

FOUNDATIONS IN EDUCATION

Course Syllabus

Connie Rader, Instructor

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Foundations in Education is the foundational course for both the Educators in Training and the Early Childhood Education programs. It presents a broad overview of the work of education professionals, the history of education, the roles and responsibilities of educators, strategies for creating and presenting engaging lessons and activities, methods of measuring student progress, and the domains of development. Foundations in Education is the gateway to specialized courses and internship opportunities in the Education and Training cluster. Observation opportunities are strongly encouraged. Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA. Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills.

The Foundational Standards:

The Students will...

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Content Standards:

The Students will...

1. Research and report on historical events and current trends in education within the United States. Examples: Plessy v. Ferguson, Brown v. Board of Education, No Child Left Behind, Title IX, creation of school calendar, Individuals with Disabilities Education Act, First Class Pre-K
2. Explore and deliberate current issues in education within the United States.
3. Analyze the Alabama Educator Code of Ethics to obtain personal and professional guidance.
4. Identify and interpret teacher observation and evaluation tools currently established by the State of Alabama or LEAs.
5. Compare and contrast the roles and responsibilities of teachers, administrators, and specialized instructional support personnel.

6. Create age-appropriate learning activities that actively engage students in the learning process.
7. Describe ways in which teachers can show respect and appreciation for each student.
8. Explain how physical and instructional environments can be engineered to be conducive to learning for students of various ages. Examples: indoor/outdoor play, traditional/non-traditional instruction
9. Research and report on how the connection between learning styles and teaching methods impacts student learning.
10. Compare and contrast classroom management procedures for various ages, subjects, and settings. Examples: classroom layout, policies and procedures, facility safety
11. Summarize current research on the processes of early brain development.
12. Explain the importance of social interaction, communication, and self-concept in social and emotional development.
13. Describe physical developmental milestones from birth through adolescence.
14. Create learning activities that apply knowledge of physical, social and emotional, and cognitive development.
15. Research and analyze developmental theories. Examples: theories of Freud, Piaget, Marzano, Erikson, Skinner, Bowlby, Vygotsky, Maslow

Fees: \$25 Class Supplies Fee (required for all ACTC students)

\$15 membership fee for FTA (Future Teachers of Alabama) Organization

**\$10 membership fee for Educators Rising (<https://educatorsrising.org>) National Competition Organization
(FCCLA membership fee of \$20)**

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Assessment Procedures:

Daily assignments, tests and quizzes, discussion/participation, and project presentation are used in assessing student learning and progress throughout the course. Students who have an excused absence will have **3 days** to turn in make-up work.

Grading:

Major Grades 65% Minimum of 3 per 9 weeks (Tests or Projects)

Minor Grades 35% Minimum of 6 per 9 weeks (Daily work, quizzes or class assignments)

Grading scale:

100 – 90 A 89 – 80 B 79 – 70 C 69 – 60 D 59 – 0 F

Available credential: CDA (Child Development Associate Credential) – lab and practicum hours will count toward the CDA, but more hours and coursework will be required. Seniors will be offered the opportunity to take the Praxis ParaPro Exam for a paraprofessional certification (possible fee – more discussion on this opportunity will come at a later date)

METHODS IN EDUCATION

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Methods in Education focuses on the role of educators as facilitators of learning. Students will explore the methods and strategies that enhance learning, as well as current trends in education and instructional technology. This course strongly emphasizes the sciences of literacy and numeracy. Students will apply their learning in the classroom and create research-based lessons and activities for a variety of populations. It is required that students in this course have multiple opportunities to work in cooperating classrooms. Standards for this course may be applied across the curriculum in settings from birth through grade 12. Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA. Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. **Prerequisite: Practices in Education**

The foundational standards:

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2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Content standards:

1. Compare and contrast current trends in teaching strategies. Examples: teacher-centered, learner-centered, inquiry-based, content-focused,, flipped classroom, cooperative learning
2. Compare and contrast current trends in teaching methods. Examples: modeling, tiered instruction, online learning, Montessori, direct and indirect learning, jigsaw, fishbowls, behavioral management, independent study, learning modalities
3. Demonstrate strategies and methods for meaningful student engagement and discourse that produce higher-order questioning. Examples: Socratic circles, debates
4. Demonstrate the use of instructional technology to support student learning. Examples: learner management systems, online programs, projectors, smart boards, student and teacher devices

