Course Outline

Education, Child Development, and Family Services **REVISED: August/2017**

Job Title:
Elementary Ed Teacher Assistant

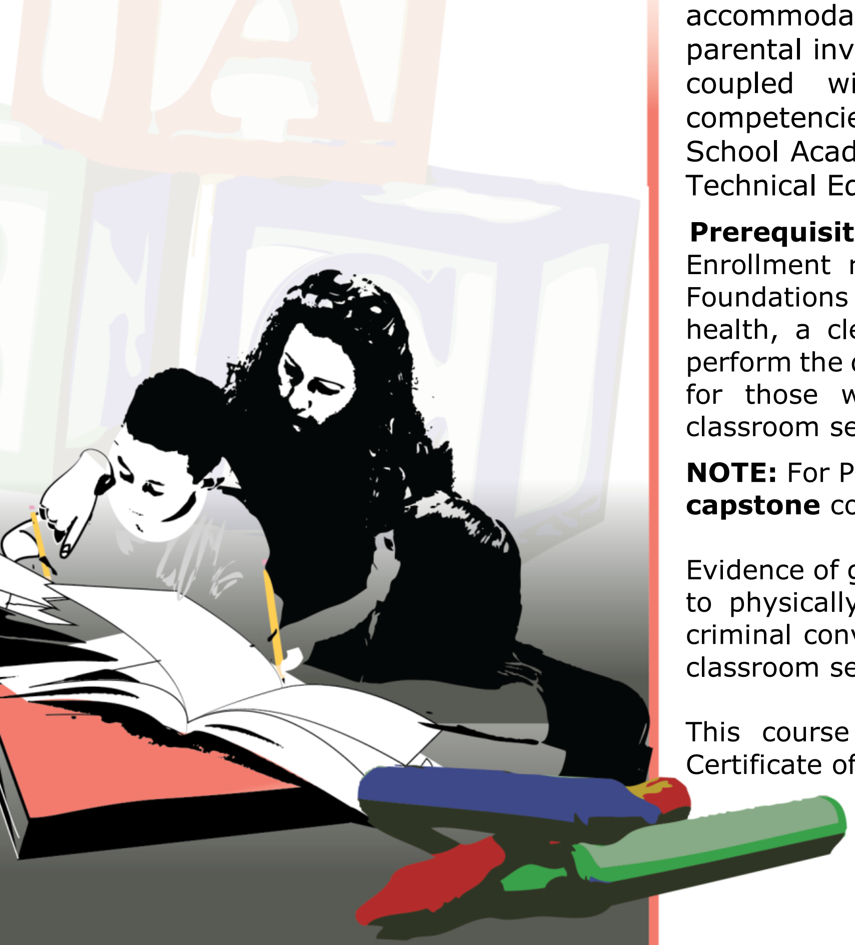
Career Pathway:
Education

Industry Sector:
Education, Child Development, and Family Services

O*NET-SOC CODE:
25-9041.00

CBEDS Title:
Teaching Careers or Careers in Education

CBEDS No.:
4401



72-25-60

Education/2: Elementary Ed

Credits: 5 **Hours:** 90

Course Description:
This competency-based course is the second in a sequence of four designed for teacher training. It provides students with project-based experiences in elementary educational programs. Instruction includes an introduction and reviews of workplace safety policies and procedures, techniques on communication and critical thinking, and employability skills. Emphasis is placed on the principles and theories of human development and growth and their educational impact on elementary school age students. Research-based information on program goals, health and nutrition, curriculum planning, teaching, testing and assessment, classroom management, accommodating/mainstreaming special education students, parental involvement, and professional growth are highlighted coupled with field observations and experiences. 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:
Enrollment requires successful completion of the Education/1: Foundations of Education (72-25-50) course. Evidence of good health, a clear tuberculosis screening, the ability to physically perform the duties required and a screening for criminal conviction for those with prior contact with children in a community classroom setting are also required.

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.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Couseling 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	pp. 7-19

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 pp. 21

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 JOHN ALVAREZ 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).

