

# Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

**Job Title:**

Teaching Assistant

**72-25-50**

**Career Pathway:**

Education

**Education/1: Foundations of Education**

**Industry Sector:**

Education, Child Development,  
and Family Services

**Credits:** 15

**Hours:** 180

**O\*NET-SOC CODE:**

25-9041.00

**Course Description:**

This competency-based course is the first in a sequence of four designed for teacher training. It provides students with projectbased experiences in K-12 educational programs. Instruction for the first half of the course includes an orientation, workplace safety policies and procedures, techniques on communication and critical thinking, and a comprehensive history of public education in the elementary, middle, and secondary levels. Emphasis is placed on the theories of human development and their educational impact on K-12 students. Research-based information on learning acquisition and curriculum planning are highlighted coupled with field observations and experiences. The second half of the course covers principles and practices that promote effective teaching, testing and assessment, classroom management, and opportunities for professional development. It also covers portfolio evaluation in the employability skills section. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**

Teaching Careers or Careers in  
Education

**Prerequisites:**

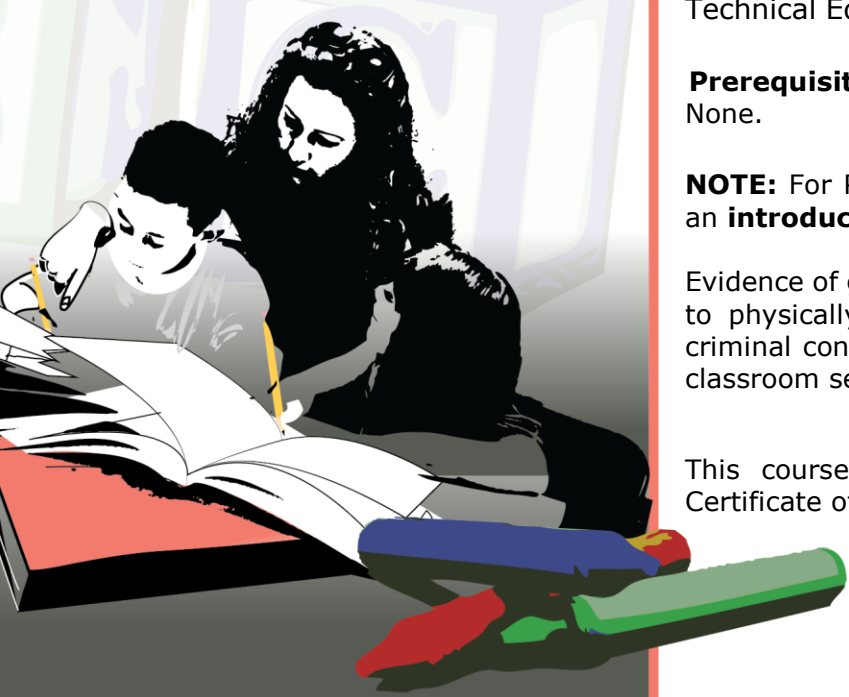
None.

**NOTE:** For Perkins purposes this course has been designated as an **introductory/concentrator** course.

Evidence of good health, a clear tuberculosis screening, the ability to physically perform the duties required and a screening for criminal conviction prior to contact with children in a community classroom setting are also required.

This course cannot be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District  
Division of Adult and Career Education  
Instructional and Counseling Services Unit  
Adult Curriculum Office  
www.wearedace.org



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-19

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 21-22

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to BRENDA VELA and LUZ GRANADOS for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Education, Child Development, and Family Services Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

## ***Education, Child Development, and Family Services Pathway Standards***

### **C. Education Pathway**

The Education pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

Sample occupations associated with this pathway:

- ◆ Before/Afterschool Program Aide
- ◆ Primary/Secondary School Teacher
- ◆ School Counselor
- ◆ Educational Administrator
- ◆ Speech Therapist