5. Describe research, concepts, and teaching tools used in literacy and numeracy instruction. Examples: Science of Reading, vowel-consonant combinations, blends; ordinal numbers, place value, hundred charts, number lines, number arrays
6. Identify best practices in literacy and numeracy instruction, utilizing professional terminology and information on the current science of reading and mathematics. Examples: providing text-rich environments, emphasizing phonological awareness, reading aloud, encouraging storytelling, providing manipulatives, utilizing small group instruction
7. Using a template, develop a lesson plan that incorporates skill level and proficiency in literacy for a selected grade level utilizing standards from the Alabama Course of Study: English Language Arts. a. Present an activity from the student-created lesson plan utilizing the Alabama Course of Study: English Language Arts and complete a self-evaluation and reflection.
8. Using a template, develop a lesson plan that incorporates skill level and proficiency in numeracy for a selected grade level utilizing standards from the Alabama Course of Study: Mathematics. a. Present an activity from the student-created lesson plan utilizing the Alabama Course of Study: Mathematics and complete a self-evaluation and reflection.
9. Assess the reading levels of texts across the curriculum which have similar topics and concepts.
10. Create text-dependent writing prompts based on texts selected from across the curriculum.
11. Create anchor charts and graphic organizers that incorporate literacy strategies for use in non-ELA classrooms.
12. Gather and report information on the strategies and scaffolding techniques used in instruction by educational professionals who work with special populations.
13. Create assessments aligned to grade-level standards in Alabama State Department of Education courses of study, incorporating the latest research on appropriate skill levels. Examples: criterion-referenced, rubric, formative, summative
14. Use a rubric to assess samples of student writing from various subject areas. 2022 Alabama Course of Study: Education and Training 45 Methods in Education Active Learning Practices
15. Write reflections on active learning practices observed in educational settings. Examples: science labs, CTE labs, simulated workplaces, internships, work-based learning, project-based learning, maker spaces, learning centers, genius hours
16. Provide descriptive feedback on student work. Examples: using constructive terms, applying appropriate tone in written communication, coaching vs. praise

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**\$10 membership fee for Educators Rising (<https://educatorsrising.org>) National Competition Organization
(FCCLA membership fee of \$20)**

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Assessment Procedures:

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Grading:

Major Grades 65% Minimum of 3 per 9 weeks (Tests or Projects)

Minor Grades 35% Minimum of 6 per 9 weeks (Daily work, quizzes or class assignments)

Grading scale:

100 – 90 A 89 – 80 B 79 – 70 C 69 – 60 D 59 – 0 F

Available credential: CDA (Child Development Associate Credential) – lab and practicum hours will count toward the CDA, but more hours and coursework will be required. Seniors will be offered the opportunity to take the Praxis ParaPro Exam for a paraprofessional certification (possible fee – more discussion on this opportunity will come at a later date)

Class Rules & Expectations: Be respectful, be responsible, be kind. All rules of the Code of Conduct and ACTC Student Handbook apply to this class. Please be seated and ready for instructions when the bell rings. Disregard for our class rules and procedures will initiate a student/teacher conference, parent contact and/or office referral. In short, you are a pre-professional.

Classroom Management Plan:

As a classroom teacher at Autauga County Technology Center, I will adhere to the following procedures for consequences in the event of Class A Violations (as listed in the Teacher Bill of Rights and in the ACBOE Code of Conduct):

◇ First offense - Student-Teacher Conference ◇ Second offense - Parental Notification ◇ Third offense - Parent-Teacher-Admin Conference

◇ Fourth offense - Refer to Office as Habitual Class A Offender

Personal Devices: Cell phone, airpods, or headphones usage is not allowed in the classroom unless specified by the teacher for research purposes or assignment completion.

Classroom Supplies Needed: You will only need to purchase a **vinyl folder with prongs and pockets**. All other classroom supplies will be covered by your mandatory \$25 class fee.

Classroom Resources Provided: Textbooks: Teaching and Working With Young Children, Hacking Classroom Mgmt book, various articles

Classroom communication: “Parent Square” App

*****Please sign and return this page along with your class fees.*****

I have read the classroom syllabus and management plan, and agree to follow all rules and procedures. I understand that the student's image may be featured on the ACTC website, ACTC social media, or lobby TV.