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/2: Elementary Education*** *Course*

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. INTRODUCTION AND SAFETY Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations. (3 hours)	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 elementary education: 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: 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.	**Career Ready Practice:** 1, 2, 3 **CTE Anchor:** Communications: 2.1 Career Planning and Management: 3.4, 3.9 Health and Safety: 6.2, 6.3, 6.5, 6.7 Responsibility and Flexibility: 7.8 Ethics and Legal Responsibilities: 8.2, 8.3, 8.7 Leadership and Teamwork: 9.2, 9.7 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1 **CTE Pathway:** C1.2, C1.3, C1.4, C2.3, C3.1, C3.2, C3.3, C4.3, C4.4, C5.1, C5.2, C5.4, C6.1, C7.2, C7.5, C9.1, C10.4, C11.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
B. COMMUNICATION SKILLS REVIEW Review, apply, and evaluate principles and practices used in effective communication. (5 hours)	1. Review the definition of communication. 2. Review the following stages of the communication process: a. sending/source i. reason for sending the message ii. content of the message b. message c. encoding i. avoid cultural issues ii. eliminate mistaken assumptions iii. fill in missing information d. channel i. face-to-face meetings 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 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: 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. Working with a partner, demonstrate one of the following techniques before the class: 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	**CTE Ready Practice:** 2, 9 **CTE Anchor:** Communications: 2.1, 2.2, 2.3 **CTE Pathway:** C9.1, C9.2
C. CRITICAL THINKING SKILLS REVIEW Review, apply, and evaluate principles and practices used to promote critical thinking skills for students.	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: a. consistency b. logic c. unbiased d. unemotional e. credibility	**CTE Ready Practice:** 5 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	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: 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: a. refining generalizations and avoiding oversimplifications 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 discussion: clarifying and questioning beliefs, theories, or perspectives p. reasoning dialogically: comparing perspectives, interpretations, or theories q. reasoning dialectically: evaluating perspectives, interpretations, or theories 6. Review and demonstrate the following micro-cognitive techniques used to sharpen student critical thinking skills: 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	**CTE Pathway:** C7.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	g. evaluating evidence and alleged facts h. recognizing contradictions i. exploring implications and consequences	
D. RESOURCE MANAGEMENT Understand, apply, and evaluate the basic principles of resource management in elementary education programs. (2 hours)	1. Define the following: a. resources b. management c. sustainability 2. Describe the management of the following resources in elementary education programs: a. time b. materials c. personnel 3. List specific examples of effective management of the following resources in elementary education programs: a. time b. materials c. personnel 4. Describe the following benefits of effective resource management in elementary education programs: a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.	**CTE Ready Practice:** 12 **CTE Anchor:** Responsibility and Flexibility: 7.1 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C1.3, C10.1
E. THEORIES OF HUMAN DEVELOPMENT AND GROWTH Understand, apply, and evaluate the major principles and theories of human development and growth.	1. Review the background and contributions of the following social scientists/authors: a. Sigmund Freud (1856-1939) b. Erik Erikson (1902-1994) c. Jean Piaget (1896-1980) d. B.F. Skinner (1904-1990) e. Abraham Maslow (1908-1970) f. Arnold Gesell (1880-1961) g. Alfred Binet (1857-1911) 2. Review the following phases/stages (psychosocial crises) of socialization developed by Erikson: a. trust vs. mistrust (hope): 0-2 years of age b. autonomy vs. shame (will): 2-3 years of age c. initiative vs. guilt (purpose): 3-6 years of age d. industry vs. inferiority (competence): 6-12 years of age e. identity vs. identity diffusion (fidelity): 13-18 years of age f. intimacy vs. isolation (love) g. generativity vs. self-absorption (care) h. integrity vs. despair (wisdom)	**CTE Ready Practice:** 1 **CTE Anchor:** Technical Knowledge and Skills: 10.1 **CTE Pathway:** C5.1, C5.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	3. Describe the educational implications and applications of Erickson's industry vs. inferiority: 6-12 years of age in elementary schools. 4. Review the following stages of moral development developed by Kohlberg: a. obedience and punishment orientation b. individualism and exchange c. good interpersonal relationships d. maintaining the social order e. social contract and individual rights f. universal principles 5. Describe the educational implications and applications of Kohlberg's moral stages in elementary school. 6. Review the following hierarchy of human needs developed by Maslow: a. physiological b. safety/security c. love/belonging d. esteem e. self-actualization 7. Describe the educational implications and applications of Maslow's hierarchy of human needs in elementary education. 8. Describe the following and their implications and applications in elementary education: a. Piaget's theory of cognitive development b. Skinner's theory of behaviorism and learning c. Gesell's theory of biological maturation d. Binet's theory of intellectual development	
