

Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

Job Title:

ECE Aide

Career Pathway:

Child Development

Industry Sector:

Education, Child Development,
and Family Services

O*NET-SOC CODE:

39-9011.00

CBEDS Title:

Careers in Child Development

CBEDS No.:

4400

72-20-80

**Early Childhood Education:
Careers with Children/2**

Credits: 10

Hours: 120

Course Description:

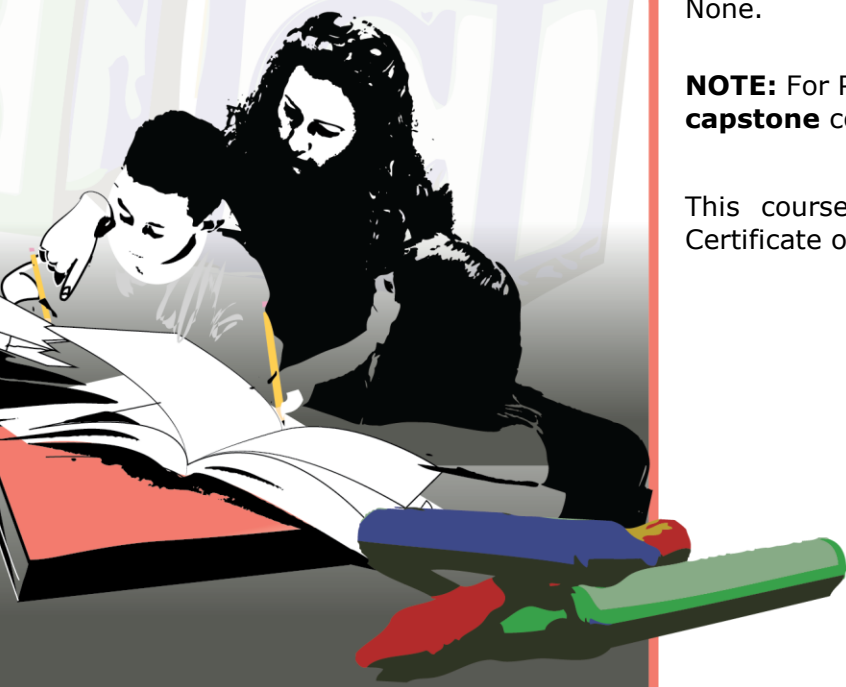
This competency-based course is designed to provide training for the paraprofessional seeking employment as a school child care assistant and as a K-12 Teacher Assistant; provides the classroom instruction and training required by the State of California in creating and maintaining an effective environment, assessing student learning, understanding, and organizing subject matter, planning and designing learning experiences, engaging all students in learning, developing as a professional educator, and work experience geared toward assisting teachers with reading, writing, and math instruction. This course also prepares students for required entrance or eligibility exams necessary for employment as a paraeducator with the Los Angeles Unified School District. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

None.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

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



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. 7-12

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

p. 14

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 in the course cover designs.