Student's Printed Name	Student's Signature	Date	class period
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Parent/Guardian's Signature	Date
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Parent/Guardian's phone number : _____

Class fees payment: (check method of payment) _____ **cash** _____ **check** _____ **GoFan**

My payment includes fees for:

_____ \$25.00 (mandatory) class supplies fee

_____ \$15.00 FTA Membership

_____ \$10.00 Educators Rising National Membership

_____ \$20.00 FCCLA Membership

_____ **TOTAL PAYMENT**

PRACTICES IN EDUCATION

Course Syllabus

Connie Rader, Instructor

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Practices in Education is designed to equip students with the skills and strategies necessary for providing effective classroom instruction. This course explores the following key topics: community partners and resources, teaching standards, characteristics of professionalism, professional organizations, instructional strategies, and planning and delivery of instruction. The course content is intended to give students a deeper understanding of the practice of teaching and to provide skills they can apply across many fields. Internship experience is a required component of this course. Interns will be asked not only to create learning materials but also to teach lessons in cooperating classrooms. The school-based laboratory for the internship is an actual classroom or school that provides instruction in the subject matter area or career area related to the interning student's interests. Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA. Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills.

Prerequisite: Foundations of Education

Foundational Standards:

The students will...

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway. 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Content Standards:

The students will...

1. Identify community partners and resources that positively impact student learning on the local level.
2. Interpret teaching standards currently outlined by the State of Alabama for professional guidance. Example: Use case studies or scenarios to illustrate Alabama Core Teaching Standards.

3. Research professional organizations for educators and describe their benefits to teachers and students. Examples: National Education Association, National Council of Teachers of Mathematics, Association for Career & Technical Education
4. Demonstrate techniques used to create a positive learning environment and classroom culture to enhance student learning. Examples: alternative seating, acknowledging positive behavior, doorway greetings
5. Select differentiated strategies to meet individual students' assessed needs. Examples: guided practice, tiered instruction, intervention
6. Describe major provisions of current state and federal education initiatives and explain how they affect classroom instruction. Examples: Alabama Literacy Act, Alabama Numeracy Act, Every Student Succeeds Act, Workforce Innovation Opportunity Act, multi-tiered systems of support, AMSTI, character education
7. Create learning activities to meet instructional goals with guidance from current educational initiatives.
8. Compare and contrast assessment methods used to evaluate student learning. Examples: formative assessment, summative assessment, rubrics, portfolios, projects
9. Describe steps in instructional planning. Examples: accessing content knowledge, setting learning targets, writing plans, presenting lessons, evaluating instruction, revising instructional plans, budgeting for specialized materials
10. Develop lesson plans based on a provided unit plan.
11. Teach a lesson.
12. Reflect on post-instructional feedback gathered from teacher observation and evaluation tools currently established by the State of Alabama or the LEA.
13. Create instructional resources for a specific lesson. Examples: graphic organizers, anchor charts, presentation slides, formative assessments 2022 Alabama Course of Study: Education and Training 49 Practices in Edu14. Create assessments aligned to specific standards. Example: Design a rubric to assess inclusion of introduction, facts, details, elaboration, conclusion, and sources in explanatory writing as described in Grade 3 Standard 34 in Alabama Course of Study: English Language Arts.
15. Utilize assessment data to determine the next steps in student learning. Examples: reteaching, remediation, enrichment

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Available credential: CDA (Child Development Associate Credential) – lab and practicum hours will count toward the CDA, but more hours and coursework will be required. Seniors will be offered the opportunity to take the Praxis ParaPro Exam for a paraprofessional certification (possible fee – more discussion on this opportunity will come at a later date)

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Classroom Management Plan:

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- ◇ First offense - Student-Teacher Conference
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- ◇ Third offense - Parent-Teacher-Admin Conference
- ◇ Fourth offense - Refer to Office as Habitual Class A Offender

Personal Devices: Cell phone, airpods, or headphones usage is not allowed in the classroom unless specified by the teacher for research purposes or assignment completion.

Classroom Supplies Needed: You will only need to purchase a **vinyl folder with prongs and pockets**. All other classroom supplies will be covered by your mandatory \$25 class fee.

