

Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

Job Title:

Special Ed Teacher Assistant

72-25-80

Career Pathway:

Education

Education/4: Special Ed

Industry Sector:

Education, Child Development,
and Family Services

Credits: 5

Hours: 90

O*NET-SOC CODE:

25-9041.00

Course Description:

This competency-based course is the last in a sequence of four designed for teacher training. It provides students with project-based experiences in special education programs. Instruction includes an introduction, reviews of workplace safety policies and procedures, communication skills, critical thinking skills, employability skills, and resource management. Emphasis is placed on the policies, principles, and practices in special education highlighted by portfolio development based on field observations. 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:

Enrollment requires successful completion of the Education/3: Secondary Ed (72-25-70) course.

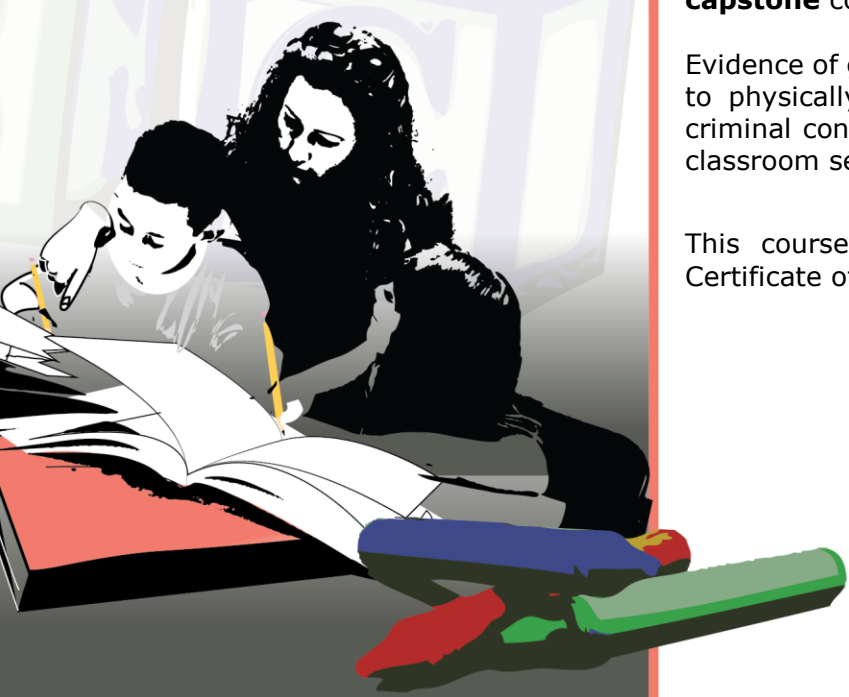
CBEDS No.:

4401

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



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

pp. 7-14

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	p. 16
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>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.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>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.</p> <p>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.</p>	
EVALUATION PROCEDURES	p. 16
<p>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.</p> <p>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.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>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.</p>	

ACKNOWLEDGMENTS

Thanks to 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.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