- C1.0 Describe the structure of the education industry and its role in local, state, and global economies.
- C2.0 Name operational procedures and organizational policies at various levels in education.
- C3.0 State specific applications of government regulations in the education industry.
- C4.0 Practice critical emergency and disaster procedures at a school site.
- C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
- C6.0 Use positive interaction, guidance, and discipline in the educational environment.
- C7.0 Explain the role and purpose of standards-based instruction and assessment.
- C8.0 Compare basic principles and practices of good nutrition and health and wellness for children.
- C9.0 Assess how to communicate and interact effectively with families and community groups.
- C10.0 Integrate the process of developing quality teaching materials and resources for classroom instruction.
- C11.0 Evaluate the role of instructional staff in supporting the learning process.
- C12.0 Formulate the components of effective after-school and recreational programs for individuals and groups.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Education/1: Foundations of Education Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Describe classroom policies and procedures.</li> <li>4. Describe the educational requirements needed to become an educator.</li> <li>5. Describe the personal qualifications needed to become an educator.</li> <li>6. Describe the job market for educators/educational aids in terms of:               <ol style="list-style-type: none"> <li>a. employment opportunities</li> <li>b. wage scales</li> </ol> </li> <li>7. Describe the importance of saving student work in a portfolio.</li> <li>8. Collect two advertisements for teacher positions and write a one-page summary for each position which includes:               <ol style="list-style-type: none"> <li>a. Position</li> <li>b. District/School</li> <li>c. Qualifications</li> <li>d. Duties</li> <li>e. Salary</li> <li>f. Closing Date</li> </ol> </li> <li>9. Create and save summaries in the portfolio.</li> <li>10. Describe the different occupations in the Education, Child Development, and Family Services Industry Sector which have an impact on the role of educators and educational aides.</li> <li>11. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field.</li> <li>12. Describe the purpose and impact of each of the following on elementary, secondary, and special education:               <ol style="list-style-type: none"> <li>a. California Department of Education (CDE)</li> <li>b. California Education Code (Ed. Code)</li> </ol> </li> <li>13. Describe the licensing requirements to be an educator.</li> <li>14. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides.</li> <li>15. Describe classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 Technology: 4.1 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7 Technical Knowledge and Skills: 10.1, 10.3, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C2.2, C3.3, C4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	16. Describe how each of the following insures a safe workplace: <ol style="list-style-type: none"> <li>employees' rights as they apply to job safety</li> <li>employers' obligations as they apply to safety</li> <li>TB screening requirement</li> <li>background check requirement</li> <li>confidentiality within the program</li> </ol> 17. Pass the safety test with 100% accuracy.	
<b>B. COMMUNICATION SKILLS</b>  Understand, apply, and evaluate principles and practices used in effective communication.	1. Define communication. 2. Describe the following stages of the communication process: <ol style="list-style-type: none"> <li>sending/source               <ol style="list-style-type: none"> <li>reason for sending the message</li> <li>content of the message</li> </ol> </li> <li>message</li> <li>encoding               <ol style="list-style-type: none"> <li>avoid cultural issues</li> <li>eliminate mistaken assumptions</li> <li>fill in missing information</li> </ol> </li> <li>channel               <ol style="list-style-type: none"> <li>face-to-face meetings</li> <li>telephone and videoconferencing</li> <li>written channels including letters, emails, memos and reports</li> </ol> </li> <li>decoding - the time to read a message carefully or listen actively to it</li> <li>receiving</li> <li>feedback - verbal and nonverbal reactions to the communicated message</li> <li>context               <ol style="list-style-type: none"> <li>the surrounding environment</li> <li>the broader culture (corporate culture, international cultures, etc.)</li> </ol> </li> </ol> 3. Describe and demonstrate the following techniques to remove barriers in communication: <ol style="list-style-type: none"> <li>using clear verbal and body language to avoid confusion</li> <li>being mindful of the demands on other people's time</li> <li>conversing and delivering the message to people of different backgrounds and cultures</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C9.1, C9.3