F. THE ELEMENTARY SCHOOL AGE CHILD Understand, apply, and evaluate the basic principles of physical, intellectual, social, and emotional development of elementary school age children	1. Identify the behavioral patterns typical of elementary school age children. 2. Identify three critical issues which occur during the elementary school years. 3. Identify community resources which deal with the needs of elementary children. 4. Describe the educator's role when dealing with elementary school age children. 5. Describe the importance of establishing daily routines for elementary children. 6. Describe the importance of placing one's own developmental stage in the context of human needs and the ability to succeed. 7. Cite and record on charts or tables examples of the following: a. stage of personality development Industry vs. Inferiority as defined by Erickson b. elementary school age's needs based on Maslow's theory c. daily routines for elementary school age children	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.1, 10.8 **CTE Pathway:** C5.1, C6.1, C6.2, C11.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	8. Schedule field observations at an elementary school and perform the following: a. observe three elementary school students of different ages b. document their developmental differences based on Erickson and Kohlberg's views c. document number of field work hours to satisfy classroom and employment requirements 9. Submit a written report of field work observations and save in portfolio.	
G. PROGRAM GOALS Understand, apply, and evaluate principles and practices used to establish elementary program goals. (3 hours)	1. Define the following: a. program goals b. program objectives 2. Describe how the following activities satisfy program goals and objectives in elementary education: a. developmentally appropriate program activities b. activities that foster respect and acceptance of various cultural and ethnic groups c. activities that promote English language arts and math skills d. activities that promote critical thinking and problem-solving skills 3. Schedule field observations at an elementary school and perform the following: a. review three program goals b. document their plan of action based on Maslow's views c. document number of field work hours to satisfy classroom and employment requirements 4. Submit a written report of field work observations and save in portfolio.	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C1.3, C2.3
H. CURRICULUM PLANNING Understand, apply, and evaluate principles and practices used to plan elementary school curriculum.	1. Review the definitions of the following: a. California Model Curriculum Standards b. curricular goals c. curriculum d. course outline e. syllabus f. lesson plan g. Bloom's Taxonomy h. Revised Bloom's Taxonomy (RBT) i. Career Technical Education (CTE) j. competency k. Competency-Based Education l. Standards-Based Education	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge ad Skills: 10.1, 10.3 **CTE Pathway:** C7.1, C7.5, C7.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	2. Review the following components of a lesson plan: a. objectives and goals b. anticipatory set c. direct instruction d. guided practice e. closure f. independent practice g. required materials and equipment h. assessment and follow-up 3. Schedule field observations at an elementary school and perform the following: a. create a checklist of the components of a lesson plan b. observe three different teachers c. use the checklist to review the alignment of the teachers' lesson plans with Bloom's Taxonomy and the district and/or state standards d. document number of field work hours to satisfy classroom and employment requirements 4. Submit a written report of field work observations and save report in portfolio. 5. Create a series of lessons that synthesizes the components of a lesson plan and field work observations.	
I. TEACHING STRATEGIES Understand, apply, and evaluate the theory, principles and practices used to promote effective instructional strategies in elementary schools.	1. Review the definition of learning style. 2. Describe the elementary school implications and applications of the following learning styles: a. visual learning b. auditory learning c. kinesthetic/tactile learning 3. Describe the importance of using a variety of instructional strategies to maximize the various learning styles of elementary school students. 4. Review the definition of scaffolding instruction. 5. Review the following scaffolding instructional strategies: a. activating prior knowledge b. offering a motivational context c. breaking a complex task into easier, more "doable" steps d. showing students an example of the desired outcome before they complete the task e. modeling the thought process for students through "think aloud" talk f. offering hints or partial solutions to problems g. using verbal cues h. teaching students chants or mnemonic devices i. facilitating student engagement and participation j. displaying a historical timeline to offer a context for learning	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C5.1, C6.2, C11.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	k. using graphic organizers l. teaching key vocabulary terms before reading m. guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action n. asking questions while reading o. suggesting possible strategies for the students to use during independent practice p. modeling an activity for the students before they are asked to complete the same or similar activity q. asking students to contribute their own experiences that relate to the subject at hand 6. Schedule field observations at an elementary school and perform the following: a. create checklists of learning styles and scaffolding instructional strategies b. observe two consecutive teacher lesson presentations c. use the checklists to identify the teachers' scaffolding instructional strategies and student learning styles d. analyze the alignment of the scaffolding instructional strategies with the student learning styles e. document number of field work hours to satisfy classroom and employment requirements 7. Submit a written report field work observations and save report in portfolio.	