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/4: Special Education Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review the overall course content as a part of the Linked Learning Initiative. 3. Review classroom policies and procedures. 4. Review 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. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field. 6. Review the purpose and impact of each of the following on special education: <ol style="list-style-type: none"> a. California Department of Education (CDE) b. California Education Code (Ed. Code) c. California Commission on Teacher Credentialing (CCTC) 7. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides. 8. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. 9. Review how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees' rights as they apply to job safety b. employers' obligations as they apply to safety c. TB screening requirement d. background check requirement e. confidentiality within the program 10. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 4, 5, 6</p> <p>CTE Anchor: Career Planning and Management: 3.4, 3.6 Health and Safety: 6.4, 6.5, 6.6, 6.7 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: A4.2, A4.3, A4.4</p>
<p>B. COMMUNICATION SKILLS REVIEW</p> <p>Review, apply, and evaluate principles and practices used in effective communication.</p>	<ol style="list-style-type: none"> 1. Review the definition of communication. 2. Review the following stages of the communication process: <ol style="list-style-type: none"> a. sending/source <ol style="list-style-type: none"> i. reason for sending the message ii. content of the message b. message c. encoding <ol style="list-style-type: none"> i. avoid cultural issues ii. eliminate mistaken assumptions iii. fill in missing information d. channel <ol style="list-style-type: none"> i. face-to-face meetings 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Technical Knowledge and Skills: 10.1, 10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> ii. telephone and videoconferencing iii. written channels including letters, emails, memos and reports e. decoding - the time to read a message carefully or listen actively to it f. receiving g. feedback - verbal and nonverbal reactions to the communicated message h. context <ul style="list-style-type: none"> i. the surrounding environment ii. the broader culture (corporate culture, international cultures, etc.) 3. Review and demonstrate the following techniques to remove barriers in communication: <ul style="list-style-type: none"> a. using clear verbal and body language to avoid confusion b. being mindful of the demands on other people's time c. conversing and delivering the message to people of different backgrounds and cultures 4. Schedule field observations at a special education center and report on how the teachers' communication skills are being adapted while working with special education students and their parents. 	<p>CTE Pathway: A2.3, A5.5, A10.1, A10.2</p>
<p>C. CRITICAL THINKING SKILLS REVIEW</p> <p>Review, apply, and evaluate principles and practices used to promote critical thinking skills for students.</p>	<ul style="list-style-type: none"> 1. Review and describe the steps and procedures involved in defining and clarifying issues or problems. 2. Review the importance of the following attributes in judging information related to problem-solving: <ul style="list-style-type: none"> a. consistency b. logic c. unbiased d. unemotional e. credibility 3. Review the importance of determining the adequacy of information to justify a conclusion and to predict probable consequences. 4. Review and demonstrate the following affective techniques used to sharpen student critical thinking skills: <ul style="list-style-type: none"> a. thinking independently b. developing insight into egocentricity or socio-centricity c. exercising fair mindedness d. exploring thoughts underlying feelings and feelings underlying thoughts e. developing intellectual humility and suspending judgment f. developing intellectual courage g. developing intellectual good faith or integrity h. developing intellectual perseverance 5. Review and demonstrate the following macro-cognitive techniques used to sharpen student critical thinking skills: <ul style="list-style-type: none"> a. refining generalizations and avoiding oversimplifications 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.2</p> <p>CTE Pathway: A2.3, A5.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> b. comparing analogous situations: transferring insights to new contexts c. developing one's perspective: creating or exploring beliefs, arguments, or theories d. clarifying issues, conclusions, or beliefs e. clarifying and analyzing the meanings of words or phrases f. developing criteria for evaluation: clarifying values and standards g. evaluating the credibility of sources of information h. questioning deeply: raising and pursuing root or significant questions i. analyzing or evaluating arguments, interpretations, beliefs, or theories j. generating or assessing solutions k. analyzing or evaluating actions or policies l. reading critically: clarifying or critiquing texts m. listening critically: the art of silent dialogue n. making interdisciplinary connections o. practicing Socratic describing: clarifying and questioning beliefs, theories, or perspectives p. reasoning dialogically: comparing perspectives, interpretations, or theories q. reasoning dialectically: evaluating perspectives, interpretations, or theories <p>6. Review and demonstrate the following micro-cognitive techniques used to sharpen student critical thinking skills:</p> <ul style="list-style-type: none"> a. comparing and contrasting ideals with actual practice b. thinking precisely about thinking: using critical vocabulary c. noting significant similarities and differences d. examining or evaluating assumptions e. distinguishing relevant from irrelevant facts f. making plausible inferences, predictions, or interpretations g. evaluating evidence and alleged facts h. recognizing contradictions i. exploring implications and consequences <p>7. Schedule field observations at a special education center and report on how teaching critical thinking skills is adapted to special education students.</p>	
<p>D. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the basic principles of resource management in special education programs.</p>	<ul style="list-style-type: none"> 1. Define the following: <ul style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the management of the following resources in special education programs: <ul style="list-style-type: none"> a. time b. materials c. personnel 	<p>Career Ready Practice: 1, 4, 9, 10, 11</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> 3. List specific examples of effective management of the following resources in special education programs: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Describe the following benefits of effective resource management in special education programs: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A2.1, A2.2, A2.3, A2.4, A2.5</p>
<p>E. SPECIAL EDUCATION</p> <p>Understand, apply, and evaluate special education policies, principles, and practices.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. PL94:142, "The Education for All Handicapped Children Act" b. special education c. handicapping conditions d. exceptional children e. Individualized Education Plan (IEP) f. handicapping conditions g. disabled 2. Identify and describe the following: <ol style="list-style-type: none"> a. purpose of an IEP b. components of an IEP c. major categories of handicapping conditions d. traditional attitudes toward the disabled by family, peers, society, and educators e. program for the disabled <ol style="list-style-type: none"> i. state/federal ii. local special schools iii. special classes iv. integrated programs v. regional centers f. self-help skills and independent living skills for exceptional children to encourage self esteem g. available resources to assist an exceptional or special needs child h. parent advocacy i. gifted and talented children as special education students according to federal and state educational laws j. current trends regarding mainstreaming/inclusion of disabled children into regular classrooms k. educational requirements for working in special education programs 3. Define the term mental retardation. 4. Describe the following causes of mental retardation: <ol style="list-style-type: none"> a. genetic factors b. prenatal conditions c. birth d. post-natal 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Technical Knowledge and Skills: 10.1, 10.19, 10.20</p> <p>CTE Pathway: A5.1, A5.4, A5.5, A5.6, A5.7, A6.5, A7.3, A8.1, A8.2, A11.1, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> e. others 5. Define Down syndrome. 6. Identify and describe the following: <ul style="list-style-type: none"> a. causes of Down syndrome b. characteristics of a person with Down syndrome c. programs for the mentally retarded including those found in: <ul style="list-style-type: none"> i. schools ii. sheltered workshops iii. residential facilities 7. Define developmentally delayed. 8. Identify and describe the following: <ul style="list-style-type: none"> a. causes of developmental delays b. programs for developmentally delayed children 9. Define the following disabilities: <ul style="list-style-type: none"> a. hydrocephalic b. microcephalic c. cretinism 10. Identify and describe the following: <ul style="list-style-type: none"> a. causes of hydrocephalic and microcephalic disabilities and cretinism b. programs for children with these disabilities 11. Define the following behavioral disorders: <ul style="list-style-type: none"> a. aggression b. withdrawal c. hyperactivity d. abandonment or neglect e. battered syndrome f. autism 12. Define behavior modification/management. 13. Define projective and expressive therapeutic technique, including: <ul style="list-style-type: none"> a. art b. play therapy c. puppetry d. other activities 14. Identify and describe the following: <ul style="list-style-type: none"> a. cultural perspectives on describing and treating behavioral disorders b. conflicting cultural messages influence behavioral disorders c. influence of a different language environment on behavioral disorders d. programs to assist children with behavioral disorders e. activities to promote learning for a child with a behavioral disorder 15. Define learning disabilities. 16. Identify and describe the following: <ul style="list-style-type: none"> a. cultural perspectives on describing and treating learning disabilities b. conflicting cultural messages influence learning disabilities c. influence of a different language environment on learning disabilities d. programs to assist children with learning disabilities 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> e. activities to promote learning for a child with a learning disability 17. Define speech, auditory, and visual disabilities. 18. Identify and describe the following: <ul style="list-style-type: none"> a. structure of the ear b. structure of the eye 19. Identify and describe the following: <ul style="list-style-type: none"> a. speech delays and disorders associated with hearing impairments b. perceptual problems associated with visual impairments c. cultural perspectives on describing and treating hearing and visual disabilities d. conflicting cultural messages influence hearing and visual disabilities e. influence of a different language environment on hearing and visual disabilities f. programs to assist children with hearing and visually impaired g. activities to promote learning for a child with a hearing and/or visual disability 20. Define speech disorders. 21. Identify and describe the following: <ul style="list-style-type: none"> a. causes of speech disorders b. therapeutic techniques used to treat speech disorders 22. Define the following oral and written language disorders: <ul style="list-style-type: none"> a. aphasia b. dyslexia 23. Identify and describe the following: <ul style="list-style-type: none"> a. causes of aphasia and dyslexia b. programs for a child with aphasia and/or dyslexia c. activities to encourage oral and written communications skills 24. Define the following physical disabilities: <ul style="list-style-type: none"> a. orthopedic b. multiple 25. Define the following terms: <ul style="list-style-type: none"> a. muscular sclerosis b. muscular dystrophy c. cerebral palsy 26. Identify and describe the following: <ul style="list-style-type: none"> a. programs for a child with a physical disability b. programs for a child with multiple disabilities c. types of special equipment available 27. Define the following health impairments: <ul style="list-style-type: none"> a. AIDS b. chronic asthma c. diabetes d. epilepsy e. heart disease f. hemophilia g. HIV h. sickle cell anemia i. Tay-Sachs 	