<b>C. CRITICAL THINKING SKILLS</b>  Understand, apply, and evaluate principles and practices used to promote critical thinking skills for students.	1. Identify and describe the steps and procedures involved in defining and clarifying issues or problems. 2. Describe the importance of the following attributes in judging information related to problem-solving: <ol style="list-style-type: none"> <li>consistency</li> <li>logic</li> <li>unbiased</li> <li>unemotional</li> <li>credibility</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 7, 10  <b>CTE Anchor:</b> Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>3. Describe the importance of determining the adequacy of information to justify a conclusion and to predict probable consequences.</li> <li>4. Describe and demonstrate the following affective techniques used to sharpen student critical thinking skills:               <ol style="list-style-type: none"> <li>a. thinking independently</li> <li>b. developing insight into egocentricity or socio-centricity</li> <li>c. exercising fair mindedness</li> <li>d. exploring thoughts underlying feelings and feelings underlying thoughts</li> <li>e. developing intellectual humility and suspending judgment</li> <li>f. developing intellectual courage</li> <li>g. developing intellectual good faith or integrity</li> <li>h. developing intellectual perseverance</li> </ol> </li> <li>5. Describe the following macro-cognitive techniques used to sharpen student critical thinking skills:               <ol style="list-style-type: none"> <li>a. refining generalizations and avoiding oversimplifications</li> <li>b. comparing analogous situations: transferring insights to new contexts</li> <li>c. developing one's perspective: creating or exploring beliefs, arguments, or theories</li> <li>d. clarifying issues, conclusions, or beliefs</li> <li>e. clarifying and analyzing the meanings of words or phrases</li> <li>f. developing criteria for evaluation: clarifying values and standards</li> <li>g. evaluating the credibility of sources of information</li> <li>h. questioning deeply: raising and pursuing root or significant questions</li> <li>i. analyzing or evaluating arguments, interpretations, beliefs, or theories</li> <li>j. generating or assessing solutions</li> <li>k. analyzing or evaluating actions or policies</li> <li>l. reading critically: clarifying or critiquing texts</li> <li>m. listening critically: the art of silent dialogue</li> <li>n. making interdisciplinary connections</li> <li>o. practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives</li> <li>p. reasoning dialogically: comparing perspectives, interpretations, or theories</li> <li>q. reasoning dialectically: evaluating perspectives, interpretations, or theories</li> </ol> </li> <li>6. Describe the following micro-cognitive techniques used to sharpen student critical thinking skills:               <ol style="list-style-type: none"> <li>a. comparing and contrasting ideals with actual practice</li> <li>b. thinking precisely about thinking: using critical vocabulary</li> <li>c. noting significant similarities and differences</li> <li>d. examining or evaluating assumptions</li> <li>e. distinguishing relevant from irrelevant facts</li> <li>f. making plausible inferences, predictions, or interpretations</li> <li>g. evaluating evidence and alleged facts</li> <li>h. recognizing contradictions</li> </ol> </li> </ol>	<p>Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C6.1, C6.2, C6.3, C6.4, C7.6, C10.3, C10.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> <li>i. exploring implications and consequences</li> </ul> <p>7. Write a one-page essay describing how the student can apply either affective techniques, or macro-cognitive techniques or micro-cognitive techniques in improving critical thinking skills and save in portfolio.</p>	
<p>D. HISTORY OF PUBLIC EDUCATION</p> <p>Understand the major events and personalities in the history of elementary, middle and secondary levels of public education and the influence of social, legal, economic, and cultural factors.</p> <p>(5 hours)</p>	<ul style="list-style-type: none"> <li>1. Describe and discuss the influence of each of the following on public education: <ul style="list-style-type: none"> <li>a. Noah Webster</li> <li>b. Benjamin Franklin</li> <li>c. Horace Mann and the common-school reformers</li> <li>d. Plessy v. Ferguson (1896)</li> <li>e. John Dewey and progressive education</li> <li>f. Brown v. Board of Education (1954)</li> <li>g. Public Law 94-142</li> <li>h. Title IX</li> <li>i. Bilingual Education</li> <li>j. No Child Left Behind legislation</li> <li>k. Science Technology Engineering Mathematics (STEM) Initiative</li> </ul> </li> <li>2. Describe the major influences in public education during these periods: <ul style="list-style-type: none"> <li>a. colonial period to 1839</li> <li>b. 1840 to 1864</li> <li>c. 1865 to 1919</li> <li>d. 1920 to 1939</li> <li>e. 1940 to 1953</li> <li>f. 1954 to 1971</li> <li>g. 1972 to the present</li> </ul> </li> <li>3. Write a three-paragraph essay on how a major event or personality influenced the development of public education and save essay in portfolio.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Technology: 4.5 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1, 10.21 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C1.2, C1.4, C9.2</p>