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Education, Child Development, and Family Services 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 Early Childhood Education: Careers with Children/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand class rules and typical duties of a teaching assistant.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Describe the duties of a teaching assistant. 2. Describe the career ladder for professional educators. 3. Describe classroom policies and appropriate behavior. 4. Describe proper hygiene for the classroom. 5. Describe proper attire for the classroom. 	<p>Career Ready Practice: 1, 2, 6, 8, 10, 12</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.6 Health and Safety: 6.2, 6.6 Responsibility and Flexibility: 7.4, 7.7 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.2</p> <p>CTE Pathway: A1.4, A1.5, A2.1, A3.4</p>
<p>B. EFFECTIVE LEARNING ENVIRONMENT</p> <p>Understand how a well-organized and well-managed environment enhances learning and growth.</p>	<ol style="list-style-type: none"> 1. Describe how physical environment affects people. 2. Explain how to organize indoor spaces to convey important messages to students. 3. Explain how the organization of furniture is planned to accommodate a variety of activities. 4. Explain how a teacher uses technology (tape recorders, charts, computers, etc.) to enhance students' learning. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10, 12</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5, 2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(18 hours)	<ol style="list-style-type: none"> 5. Describe the safety requirements governing the placement of furniture and materials. 6. Describe how bulletin board displays are part of a functional and motivating classroom environment. 7. Describe effective ways to monitor student behavior. 8. Describe means of dealing with inappropriate behavior. 9. Describe the role and responsibilities of faculty and staff members in dealing with the discipline of students. 10. Explain how high teacher expectations can positively affect student performance. 11. Describe an effectively planned classroom environment. 12. Plan a classroom space that facilitates individual as well as small group instruction. 13. Identify effective space usage in the classroom. 14. Identify classroom routines that promote good classroom behavior. 	<p>Career Planning and Management: 3.8 Technology: 4.3 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.2, 6.4, 6.6 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.2, 10.20, 10.21 Demonstration and Application: 11.3</p> <p>CTE Pathway: A1.5, A4.4, A4.5, A5.3, A6.1, A6.2, A7.1, A7.4, A11.1, A11.2</p>
<p>C. STUDENT ASSESSMENT</p> <p>Understand various types of assessments.</p>	<ol style="list-style-type: none"> 1. Describe how and when teachers use assessment. 2. Identify the two primary types of assessment: formal and informal. 3. Explain the differences between formal and informal assessment. 4. List the characteristics of standardized assessment. 5. List the characteristics of non-standardized assessment. 6. Explain the differences between standardized and non-standardized assessment. 7. Compare a variety of assessments used to assess student learning. 8. Identify the types of assessments used by the teacher. 9. Describe how the teacher uses assessment to drive instruction. 	<p>Career Ready Practice: 1, 2, 4, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(18 hours)		<p>Demonstration and Applications: 11.1, 11.3, 11.4</p> <p>CTE Pathway: A1.5, A2.1, A2.2, A2.3, A7.1, A7.2, A7.3, A7.4, A7.5</p>
<p>D. METHODOLOGY</p> <p>Understand instructional methodology.</p> <p>(19 hours)</p>	<ol style="list-style-type: none"> 1. Describe the theory and research of multiple intelligences. 2. Define the seven different types of intelligence: musical, bodily-kinesthetic, logical-mathematical, linguistic, intra-personal, inter-personal, and spatial. 3. Identify the different types of learning modalities. 4. Define higher-order thinking. 5. List the subject areas that an elementary teacher must teach. 6. Explain how a teacher interrelates ideas and information across curricular areas. 7. Describe how teachers make subject matter accessible to all students. 8. Identify and explain the national, state, and district standards upon which daily instruction is based. 9. Identify the state frameworks upon which the instructional programs of California schools are based. 10. Describe how content for each grade level is developed. 11. Describe the components of a curriculum. 12. Explain the characteristics of a child-centered curriculum. 13. Identify the instructional practices and/or strategies use by the teacher. 	<p>Career Ready Practice: 1, 2, 4, 5, 10, 11</p> <p>CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.3, 3.4 Technology: 4.5, 4.6 Problem Solving and Critical Thinking: 5.3 Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1 Technical Knowledge and Skills: 10.1, 10.2, 10.21 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: A1.1, A1.5, A2.1, A2.2, A7.1, A7.2, A7.3, A7.4, A7.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. CURRICULUM ORGANIZATION</p> <p>Understand how effective teachers plan and design curriculum to optimize learning.</p> <p>(19 hours)</p>	<ol style="list-style-type: none"> 1. Explain how teachers organize curriculum to facilitate students' understanding of central themes, concepts, and skills in a subject area. 2. Describe how teachers interrelate ideas and information within and across curriculum to extend students' understanding. 3. Describe teaching strategies teachers use to make subject matter accessible to all students. 4. Describe how teachers plan instruction. 5. Explain how teachers use long-term and short-term goals to sequence a curriculum. 6. Explain the importance of lesson planning. 7. Describe how to create a seven-step lesson plan. 8. Describe how to create a unit of study based on a theme or topic. 9. Observe a teacher during an instructional period and identify the components of the lesson plan model being delivered. 	<p>Career Ready Practice: 1, 2, 3, 4, 10</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.4, 3.9 Technology: 4.5 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.3, 7.4 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.1, 10.2, 10.21 Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.5, A2.2, A2.3, A2.5, A7.1, A7.2, A7.3, A7.4, A7.5</p>
