

# Educational Therapy and Support II

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| <b>Primary Career Cluster:</b>                   | Education & Training   |
| <b>Course Contact:</b>                           | <a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>   |
| <b>Course Code(s):</b>                           | C32H13   |
| <b>Prerequisite(s):</b>                          | <i>Educational Therapy and Support I</i> (C32H12)  |
| <b>Credit:</b>                                   | 1  |
| <b>Grade Level:</b>                              | 10   |
| <b>Focus Elective - Graduation Requirements:</b> | This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.   |
| <b>POS Concentrator:</b>                         | This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.  |
| <b>Programs of Study and Sequence:</b>           | This is the second course in the program <i>Educational Therapy and Support</i> program of study.  |
| <b>Aligned Student Organization(s):</b>          | Family, Career and Community Leaders of America (FCCLA):<br><a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a>  |
| <b>Coordinating Work-Based Learning:</b>         | Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</a> .   |
| <b>Promoted Student Industry Credentials:</b>    | Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a> |
| <b>Teacher Endorsement(s):</b>                   | Any teacher who has completed an educator preparation program and has a current practitioner or professional educator license in secondary education covering grade spans 6-12.  |
| <b>Required Teacher Certifications/Training:</b> | All teachers who teach courses within this program of study MUST attend the required teacher training provided by the Department of Education.   |
| <b>Teacher Resources:</b>                        | <a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html</a><br>Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>   |

## Course-At-A-Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21<sup>st</sup> Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

### Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-5** | Invite an industry professional to discuss human development.
- **Standards 6-13** | Complete an integrated project with an industry professional.
- **Standards 14-17** | Discuss career pathways with an industry mentor.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

## Course Description

*Educational Therapy and Support II* is an intermediate course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. This course covers the components of human development, educational methodology, career pathways, and ethics and legal responsibilities. Students will conduct observations of educator professionals at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will be able to pursue more advanced course work needed to become a school counselor, school psychologist, school social worker, or other specialized school service personnel.

## Program of Study Application

This is the second course in the *Educational Therapy and Support* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html>.

## Course Standards

### Human Development

- 1) Illustrate and describe of the parts of the human brain, detailing their principle functions as they relate to physical, emotional, and cognitive development. Draft a companion representation of the stages of human development. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning.
- 2) Analyze the factors that contribute to personality and investigate several research-based personality assessment tools. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.
- 3) Using relevant information from multiple print and electronic resources, compare and contrast the “ages and stages” identified by influential child development theorists. Evaluate the relationship between child development and how children learn and cite textual evidence to support the hypothesis.
- 4) Refer to research on educational theories, analyze the importance of evaluation and application of developmental theories to address problems within a school. Create an illustrative guide to help school-aged (ages six to twelve) students understand reasoning behind consequences of actions or behaviors that will alleviate problems that arise in the future.
- 5) Prepare an informational artifact for teachers justifying activities and techniques that optimize the development of school-age children, include real life examples.

## Educational Methodology

- 6) Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:
  - a. Visual/Spatial Learners
  - b. Auditory/Verbal/Linguistic Learners
  - c. Analytic Learners
  - d. Kinesthetic or Tactile Learners
  - e. Global Learners
- 7) Using academic journals and news articles, investigate how social, cultural, and economic factors, including internal and external factors, of the school building influence student learning and student behavior. Assess the extent to which reasoning and evidence in a specific text support the author's claim.
- 8) Citing research from case studies and academic journals, determine the most appropriate methods to address issues of diversity in instructive and culturally sensitive ways. Write recommendations for a diversity policy that contributes to a positive school environment and benefits all students.
- 9) Research and identify an educational issue with conflicting data and viewpoints, explain the similarities and differences. Using inductive and deductive reasoning and citing sources, state a position and describe the effects the position could impose in an educational setting.
- 10) Demonstrate how education professionals utilize perspective-taking and conflict resolution skills to enhance instruction and learner achievement. Using strong communication skills, encourage multiple opinions and feedback from an audience. Identify solutions that meet needs of all parties involved.
- 11) Compare and contrast various types of childhood care services and include information about relevant regulations and licensure requirements. Explain school services personnel responsibilities in an early childhood care facility or program. Example childcare facilities and programs include, but are not limited to, the following:
  - a. Day care centers
  - b. Elementary school
  - c. Head Start
  - d. Montessori School
  - e. Preschool
- 12) Differentiate between formative and summative assessments by comparing and contrasting the characteristics of each and describing appropriate times to employ each in an instructional setting. Articulate how each type of assessment can be used to evaluate, modify, and inform effective instruction and justify their importance.

- 13) Utilizing multiple strategies (e.g., research, observation, interview, or consultation), determine the needs of diverse learners. Appraise multiple assessment tools, including state and federal assessments, and identify and explain the process to align and modify assessment tools to learner needs and characteristics.

### **Ethics and Legal Responsibilities**

- 14) Research the Children’s Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize and create acceptable-use policies for students that are appropriate at different developmental milestones.

### **Career Pathways**

- 15) Discuss strategies and techniques used to raise awareness of learners’ needs. Prepare a persuasive artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) advocating to raise awareness of a specific need. Use multiple resources to support your claim, citing specific evidence.
- 16) Synthesize innovative research studies and trends to construct a vision of success for all learners. Identify learning goals, needs of diverse learners, and apply educational theories and strategies to create the vision of success. Create an illustrative guide that outlines the plans and processes to implement the vision.
- 17) Citing research from case studies and academic journals, determine the most appropriate methods to engage diverse stakeholders in the community. Research community relations models, community engagement programs, and marketing strategies. Create a plan for media relations and stakeholder partnerships for a local school, identifying strengths and weaknesses.

### **The following artifacts will reside in the student’s portfolio:**

- Human Development Informational artifacts
- Illustrative guide for School-Age Students
- Educational Theorists artifacts
- Learning Styles artifacts
- Influences on Student Behavior artifacts
- Recommendations for Diversity Policy
- Information on Educational Issues
- Educational Methodology artifacts
- Internet Safety artifacts
- Vision of Success artifact
- Community Relations artifacts

### **Standards Alignment Notes**

\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.