<p>E. THEORIES OF HUMAN DEVELOPMENT AND GROWTH</p> <p>Understand, apply, and evaluate the major principles and theories of human development and growth.</p>	<ul style="list-style-type: none"> <li>1. Describe the background and contributions of the following social scientists/authors: <ul style="list-style-type: none"> <li>a. Sigmund Freud (1856-1939)</li> <li>b. Erik Erikson (1902-1994)</li> <li>c. Jean Piaget (1896-1980)</li> <li>d. B.F. Skinner (1904-1990)</li> <li>e. Abraham Maslow (1908-1970)</li> <li>f. Arnold Gesell (1880-1961)</li> <li>g. Alfred Binet (1857-1911)</li> <li>h. Lawrence Kohlberg (1927-1987)</li> <li>i. Benjamin Spock (1903-1998)</li> <li>j. Magda Gerber (?-2007)</li> <li>k. Bruno Bettelheim (1903-1990)</li> <li>l. T. Berry Brazelton (1918- )</li> </ul> </li> <li>2. Describe the following phases/stages (psychosocial crises) of</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Technology: 4.5 Responsibility and Flexibility: 7.5, 7.8 Ethics and Legal Responsibilities: 8.3 Leadership and</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<p>socialization developed by Erikson:</p> <ol style="list-style-type: none"> <li>a. trust vs. mistrust (hope): 0-2 years of age</li> <li>b. autonomy vs. shame (will): 2-3 years of age</li> <li>c. initiative vs. guilt (purpose): 3-6 years of age</li> <li>d. industry vs. inferiority (competence): 6-12 years of age</li> <li>e. identity vs. identity diffusion (fidelity): 13-18 years of age</li> <li>f. intimacy vs. isolation (love)</li> <li>g. generativity vs. self-absorption (care)</li> </ol> <ol style="list-style-type: none"> <li>3. integrity vs. despair (wisdom)</li> <li>4. Explain the educational implications and applications of Erickson's theories for teaching and learning.</li> <li>5. Describe the following stages of moral development developed by Kohlberg: <ol style="list-style-type: none"> <li>a. obedience and punishment orientation</li> <li>b. individualism and exchange</li> <li>c. good interpersonal relationships</li> <li>d. maintaining the social order</li> <li>e. social contract and individual rights</li> <li>f. universal principles</li> </ol> </li> <li>5. Explain the educational implications and applications of Kohlberg's moral stages for teaching and learning.</li> <li>6. Describe the following hierarchy of human needs developed by Maslow: <ol style="list-style-type: none"> <li>a. physiological</li> <li>b. safety/security</li> <li>c. love/belonging</li> <li>d. esteem</li> <li>e. self-actualization</li> </ol> </li> <li>7. Explain the educational implications and applications of Maslow's hierarchy of human needs on teaching and learning.</li> <li>8. Explain how the following theories have implications and applications for teaching and learning: <ol style="list-style-type: none"> <li>a. Piaget's theory of cognitive development</li> <li>b. Skinner's theory of behaviorism and learning</li> <li>c. Gesell's theory of biological maturation</li> <li>d. Binet's theory of intellectual development</li> </ol> </li> <li>9. Write a three-paragraph critical analysis on a theory of human development and growth and its influence on public education policy after World War II and save in portfolio.</li> <li>10. Make an oral presentation of the analysis.</li> </ol>	<p>Teamwork: 9.1 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C1.2, C5.1, C5.2, C5.3, C5.4, C6.2, C6.3, C6.4, C6.5</p>
<p>F. LEARNING PRINCIPLES</p> <p>Understand, apply, and evaluate the basic principles of physical, intellectual, social, and emotional development of elementary and secondary age children.</p>	<ol style="list-style-type: none"> <li>1. Identify basic learning principles based on Erickson's, Kohlberg's and Maslow's theories of human development and growth.</li> <li>2. Identify learning abilities which occur during the elementary, middle school and secondary school years.</li> <li>3. Identify learning needs which occur during the elementary, middle school and secondary school years.</li> <li>4. Describe the educator's role in enhancing the learning abilities of elementary, middle school and secondary school age children.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Technology:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> <li>5. Cite examples of how an educator explains the following:               <ol style="list-style-type: none"> <li>a. elementary and middle school children’s needs based on Erikson’s Industry vs. Inferiority stage</li> <li>b. middle school and secondary school children’s needs based on Erikson’s <i>Identity vs. Role Confusion</i> stage</li> <li>c. elementary and secondary school children’s needs based on Maslow’s hierarchy of human needs</li> </ol> </li> <li>6. Schedule field observations at an elementary school, a middle school, or a secondary school and perform the following:               <ol style="list-style-type: none"> <li>a. create a checklist of a student’s developmental stage based on Erickson’s view</li> <li>b. create a checklist of a student’s developmental stage based on Kohlberg’s view</li> <li>c. create a checklist of a student’s developmental stage based on Maslow’s view</li> <li>d. observe one elementary, or one middle, or one secondary school student and describe the student’s developmental stage from Erickson’s, Kohlberg’s and Maslow’s points of view</li> <li>e. document number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>7. Write a three-paragraph essay explaining which aspects of Erikson’s, Kohlberg’s and Maslow’s theories best apply to your field observations and save essay in the portfolio.</li> </ol>	<p>4.5 Responsibility and Flexibility: 7.5, 7.8 Ethics and Legal Responsibilities: 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C1.2, C5.1, C5.2, C5.3, C5.4, C6.2, C6.3, C6.4, C6.5</p>
