



Careers in Education OUTLINE

DESCRIPTION:

Careers in Education are designed to provide students with the knowledge of career opportunities in the field of teaching and other school site educational professions. Career preparation standards, which include basic academic, safety, communication, interpersonal and problem-solving skills, are integrated throughout the class. Active class participation is enhanced by fieldwork at school sites under the guidance of a mentor teacher. All students are required to observe and/or participate in a variety of settings and classrooms at the elementary, middle, and high school levels. The class helps prepare students for entry into college or university teacher training programs. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

- A. Pre-requisite: None
- B. Length: One year
- C. Sector: Education, Child Development, & Family Services
- D. Pathway: Education

O*Net SOC Codes	
Code #	Title
25-2021.00	Elementary School Teachers
25-2022.00	Middle School Teachers
25-2031.00	Secondary School Teacher
25-9041.00	Teacher Assistants

Orientation
<ul style="list-style-type: none">A. Introduce the course and facilities.B. Discuss the syllabus and major objectives.C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom aspect of the program if applicable.H. Discuss the “next steps” related to additional education, training, and employment.I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none">A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.B. Read and interpret written information and directions.C. Practice various forms of written communication appropriate to the occupation.D. Practice positive body language skills.E. Practice professional verbal skills for resolving a conflict.F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none">A. Demonstrate positive teamwork skills by contributing to a group effort.B. Practice the importance of diversity awareness and sensitivity in the workplace.C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.D. Practice participation skills.E. Identify different personality types and strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.
3. Employability Skills

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.
- G. Recognize good housekeeping as a safety issue.
- H. Identify safety hazards commonly found in the workplace.
- I. Explain the importance of CAL-OSHA.
- J. Define and discuss ergonomics in relationship to the working environment.
- K. Discuss the electrical hazards of working with electronic equipment.
- L. Describe Universal Precautions for dealing with infectious hazards.

6. Teaching Careers

- A. List State credential requirements.
- B. Determine the academic requirements necessary for a career in teaching.
- C. Identify skills tested on the CBEST and CSET.
- D. Describe the roles and responsibilities of teachers and instructional assistants as faculty members, evaluators, counselors, diplomats, disciplinarians, curriculum designers, and learners.
- E. Describe the ethical and legal roles and responsibilities of teachers in regards to: confidentiality, child abuse reporting, indicators of child abuse and neglect, and California Education Code and Title V Regulations.
- F. Describe professional and labor organizations for teachers.
- G. Identify the intrinsic and extrinsic benefits of a teaching career.
- H. Identify different teaching styles.
- I. Describe the California Beginning Teacher Support and Assessment System (BTSA).
- J. Describe ways to prepare for the credentialing exams.

7. California Schools

- A. Describe the characteristics of an effective school.
- B. Describe how schools are governed.
- C. Identify various methods of organizing and managing schools.
- D. Identify the various types of schools.

8. Current Issues in Education

- A. Explain issues of accountability in schools: e.g., Adequate Yearly Progress (AYP), High School Exit Exam (HSEE), No Child Left Behind, Common Core State Standards, and WASC.
- B. Explain how assessment impacts instruction.
- C. Explain multi-culturalism.
- D. Describe current trends in school restructuring.
- E. Identify societal expectations for schools.
- F. Identify types of technology used in schools.

9. Growth and Development of Children and Adolescents

- A. Identify the growth and development characteristics of children in middle childhood and adolescence in the areas of: social, emotional, physical, and intellectual development.
- B. Identify various types of parent/child and family structures.
- C. Compare various theories of intellectual development.
- D. Describe factors influencing childhood development: e.g., hereditary, social, environmental.

E. Identify cultural differences in families.

10. Child Guidance and Classroom Management

- A. Describe Special Education (SPED), Gifted and Talented Education (GATE), and Advancement Via Individual Determination (AVID), Career and Technical Education (CTE), and Learning Pathways.
- B. Describe the needs of English Language Learners (ELL).
- C. Describe and demonstrate guidance techniques and behavior modifications, appropriate to the stages of development.
- D. Describe a typical school-wide discipline plan as it applies to the classroom (e.g., Positive Behavior Interventions and Supports, PBIS).
- E. Compare and contrast discipline techniques for middle and high schools.
- F. Describe the roles of on-site or school district educational professionals: Counselor, Psychologist, Nurse, Campus police, Instructional Aides.
- G. Explain the concept of self-image.
- H. Describe methods to develop independence and self-help skills in children.