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(65 hours)	<p>28. Identify and describe the following:</p> <ul style="list-style-type: none"> a. environmental influences on health b. function of community referral agencies and community resources c. resources available in the community: social services, parks and recreation facilities, schools, crisis centers, and respite care <p>29. Schedule field observations at a special education center and perform the following:</p> <ul style="list-style-type: none"> a. observe three special education students of different disabilities b. document their differences c. review and critique their IEPs d. create lessons and activities that support their IEPs and allow mainstreaming e. attend an IEP meeting f. review the impact of major court cases on the delivery of special education g. document number of field work hours to satisfy classroom and employment requirements <p>30. Submit a written report of field work observations and save report in portfolio.</p>	
<p>F. EMPLOYABILITY SKILLS REVIEW</p> <p>Review, apply, and evaluate the employability skills required in the educational field.</p>	<ul style="list-style-type: none"> 1. Describe employer requirements for the following: <ul style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. timeliness g. communication skills 2. Update list of potential employers through traditional and internet sources. 3. Review the role of electronic social networking in job search. 4. Update sample résumés. 5. Review the importance of filling out a job application legibly, with accurate and complete information. 6. Complete sample job application forms correctly. 	<p>Career Ready Practice: 1, 3</p> <p>CTE Anchor: Communications: 2.3, 2.4 Career Planning and Management: 3.2, 3.3, 3.4, 3.8 Technology: 4.3 Problem Solving and Critical Thinking: 5.2 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A1.2, A1.3, A1.4, A1.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> 7. Create a checklist for the contents for the student portfolio that includes: <ol style="list-style-type: none"> a. table of contents b. cover letter c. résumé d. letters of recommendation e. lesson plans that align to the California State Model Standards f. field work reports and essays 8. Review the importance of enthusiasm on a job. 9. Review the importance of appropriate appearance on a job. 10. Review the importance of the continuous upgrading of teaching skills. 11. Review classroom management techniques as a method of establishing a positive relationship with the students. 12. Review and demonstrate appropriate interviewing techniques. 13. Review the informational materials, resources, and portfolio contents needed to be successful in an interview. 14. Review and demonstrate appropriate follow-up procedures. 	