J. TESTING AND ASSESSMENT Understand, apply, and evaluate principles and practices used to promote effective testing and assessment in elementary, schools.	1. Review the definitions of the following and give examples of each: a. measurement b. measurable outcomes c. rubric d. testing i. informal testing ii. formal testing e. assessment i. reliable assessment ii. valid assessment f. standardized testing i. norm-referenced assessment ii. standards-based testing (criterion-referenced testing) 2. Review the features and purposes of the following measurements: a. quizzes b. chapter tests c. examinations d. worksheets e. written essays	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C7.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	f. cooperative learning activities g. hands-on experiments h. oral discussions i. question-and-answer sessions j. class projects 3. Review the importance of the following in meeting the curricular goals: a. identifying the criteria or set of standards used for a rubric b. rubric's direct tie to the stated curricular goals c. communication of rubric standards to the students prior to the completion of their work 4. Schedule field observations at an elementary school and perform the following: a. create a checklist of measurements b. observe a teacher lesson presentation c. identify and document stated curricular goals d. identify and document teachers' measurements e. identify the rubric f. analyze the alignment of the rubric with the curricular goals g. analyze the ease and transparency of grading h. document the number of field work hours to satisfy classroom and employment requirements 5. Submit a three-paragraph analysis of the observations and save in portfolio.	
K. CLASSROOM MANAGEMENT Understand, apply, and evaluate principles and practices used to promote effective elementary classroom management.	1. Define the following: a. disruption b. interruption c. fairness d. classroom discipline e. classroom management 2. Describe and demonstrate the following classroom management techniques based on Skinner's theory: a. creating a discipline plan appropriate for elementary school age children b. establishing classroom rules and regulations c. ensuring rules are understandable and achievable d. treating all students equitably e. dealing with disruptions with minimum interruption f. avoiding confrontations to keep order and discipline in class g. diffusing disruptions effectively h. maintaining high expectations in class i. preparing additional lessons and activities as fillers and/or backups j. starting fresh everyday k. being consistent in applying classroom management techniques	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C6.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	3. Schedule field observations at an elementary school and perform the following: a. create a checklist of classroom management techniques b. observe three different teachers c. use the checklist to review the teachers' classroom management styles d. analyze the teachers' classroom management style based on Skinner's theory e. document number of field work hours to satisfy classroom and employment requirements 4. Submit a three-paragraph analysis of the observations and save in portfolio.	
L. HEALTH AND NUTRITION Understand, apply, and evaluate principles and practices used to promote health, safety, and nutrition in elementary schools.	1. Identify signs of a healthy elementary school age child. 2. Describe and demonstrate procedures to sanitize classroom equipment. 3. Identify and report signs of illness or discomfort in children in an appropriate manner. 4. Describe procedures and regulations dealing with health, safety, and abuse. 5. Describe child abuse reporting laws with which educators must comply. 6. Identify safety factors that contribute to a safe environment for elementary school age children and review emergency procedures for fire and earthquakes. 7. Monitor the children's safety during indoor and outdoor play times. 8. Obtain training in Cardiopulmonary Resuscitation (CPR) and Standard First Aid, preferably through the American Red Cross Child Care Program. 9. Describe the value of good nutrition. 10. Describe the importance of a well-balanced menu for school setting. 11. Schedule field observations at an elementary school and perform the following: a. create a checklist of: i. the components of a lesson plan ii. the different types of instructional strategies iii. the different types of testing measurements b. observe a health lesson presentation c. use the checklist to identify and document the teacher's : i. lesson plan components ii. instructional strategies iii. testing measurements d. analyze student participation based on Skinner's views	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and management: 3.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C3.2, C4.3, C4.4, C8.1, C8.3, C8.4, C8.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	e. document number of field work hours to satisfy classroom and employment requirements 12. Submit a written report of field work observations and save report in portfolio.	