11. Principles of Learning and Teaching

- A. Identify various learning styles.
- B. Describe techniques for motivating learners.
- C. Describe the elements in an effective learning environment.
- D. Create and present a lesson based on a theme or concept.
- E. Describe questioning techniques to check for understanding.
- F. Identify effective assessment and grading systems.
- G. Identify research based instruction/methodology.
- H. Identify key components of curriculum and explain curriculum development.
- I. Discuss the importance of critical thinking and reading skills in education.
- J. Describe the purpose of integrating curriculum.

12. Lesson Plan Development

- A. Develop lesson plan(s) that incorporate CA State Standards.
- B. Present a lesson plan.
- C. Describe the benefits of a hands-on approach to teaching (e.g., project based learning).
- D. Explain the relationship of curriculum to real world issues.
- E. Describe methods for integrating academic and career education (e.g., work based learning).
- F. List the components of a lesson plan.
- G. Describe effective use of curriculum materials/texts.
- H. Describe strategies for adapting lessons for special populations.

- I. Develop appropriate assessment techniques for each lesson.
- J. Develop lesson plans for: individuals, small groups, whole classes.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
1. Students will interview educators on campus to determine their roles and responsibilities in their positions. In teams, students will compare and contrast results, noting differences among the responses.	1A, B 2F, G, J 6D, E, G 8E 10F 11A-J	2 5 9 10 11	2 8 9	C1.0 C2.0	LS 11-12.1 LS 11-12.2 LS 11-12.3 WS 11-12.1 WS 11-12.4 WHSST 11-12.1
2. Students will take on the role of a college recruiter, developing a brochure for a teacher credentialing program using computer software.	1A, B 2J 3G, I 6A-D, H, I	2 4 5 10 11	2 3	C3.0	LS 11-12.1 LS 11-12.2 WS 11-12.2 WS 11-12.4 WS 11-12.5 WS 11-12.6
3. Using the internet, teams of students will research the governance and organizational structure, facilities, and personnel relationships of a particular school type in the state of California. Teams will present their findings using electronic media to class.	1A, B, D 2A, D, I, J 7A-D	2 4 9 11	2 4	C1.0 C7.0	LS 11-12.1 WS 11-12.1 WS 11-12.2 WS 11-12.4 WS 11-12.6 WHSST 11-12.1
4. Students will take on the role of a lobbyist whose goal is to persuade legislators that a particular educational issue needs to be addressed/corrected.	1A, B, D 2J 8A-F	2 4 5 10 11	1 5	C1.0 C7.0	LS 11-12.1 WS 11-12.1 WS 11-12.2 WS 11-12.4 WS 11-12.6 WHSST 11-12.1

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. Students will observe a child between the ages of 5 – 18, identifying their development in the areas of social, emotional, physical, and intellectual growth and completing an observation form.	1B, C 2J 9A	1 2 9	10	C5.0	WS 11-12.7
6. Students will develop a 10 minute lesson plan based on a theme that incorporates strategies to support various learning styles. Students will implement their lesson plan with the class, demonstrating the ability to check for understanding.	1A, B, D, F 2J 11A, D-F 12B, F-J	2 5 10	2 5	C7.0 C10.0	LS 11-12.1 WS 11-12.1 RLST 11-12.9
7. Students will critique lesson plans acquired from the internet. They will identify necessary lesson plan components; identify techniques embedded for various learning styles; and determining the clarity of instructions.	1A, B 11A, B 12F-I	1 2 5	5	C7.0 C10.0	LS 11-12.1 LS 11-12.2 WS 11-12.1
8. Students will write a lesson plan that identifies a CA State standard and the activities they will use to connect the class content to the real-world.	1A, B, D 2J 11A, D-F 12A, B, D-J	2 5 10	2 5	C7.0 C10.0	LS 11-12.1 WS 11-12.1 RLST 11-12.9

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately 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 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 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 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 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.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Education, Child Development, and Family Services - Education Pathway

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 class 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.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LS 11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading Standards for Literacy in Science and Technical Subjects

RLST 11-12.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.1: Write arguments focused on discipline-specific content.

Writing Standards

WS 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

WS 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings, graphics (e.g., figures, tables, and multimedia when useful to aiding comprehension).
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topics.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topics).

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.