<p>G. CURRICULUM PLANNING</p> <p>Understand teacher responsibilities outside of the instructional program and the need for a balanced approach to professional development. (2.0, 5.0, 6.0, 7.0, 9.0, 10.0, 11.0) (C7.0)</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. California Model Curriculum Standards</li> <li>b. curricular Goals</li> <li>c. curriculum</li> <li>d. course outline</li> <li>e. syllabus</li> <li>f. lesson plan</li> <li>g. Bloom’s Taxonomy</li> <li>h. Revised Bloom’s Taxonomy (RBT)</li> <li>i. Career Technical Education (CTE)</li> <li>j. competency</li> <li>k. Competency-Based Education (CBE)</li> <li>l. Standards-Based Education (SBE)</li> </ol> </li> <li>2. Describe the following:               <ol style="list-style-type: none"> <li>a. principles for selecting curricular goals from the California Model Curriculum Standards</li> <li>b. principles for planning the classroom environment in order to meet the selected curricular goals</li> </ol> </li> <li>3. Schedule a visit to an elementary, middle or secondary classroom and perform the following:               <ol style="list-style-type: none"> <li>a. identify the teacher’s curricular goals</li> <li>b. document the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.7 Ethics and Responsibilities: 8.4, 8.5 Leadership and Teamwork: 9.1, 9.2, 9.7 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ol style="list-style-type: none"> <li>4. Submit a written report of field work observations and save report in portfolio.</li> <li>5. Describe the following components of a lesson plan:               <ol style="list-style-type: none"> <li>a. goals - clearly defined and aligned with district and/or state educational standards</li> <li>b. anticipatory set - tapping into students' prior knowledge and giving the objectives a context</li> <li>c. direct instruction - explicit delineation of lesson's presentation</li> <li>d. guided practice – opportunities for students to practice and apply the skills taught through direct instruction</li> <li>e. closure - wrapping up the lesson by giving further meaning for lesson concepts</li> <li>f. independent practice – student demonstration of absorbing lesson's learning goals through homework assignments or other independent assignments</li> <li>g. required materials and equipment – selection of appropriate supplies required to help students achieve the stated lesson objectives</li> <li>h. assessment and follow-up – informal and/or informal means of determining student learning</li> </ol> </li> <li>6. Schedule field observations at an elementary, middle, or secondary school and perform the following:               <ol style="list-style-type: none"> <li>a. observe three different teachers</li> <li>b. create a checklist of the components of a lesson plan and use it to review the teachers' lesson plans</li> <li>c. create a checklist based on Bloom's Taxonomy and use it to review its alignment with the teachers' lesson plans</li> <li>d. document number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>7. Submit a written report of field work observations and save report in portfolio.</li> <li>8. Working in groups, create a series of integrated lessons that:               <ol style="list-style-type: none"> <li>a. synthesizes the components of a lesson plan and the student's field work observations</li> <li>b. fulfills a shared curricular goal</li> <li>c. aligns CTE competencies with the academic subject standards in English, or science, or mathematics, or social sciences</li> </ol> </li> <li>9. Present integrated lesson plan for instructor's evaluation and save in portfolio.</li> </ol>	<p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C7.1, C7.2, C7.3, C7.4, C7.5, C7.6, C7.7, C10.3, C10.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>H. FIRST SEMESTER FINAL EXAMINATION</p> <p>Demonstrate knowledge of classroom workplace policies and procedures; requirements and guidelines for being an educator; federal, state, and local safety and environmental regulations; principles and practices for effective communication; principles and practices for developing critical thinking skills; major events and personalities in public education; theories of human growth and development; basic learning principles; and curriculum planning.</p> <p>(2 hours)</p>	<p>1. Pass the first semester final examination with a score of 80% or better.</p>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C7.2</p>