Classroom Resources Provided: Textbooks: Teaching and Working With Young Children, Hacking Classroom Mgmt book, various articles

Classroom communication: “Parent Square” App

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Student's Printed Name	Student's Signature	Date	class period
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Parent/Guardian's Signature	Date
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Parent/Guardian's phone number : _____

Class fees payment: (check method of payment) _____ **cash** _____ **check** _____ **GoFan**

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_____ **TOTAL PAYMENT**

CAREERS IN EDUCATION

Course Syllabus

Connie Rader, Instructor

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Careers in Education is designed to introduce students to career opportunities and related skills within the Education and Training cluster. The course highlights the requirements, roles, and responsibilities of various personnel in the education and training field, including classroom teachers, non-teaching certified personnel, school administrators, special population professionals, social workers and counselors, athletics professionals, and auxiliary professionals. Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA. Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills.

Foundational Standards:

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2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Content Standards:

The student will...

1. Compare and contrast the requirements, roles, and responsibilities of classroom teachers in various fields and age groups, including certification requirements. Examples: early childhood, elementary, secondary, postsecondary; career and technical, fine arts, world language, general electives, special education, English learners, gifted education
2. Explore and report on the requirements, roles, and responsibilities of various certified personnel, other than classroom teachers. Examples: library media specialist, reading coach, math coach, technology coach
3. Research and describe types of school environments. Examples: public, private, charter, magnet, virtual, urban, suburban, rural
4. Describe leadership opportunities in which teachers may be involved outside the classroom. Examples: club sponsors, school leadership teams, class sponsors, committee sponsors, department heads

5. Explore and report on the requirements, roles, and responsibilities of careers serving special populations. Examples: speech pathologist, occupational therapist, psychometrist, director of special education, Board Certified Behavior Analyst
6. Explore and report on the job requirements, roles, and responsibilities of administrators at various levels of education. Examples: education specialist, assistant principal, principal, daycare director, district administrator, state administrator, AHSAA personnel, Child Nutrition Program director a. Describe the issues and concerns usually handled by administrators. Examples: school climate, school safety, teacher evaluation, effective leadership
7. Examine the roles of auxiliary support personnel to determine their requirements and responsibilities in education settings. Examples: bookkeeper, administrative assistant, registrar, Child Nutrition Program worker
8. Compare and contrast the requirements, roles, and responsibilities of school counselors and social workers.
9. Explore and report on the requirements, roles, and responsibilities of specialized careers in educational settings. Examples: nurse, lawyer, communications director, accountant, dietician, school resource officer, IT director, career coach
10. Explore and report on the requirements, roles, and responsibilities of persons involved with physical education and sports. Examples: physical education teacher, assistant coach, head coach, college coach, athletic director, athletic trainer
11. Investigate international education practices and compare them to traditional American education practices. Examples: history of education, age requirements, certification requirements, school structure, testing requirements, post-secondary options, curriculum, funding, scheduling
12. Explore and report on career opportunities for working internationally in the education field. Examples: Department of Defense Education Activity, teaching English internationally, virtual teaching, Peace Corps, faith-based schools outside the United States, American International Schools
13. Complete and document an extended job shadowing experience in a school setting.
14. Develop a report on the job shadowing experience. Examples: daily journal, oral report, class discussion
15. Create and deliver a presentation summarizing insights about educational practices and activities, connecting requirements, roles, and responsibilities to observations made during in-person or virtual visits or job shadowing. Examples: written report, audio-visual presentation, slide show, portfolio, competitive event
16. Formulate questions and conduct interviews to obtain information, and answer interview questions succinctly and coherently. Examples: interview as an applicant, conduct interviews based on career choices

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Classroom Resources Provided: Textbooks: Teaching and Working With Young Children, Hacking Classroom Mgmt book, various articles

Classroom communication: “Parent Square” App

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EDUCATION AND TRAINING INTERNSHIP

Course Syllabus

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Education and Training Internship provides students with the opportunity to experience classroom teaching firsthand through an internship with a cooperating teacher. Standards require students to create and demonstrate lessons, collaborate with education professionals, and provide instruction and support to students in their internship classroom. This course is designed to provide future education professionals with valuable hands-on experience in the field.

In order for students to successfully complete this course they must have access to a cooperating classroom. The school-based laboratory for the internship is an actual classroom or school that provides instruction in the subject-matter area or career area related to the student's interest. Internship hour requirements are set by the CTE and cooperating teachers. Students must meet a minimum of 50 hours of internship, but individual teachers are encouraged to set the requirement higher than 50.

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Foundational Standards:

Students will...

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3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Content Standards:

Students will...