<p>F. STRATEGIES FOR STUDENT LEARNING</p> <p>Understand how teachers motivate and challenge students to learn.</p>	<ol style="list-style-type: none"> 1. Describe how teachers use a variety of instructional strategies to respond to students' diverse needs. 2. Describe how teachers create challenging learning environments for all students. 3. Explain how teachers actively engage students in problem solving and critical thinking. 4. Describe how concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. 5. Describe how teachers can assist students to become self-directed learners. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 9, 10, 12</p> <p>CTE Anchor: Communications: 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.6 Technology: 5.1, 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(19 hours)	<ol style="list-style-type: none"> 6. Describe strategies that teachers use to engage students in reading. 7. Describe how to prepare for a read-aloud. 8. Demonstrate the use of a variety of instructional strategies during a read-aloud. 9. Observe the teacher during a read-aloud and describe strategies being used. 10. Design and deliver a read-aloud activity using a variety of instructional strategies. 	<p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.2, 8.3, 8.4</p> <p>Leadership and Teamwork: 9.1, 9.3, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.21</p> <p>Demonstration and Application: 11.1, 11.2, 11.3</p> <p>CTE Pathway: A7.1, A7.2, A7.3, A7.4, A7.5</p>
<p>G. PROFESSIONAL DEVELOPMENT</p> <p>Understand teacher responsibilities outside of the instructional program and the need for a balanced approach to professional development.</p>	<ol style="list-style-type: none"> 1. Describe historical trends in teaching. 2. List the personal qualities that an effective teacher possesses. 3. List the professional qualities that an effective teacher possesses. 4. List options or opportunities in which teachers can participate to further professional growth. 5. Describe how teachers actively engage in reflection on their practices. 6. Describe how teachers establish and pursue professional goals. 7. Describe the importance of teachers' involvement with families, communities, school activities, and professional organizations. 8. Explain the requirements of professional growth on the matrix. 	<p>Career Ready Practice: 1, 2, 3, 7, 8, 10</p> <p>CTE Anchor:</p> <p>Communications: 2.3, 2.4, 2.5</p> <p>Career Planning and Management: 3.2, 3.5, 3.6</p> <p>Technology: 4.5</p> <p>Responsibility and Flexibility: 7.3</p> <p>Ethics and Legal Responsibility: 8.2, 8.3</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.21</p> <p>Demonstration and Application: 11.1, 11.2, 11.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(19 hours)		CTE Pathway: A1.5, A2.1, A2.2, A4.2, A5.4, A5.6, A6.2, A7.1, A7.2, A7.3, A7.4, A7.6, A8.1, A8.4, A11.1, A11.2, A11.3, A12.2
H. EMPLOYABILITY SKILLS Understand skills and knowledge needed to obtain and maintain employment.	<ol style="list-style-type: none"> 1. Describe the importance of personal goal setting. 2. Develop daily, weekly, and monthly goals. 3. List the elements of a résumé. 4. Develop a résumé using power words. 5. Describe test-taking tips, the test format, and types of questions to expect on the Scholastic Aptitude Test (SAT) and the District Proficiency Exam. 6. Describe different types of colleges. 7. Describe how to prepare for the college application process. 8. Describe college admission criteria. 9. Describe the different teacher credential programs. 10. Introduce course offerings at the community colleges. 11. Describe the articulation agreement. 12. Review matrix as a career ladder. 	Career Ready Practice: 2, 3, 4, 10 CTE Anchor: Communications: 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.9 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4 Technical Knowledge and Skills: 10.1, 10.2, 10.21 Demonstration and Application: 11.1, 11.2, 11.3 CTE Pathway: A1.5, A2.1, A2.2, A3.2, A3.4, A12.2
(6 hours)		

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, 5th 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, 2nd Edition. Teacher College Press, Teacher's College, Columbia University, 1994.

WEBSITES

www.aft.org American Federation of Teachers

www.ctc.ca.gov California Commission on Teacher Credentialing

www.cde.ca.gov/board California State Board of Educators
K-12 California Academic Content Standards for California Public Schools

www.yesiteach.org Florida Education Association's Young Educator's Source

www.pdkintl.org/studser/sfea.htm Future Educators of America

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

www.nbpts.org National Board for Professional Teaching Standards

www.nea.org National Education Association

www.teachinla.com Paraeducator Career Ladder

www.pdkinti.org/home.shtm Phil Delta Kappa International

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 – Introduction – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Effective Learning Environment – Pass all assignments and exams on effective learning environment with a minimum score of 80% or higher.

SECTION C – Student Assessment – Pass all assignments and exams on student assessment with a minimum score of 80% or higher.

SECTION D – Methodology – Pass all assignments and exams on methodology with a minimum score of 80% or higher.

SECTION E – Curriculum Organization – Pass all assignments and exams on curriculum organization with a minimum score of 80% or higher.

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

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

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

Statement for Civil Rights

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