<p>I. TEACHING STRATEGIES</p> <p>Understand, apply, and evaluate the theory, principles and practices used to promote effective instructional strategies.</p>	<p>1. Define:</p> <ul style="list-style-type: none"> <li>a. learning style</li> <li>b. instructional strategy</li> <li>c. intelligence</li> <li>d. Theory of Multiple Intelligences (Howard Gardner)</li> <li>e. gender discrimination</li> <li>f. gender stereotyping</li> <li>g. gender equity</li> <li>h. nontraditional CTE population</li> <li>i. bilingual education</li> <li>j. special learners</li> </ul> <p>2. Describe the impact of the Theory of Multiple Intelligences on learning.</p> <p>3. Describe the implications and applications of the following learning styles:</p> <ul style="list-style-type: none"> <li>a. visual learning</li> <li>b. auditory learning</li> <li>c. kinesthetic/tactile learning</li> </ul> <p>4. Describe the impact of the students' learning styles on the teacher's selection of instructional strategies.</p> <p>5. Describe the importance of using a combination of instructional methods to maximize the various learning styles of students.</p> <p>6. Schedule field observations at an elementary, middle or secondary school and perform the following:</p> <ul style="list-style-type: none"> <li>a. create a checklist of the learning styles</li> <li>b. observe a teacher lesson presentation and use the checklist</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Responsibility and Flexibility: 7.7 Ethics and Legal Responsibilities: 8.3 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C5.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(35 hours)	<ul style="list-style-type: none"> <li>to identify the learning styles the teacher is addressing</li> <li>c. analyze the apparent effectiveness of the instructional strategy</li> <li>d. document number of field work hours to satisfy classroom and employment requirements</li> <li>7. Submit a three-paragraph analysis of the field work observations and save in portfolio.</li> <li>8. Deliver a lesson based on a previously-created plan that incorporates activities catering to at least two learning styles.</li> <li>9. Describe types of instructional strategies that: <ul style="list-style-type: none"> <li>a. aid in understanding leading socio-cultural issues</li> <li>b. promote English language proficiency</li> <li>c. promote bilingual education</li> <li>d. counter gender discrimination and stereotyping</li> <li>e. meet the needs of special learners</li> </ul> </li> <li>10. Schedule field observation at an elementary, middle or secondary school and perform the following: <ul style="list-style-type: none"> <li>a. create a checklist of either: <ul style="list-style-type: none"> <li>i. instructional strategies that aid in understanding a leading socio-cultural issue OR,</li> <li>ii. instructional strategies that promote English language proficiency OR,</li> <li>iii. instructional strategies that counter gender discrimination OR,</li> <li>iv. instructional strategies that help to mainstream special learners in a regular class</li> </ul> </li> <li>b. observe a teacher lesson presentation and use the checklist to identify one of the above sets of instructional strategies the teacher is using</li> <li>c. analyze the apparent effectiveness of the instructional strategy</li> <li>d. document number of field work hours to satisfy classroom and employment requirements</li> </ul> </li> <li>11. Submit a three-paragraph analysis of the observation and save in portfolio.</li> <li>12. Define scaffolding instruction.</li> </ul>	
<p>J. TESTING AND ASSESSMENT</p> <p>Understand, apply, and evaluate principles and practices used to promote effective testing and assessment.</p>	<ul style="list-style-type: none"> <li>1. Define and give examples of the following: <ul style="list-style-type: none"> <li>a. measurement</li> <li>b. measurable outcomes</li> <li>c. rubric</li> <li>d. testing <ul style="list-style-type: none"> <li>i. informal testing</li> <li>ii. formal testing</li> </ul> </li> <li>e. assessment <ul style="list-style-type: none"> <li>i. reliable assessment</li> <li>ii. valid assessment</li> </ul> </li> <li>f. standardized testing <ul style="list-style-type: none"> <li>i. norm-referenced assessment</li> <li>ii. standards-based testing (criterion-referenced testing)</li> </ul> </li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5 Responsibility and Flexibility: 7.7 Ethics and Responsibilities: 8.1, 8.3, 8.5, 8.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> <li>2. Describe the difference between testing and assessment.</li> <li>3. Describe the importance of the following measurements:               <ol style="list-style-type: none"> <li>a. quizzes</li> <li>b. chapter tests</li> <li>c. examinations</li> <li>d. worksheets</li> <li>e. written essays</li> <li>f. cooperative learning activities</li> <li>g. hands-on experiments</li> <li>h. oral discussions</li> <li>i. question-and-answer sessions</li> <li>j. class projects</li> </ol> </li> <li>4. Describe the importance of the following in meeting the curricular goals:               <ol style="list-style-type: none"> <li>a. identifying the criteria or set of standards used for a rubric</li> <li>b. rubric's direct tie to the stated curricular goals</li> <li>c. communication of rubric standards to the students prior to the completion of their work</li> </ol> </li> <li>5. Identify the standardized tests the school uses to comply with grade-level requirements.</li> <li>6. Identify the standardized assessments the school uses to comply with bilingual instruction requirements.