1. Create classroom expectations and procedures, based on observations, for the beginning and ending of the school year. Examples: classroom set-up, transition procedures, assignment submission, bulletin boards, end-of-year checklists, student documentation files
2. Develop a collaborative relationship with a cooperating professional.
3. Provide small group or individual instruction.

4. Design and teach developmentally appropriate units of instruction.
5. Create a classroom management plan which incorporates a variety of procedures, based on observations. Examples: classroom rewards system, classroom call-outs, preventive measures, redirection, positive and negative consequences
6. Research and report on the impact of the learning environment on all learners.
7. Utilize professional presentation skills. Examples: preparation, poise, self-confidence, initiative, enthusiasm
8. Demonstrate positive, professional interactions with community stakeholders and members of the learning community, including students, teachers, administrators, and paraprofessionals.
9. Identify and describe strategies for establishing positive, responsive relationships with children's families.
10. Develop communication tools for interaction with learners' families. Examples: parent/guardian newsletter, emails, script for telephone calls, flyers
11. Complete training approved by the Alabama Department of Human Resources for prevention of child abuse and neglect, including reporting procedures and prevention strategies.
12. Compile a comprehensive portfolio based on internship experiences, including documentation of completed internship hours. Examples: philosophy of education, unit plans, instructional resources, reflections, work samples, training certificates

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\$10 membership fee for Educators Rising (<https://educatorsrising.org>) National Competition Organization

(FCCLA membership fee of \$20)

Career and technical student organizations are integral, co-curricular components of each CTE course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth. **Please use the included insert with my GoFan link and QR Code to pay your fees if possible or use cash or ONE check for the total amount may be paid to ACTC by September 6, 2024.**

Assessment Procedures:

Daily assignments, tests and quizzes, discussion/participation, and project presentation are used in assessing student learning and progress throughout the course. Students who have an excused absence will have **3 days** to turn in make-up work.

Grading:

Major Grades 65% Minimum of 3 per 9 weeks (Tests or Projects)

Minor Grades 35% Minimum of 6 per 9 weeks (Daily work, quizzes or class assignments)

Grading scale:

100 – 90 A 89 – 80 B 79 – 70 C 69 – 60 D 59 – 0 F

Available credential: CDA (Child Development Associate Credential) – lab and practicum hours will count toward the CDA, but more hours and coursework will be required. Seniors will be offered the opportunity to take the Praxis ParaPro Exam for a paraprofessional certification (possible fee – more discussion on this opportunity will come at a later date)

Class Rules & Expectations: Be respectful, be responsible, be kind. All rules of the Code of Conduct and ACTC Student Handbook apply to this class. Please be seated and ready for instructions when the bell rings. Disregard for our class rules and procedures will initiate a student/teacher conference, parent contact and/or office referral. In short, you are a pre-professional.

Classroom Management Plan:

As a classroom teacher at Autauga County Technology Center, I will adhere to the following procedures for consequences in the event of Class A Violations (as listed in the Teacher Bill of Rights and in the ACBOE Code of Conduct):

- ◇ First offense - Student-Teacher Conference
- ◇ Second offense - Parental Notification
- ◇ Third offense - Parent-Teacher-Admin Conference
- ◇ Fourth offense - Refer to Office as Habitual Class A Offender

Personal Devices: Cell phone, airpods, or headphones usage is not allowed in the classroom unless specified by the teacher for research purposes or assignment completion.

Classroom Supplies Needed: You will only need to purchase a **vinyl folder with prongs and pockets**. All other classroom supplies will be covered by your mandatory \$25 class fee.

Classroom Resources Provided: Textbooks: Teaching and Working With Young Children, Hacking Classroom Mgmt book, various articles

Classroom communication: “Parent Square” App

*****Please sign and return this page along with your class fees.*****

I have read the classroom syllabus and management plan, and agree to follow all rules and procedures. I understand that the student's image may be featured on the ACTC website, ACTC social media, or lobby TV.

Student's Printed Name	Student's Signature	Date	class period
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Parent/Guardian's Signature	Date
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Parent/Guardian's phone number : _____

Class fees payment: (check method of payment) _____ **cash** _____ **check** _____ **GoFan**

My payment includes fees for:

_____ \$25.00 (mandatory) class supplies fee

_____ \$15.00 FTA Membership

_____ \$10.00 Educators Rising National Membership

_____ \$20.00 FCCLA Membership

_____ **TOTAL PAYMENT**