M. SPECIAL EDUCATION STUDENTS Understand, apply, and evaluate teaching and learning principles and policies necessary to adapt an environment that will meet the needs of exceptional children in an elementary setting. (5 hours)	1. Define the following: a. PL94:142, "The Education for All Handicapped Children Act" b. special education c. handicapping conditions d. exceptional children e. mainstreaming 2. Describe the following within the context of elementary education: a. major categories of handicapping conditions b. critical learning periods and teachable moments for exceptional children c. procedures used in identifying the exceptional child d. major considerations in planning a daily schedule for exceptional children e. support services needed to assist parents of exceptional children f. examples of integration of special needs children g. advantages of a developmental approach for the integrated preschool h. special needs of children who are gifted and how these needs can be met 3. Define Individualized Education Plan (IEP). 4. Review and discuss the components of an acceptable IEP. 5. Review and demonstrate the integration of speech, occupational, mobility and physical therapies into the educational program of students with special needs. 6. Schedule field observations at an elementary school and perform the following: a. observe a special ed student attending the school b. document the accommodations provided for the special ed student c. procure a sample of an IEP d. fill out an IEP form based on the observation e. document the number of field work hours to satisfy classroom and employment requirements 7. Submit a written report of field work observations and save report in portfolio.	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
N. PARENTAL INVOLVEMENT Understand, apply, and evaluate principles and practices used to promote effective school-home communication and parental involvement in elementary schools. (3 hours)	1. Define the following: a. parental involvement/participation b. on-going communication 2. Identify and discuss the following: a. benefits of on-going communication and parent participation in elementary school programs and activities b. necessary information that needs to be posted daily, weekly, monthly, and annually c. cultural differences that affect parenting practices d. resources for obtaining current news and information to share with families e. community agencies that offer counseling and/or support services for elementary school students and parents f. ways to recruit parents as regular volunteers 3. Schedule a visit to an elementary school and perform the following: a. observe the degree of parental involvement b. document the extent of parental participation c. procure samples of daily, weekly, monthly, and annual bulletins and flyers d. review the school's parent orientation program e. critique the school's "Parent Handbook" f. document the number of field work hours to satisfy classroom and employment requirements 4. Submit a written report of field work observations and save report in portfolio.	**CTE Ready Practice:** 1 **CTE Anchor:** Career Planning and Management: 3.4 Technical Knowledge and Skills: 10.5, 10.5, 10.13 **CTE Pathway:** C5.2
O. PROFESSIONAL DEVELOPMENT Understand, apply, and evaluate principles and practices used to promote professional growth and development.	1. Review the definitions of the following: a. self-improvement b. professional growth c. staff turnover d. burnout e. job stress 2. Review and describe the following: a. career options for educators b. establishing goals for self-improvement c. certification requirements and continuing education opportunities d. responsibilities of employers to provide professional development opportunities e. responsibilities of employees to access professional development opportunities f. community agencies and workshop sources offering professional development opportunities g. further education/training	**CTE Ready Practice:** 1, 3 **CTE Anchor:** Career Planning and Management: 3.4, 3.9 **CTE Pathway:** C1.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	h. reasons for high staff turnover and its impact on students and staff i. ways of preventing staff burnout and minimizing job stress 3. Schedule a visit at an elementary school and perform the following: a. gather evidence showing professional development opportunities b. document number of field work hours to satisfy classroom and employment requirements 4. Submit a written report of field work observations and save in portfolio.	
P. EMPLOYABILITY SKILLS REVIEW Review, apply, and evaluate the employability skills required in the educational field. (2 hours)	1. Review employer requirements for the following: 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. 7. Create a checklist for the contents for the student portfolio that includes: 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.	**CTE Ready Practice:** 1, 3, 9 **CTE Anchor:** Communications: 2.1, 2.3, 2.4 Career Planning and Management: 3.4, 3.8, 3.9 Leadership and Teamwork: 9.2, 9.3 Technical Knowledge and Skills: 10.1 **CTE Pathway:** C3.3, C6.4

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 – 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 –The Elementary School Age Child – Pass all assignments and exams on the elementary school age child with a minimum score of 80% or higher.

SECTION G – Program Goals – Pass all assignments and exams on program goals with a minimum score of 80% or higher.

SECTION H – Curriculum Planning – Pass all assignments and exams on curriculum planning 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 – Health and Nutrition – Pass all assignments and exams on professional development with a minimum score of 80% or higher.

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

SECTION N – Parental Involvement – Pass all assignments and exams on parental involvement with a minimum score of 80% or higher.

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

SECTION P – 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.