</li> <li>7. Schedule field observations at an elementary, middle or secondary school and perform the following:               <ol style="list-style-type: none"> <li>a. create a checklist of measurements</li> <li>b. observe a teacher lesson presentation</li> <li>c. identify and document stated curricular goals</li> <li>d. identify and document teachers' measurements</li> <li>e. identify the rubric</li> <li>f. analyze the alignment of the rubric with the curricular goals</li> <li>g. analyze the ease and transparency of grading</li> <li>h. document the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>8. Submit a three-paragraph analysis of the observations and save in portfolio.</li> </ol>	<p>Leadership and Teamwork: 9.1, 9.2, 9.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.2</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C7.1, C7.2, C7.3, C7.4, C7.5, C7.6, C7.7</p>
<p>K. CLASSROOM MANAGEMENT</p> <p>Understand, apply, and evaluate principles and practices used to promote effective classroom management.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. disruption</li> <li>b. interruption</li> <li>c. fairness</li> <li>d. classroom discipline</li> <li>e. classroom management</li> </ol> </li> <li>2. Review B.F. Skinner's theory of behaviorism.</li> <li>3. Describe and demonstrate the following classroom management techniques based on Skinner's theory:               <ol style="list-style-type: none"> <li>a. creating a discipline plan</li> <li>b. establishing classroom rules and regulations</li> <li>c. ensuring rules are understandable and achievable</li> <li>d. treating all students equitably</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 7, 10</p> <p><b>CTE Anchor:</b> Communications: 2.5</p> <p>Responsibility and Flexibility: 7.5</p> <p>Leadership and Teamwork: 9.1</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ul style="list-style-type: none"> <li>e. dealing with disruptions with minimum interruption</li> <li>f. avoiding confrontations to keep order and discipline in class</li> <li>g. diffusing disruptions effectively</li> <li>h. maintaining high expectations in class</li> <li>i. preparing additional lessons and activities as fillers and/or backups</li> <li>j. starting fresh everyday</li> <li>k. being consistent in applying classroom management techniques</li> </ul> <p>4. Schedule field observations at an elementary, middle or secondary school and perform the following:</p> <ul style="list-style-type: none"> <li>a. create a checklist of classroom management techniques</li> <li>b. observe three different teachers</li> <li>c. use the checklist to review the teachers' classroom management styles</li> <li>d. analyze the teachers' classroom management style based on Skinner's theory</li> <li>e. document number of field work hours to satisfy classroom and employment requirements</li> </ul> <p>5. Submit a three-paragraph analysis of the observations and save in portfolio.</p>	<p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C11.2, C11.4</p>
<p>L. PROFESSIONAL DEVELOPMENT</p> <p>Understand, apply, and evaluate principles and practices used to promote professional growth and development.</p>	<ul style="list-style-type: none"> <li>1. Define the following: <ul style="list-style-type: none"> <li>a. self-improvement</li> <li>b. professional growth</li> <li>c. staff turnover</li> <li>d. burnout</li> <li>e. job stress</li> </ul> </li> <li>2. Identify and discuss the following: <ul style="list-style-type: none"> <li>a. career options for educators</li> <li>b. establishing goals for self-improvement</li> <li>c. certification requirements and continuing education opportunities</li> <li>d. responsibilities of employers to provide professional development opportunities</li> <li>e. responsibilities of employees to access professional development opportunities</li> <li>f. community agencies and workshop sources offering professional development opportunities</li> <li>g. further education/training</li> <li>h. reasons for high staff turnover and its impact on students and staff</li> <li>i. ways of preventing staff burnout and minimizing job stress</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 7</p> <p><b>CTE Anchor:</b> Communications: 2.5</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>Leadership and Teamwork: 9.1</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>N. SECOND SEMESTER FINAL EXAMINATION</p> <p>Demonstrate knowledge of:  principles and practices used to promote effective instructional strategies;  principles and practices used to promote effective assessment and testing;  principles and practices used to promote effective classroom management;  principles and practices used to promote professional growth and development;  employability skills required in the educational field.</p> <p>(2 hours)</p>	<p>1. Pass the second semester final examination with a score of 80% or better.</p>	<p><b>Career Ready Practice:</b>  1, 2, 4, 7, 10</p> <p><b>CTE Anchor:</b>  Communications:  2.5  Leadership and Teamwork:  9.1  Technical Knowledge and Skills:  10.1, 10.2  Demonstration and Application:  11.1, 11.2</p> <p><b>CTE Pathway:</b>  C1.1, C1.2</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTS AND SUPPLEMENTAL BOOKS**