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Sadker, David M., Karen Zittleman and Myra P. Sadker. Teachers, Schools, and Society, 9th Edition. McGraw-Hill, December 2009.

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Association for Supervision and Curriculum Development, March 2007.

Gregory, Gayle H and Carolyn Chapman. Differentiated Instructional Strategies: One Size Doesn't Fit All. 2nd Edition. Corwin Press, October 2008.

Harvey, Stephanie and Anne Goudvis. Strategies That Work: Teaching Comprehension for Understanding and Engagement. Stenhouse Publishers, July 2007.

McMunn, Nancy D. and Susan M. Butler. Teacher's Guide to Classroom Assessment: Understanding Assessment to Improve Student Learning. Wiley, John & Sons, Incorporated, March 2006.

Orlich, Donald C., et al. Teaching Strategies: A Guide to Effective Instruction, 9th Edition. Cengage Learning, January, 2009.

Saphier, Jon. Skillful Teacher: Building Your Teaching Skills. Research for Better teaching, Incorporated, January 2008.

Schmoker, Michael J. Results Now: How We Can Achieve Unprecedented Improvement in Teaching and Learning. Association for Supervision and Curriculum Development, July 2006.

Career Technical Education Model Curriculum Standards. California Department of Education, May 2005.

High School Academic Content Standards. California Department of Education, 1997.

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. Lectures and discussions
- B. Multimedia presentations
- C. Demonstrations and participation
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

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

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

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

SECTION D – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION E – Special Education – Pass all assignments and exams on special education with a minimum score of 80% or higher.

SECTION F – Employability Skills Review – Pass all assignments and exams on employability skills review 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.
