they are working with. Students shadow and interview the mentoring teacher in order to get a more complete understanding of the life of a teacher.

Students will also do independent research on early childhood theorists. The final assessment of the course is the completion of a portfolio. Students who are 17 & 18 years of age will be asked to fill out a C.O.R.I. before they begin working with young children. This course is designed for students to plan to pursue a career in education or another field working with children.

REQUIRED TEXTS

Brisbane, Holly E.; *The Developing Child*, McGraw Hill-Glencoe, © 2010.

Decker, Dr. Celia Anita; *Child Development – Early Stages Through Age 12*, 8th Edition, Goodheart-Willcox, © 2016.

Herr, Dr. Judy; *Working with Young Children*, 7th Edition, Goodheart-Willcox, © 2012.

Supplemental materials:

Mooney, Carol Garhart, *Theories of Childhood – An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*, Redleaf Press, © 2000.

“Child Development Theorists – Freud to Erikson to Spock and Beyond,”
Learning ZoneXpress, © 2009 Video (running time: 21 minutes)

COURSE GOALS and STUDENT LEARNING OUTCOMES:

By the end of the course, students will be able to...

1. Earn 3 college credits, if the student is enrolled in the Dual Enrollment Program.
2. Produce a professional looking Portfolio Project.
3. Learn how to manage their time effectively in order to meet the deadlines of the course.
4. Increase their confidence working in a classroom with school-age students and their teacher.
5. Increase their confidence in teaching lessons to school-age students.
6. Learn about different Child Development Theorists
7. Independent research on teaching a specific grade level

COURSE STANDARDS

National Standards for Family and Consumer Sciences Education

Area of Study 4.0: Education and Early Childhood

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Content Standard: 4.1: Analyze career paths within early childhood, education & related services.

Competency 4.1.5: Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *“A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others.”* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be provided by your teacher, guidance counselor, or administration.

COURSE SKILLS

While working in the classroom/placement, the high school students are expected to always act and dress in a ‘professional’ manner.

This means:

1. Arrive/leave at a mutually agreed upon time.
2. Dress appropriately (see Dress Code document).

3. Communicate appropriately with me, your mentor teacher, and his/her students.
4. Understand confidentiality.
5. Follow classroom and school rules of the classroom/school you're working in.
6. Take initiative with the mentor teacher and his/her students.
7. Students are expected to work independently and self-advocate when issues arise.

COURSE OUTLINE

Throughout this year-long course, students will be working in a classroom of their choice within the district as an aide/student teacher - similar to student teaching at the college level.

Throughout the year, students will work independently to complete their final Portfolio Project. (See Portfolio Rubric.)

Parts of the Portfolio Project will be due at the end of each term – as to not overwhelm students at the end of year.

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

“We foster PRIDE* in our pursuit of excellence.”

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.