Baruch, Dorothy. Parents and Children Go to School: Adventuring in Nursery School and Kindergarten. Chicago: Scott, Foresman and Company. 1939.

Bear, Donald R., Marcia Invernizzi, Shane Templeton, and Francine R. Johnston. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5<sup>th</sup> Edition. Allyn & Bacon, 2011..

Cobb, Nancy. The Child: Infants and Children. McGraw-Hill, 2000

Cohen, Elizabeth, G., and John I. Goodlad. Designing Group Work: Strategies for the Heterogeneous Classroom, 2<sup>nd</sup> Edition. Teacher College Press, Teacher's College, Columbia University, 1994.

### **WEBSITES**

[www.aft.org](http://www.aft.org) American Federation of Teachers

[www.ctc.ca.gov](http://www.ctc.ca.gov) California Commission on Teacher Credentialing

[www.cde.ca.gov/board](http://www.cde.ca.gov/board) California State Board of Educators

[www.yesiteach.org](http://www.yesiteach.org) Florida Education Association's Young Educator's Source

[www.pdkintl.org/studser/sfea.htm](http://www.pdkintl.org/studser/sfea.htm) Future Educators of America

<http://www.lausd.k12.ca.us> Los Angeles Unified School District

[www.nbpts.org](http://www.nbpts.org) National Board for Professional Teaching Standards

[www.nea.org](http://www.nea.org) National Education Association

[www.teachinla.com](http://www.teachinla.com) Paraeducator Career Ladder

[www.pdkinti.org/home.shtm](http://www.pdkinti.org/home.shtm) Phil Delta Kappa International

[www.caltech.com](http://www.caltech.com) The California Center for Teaching Careers

### **RESOURCES**

Employer Advisory Board members

### **CTE MODEL CURRICULUM STANDARDS**

**Education, Child Development, and Family Services Industry Sector**

<http://www.cde.ca.gov/ci/ct/sf/documents/edchildfamily.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Demonstrations
- C. Multimedia presentations
- D. Individualized instruction
- E. Field work and community classroom experiences
- F. Field trips
- G. Guest speakers

### **EVALUATION**

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Communication Skills – Pass all assignments and exams on communication skills with a minimum score of 80% or higher.

SECTION C – Critical Thinking Skills – Pass all assignments and exams on critical thinking skills with a minimum score of 80% or higher.

SECTION D – History of Public Education – Pass all assignments and exams on history of public education with a minimum score of 80% or higher.

SECTION E – Theories of Human Development and Growth – Pass all assignments and exams on theories of human development and growth with a minimum score of 80% or higher.

SECTION F – Learning Principles – Pass all assignments and exams on strategies for learning principles with a minimum score of 80% or higher.

SECTION G – Curriculum Planning – Pass all assignments and exams on curriculum planning with a minimum score of 80% or higher.

SECTION H – First Semester Final Examination – Pass all assignments and exams on first semester final examination with a minimum score of 80% or higher.

SECTION I – Teaching Strategies – Pass all assignments and exams on teaching strategies with a minimum score of 80% or higher.

SECTION J – Testing and Assessment – Pass all assignments and exams on testing and assessment with a minimum score of 80% or higher.

SECTION K – Classroom Management – Pass all assignments and exams on classroom management with a minimum score of 80% or higher.

SECTION L – Professional Development – Pass all assignments and exams on professional development with a minimum score of 80% or higher.

SECTION M – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION N – Second Semester Final Examination – Pass all assignments and exams on second semester final examination with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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