



Educational Therapy and Support III

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H14
Prerequisite(s):	<i>Educational Therapy and Support I</i> (C32H12) and <i>Educational Therapy and Support II</i> (C32H13)
Credit:	1
Grade Level:	11
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
POS Concentrator:	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.
Programs of Study and Sequence:	This is the third course in the program <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	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 https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	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.
Required Teacher Certifications/Training:	All teachers who teach courses within this program of study MUST attend the required teacher training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

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, 21st 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 1-3** | Invite an industry representative to discuss human development.
- **Standards 4-6** | Do an informational interview with an industry professional.
- **Standards 7-11** | Visit a local LEA and discuss special populations.
- **Standards 12-15** | Have an industry mentor discuss career pathways and ethical responsibilities.
- **Standards 16** | Job shadow.

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 III is an applied-knowledge course in the Education and Training career cluster for students interested in learning more about becoming an administrator or school counselor. This course covers the components of adolescent human development, educational methodology, an introduction to special populations, ethics and legal responsibilities, and career pathways. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone *Educational Therapy and Support Practicum* course and further their studies at the postsecondary level.

Program of Study Application

This is the foundational 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) Using research from educational theorists' philosophies research, compile a list of behavioral, developmental, or social problems that arise in schools. Write a plan proposing changes to solve problems within schools justifying alternative solutions with cited educational theoretical evidence.
- 2) Investigate types of crises impacting teenagers and families, such as unemployment, child exceptionality, divorce, death, and sexual orientation Describe the characteristics of crises situations and citing rates of frequency pulled from census information and news articles. Synthesize research on theories and strategies for helping teenagers deal productively with crises by crafting an argumentative essay making a recommendation for a specific activity that can be used to assist an adolescent individual in crises situations.
- 3) Research the following influences and how they affect student self-concept and academic performance:
 - a. Student experience, interests, and aptitudes
 - b. Teacher, administrator, and counselor behavior and attitudes
 - c. Peers, family, and culture
 - d. Tests and measurement data
 - e. Extra-curricular activities and after school employment

Educational Methodology

- 4) Research common reasons for student disobedience (such as unclear expectations, desire for attention, fear, embarrassment, or lack of basic needs) and develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations.

- 5) Drawing on evidence from research, create a rubric for evaluating classroom and school-wide behavior management. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students. Write an informative narrative in an official communications format to all school staff indicating school-wide expectations.
- 6) Define differentiated instruction. Citing specific textual evidence about characteristics of certain learners, create examples of instructional methods that differentiate instruction to meet the educational needs of students based on:
 - a. Language
 - b. Culture
 - c. Socioeconomic status (SES)
 - d. Educational background
 - e. Preferred learning style
 - f. Gender
 - g. Ethnicity
 - h. Religion
 - i. Family situation

Special Populations

- 7) Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements, citing specific textual evidence. Investigate the impact of these pieces of legislation on the education of students with disabilities by conducting a research project or interview(s) of impacted individuals.
- 8) Describe the roles of parents, teachers, school administrators and school service personnel at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of students with disabilities and analyze how the required adaptations and accommodations vary from standard teaching practices. Define inclusion and least restrictive environment and justify the importance of these concepts, citing specific textual evidence.
- 9) Evaluate key indicators, diagnostic tests, and most important features of effective instruction for students diagnosed with:
 - a. Intellectual disabilities
 - b. Developmental disabilities
 - c. Learning disabilities
 - d. Emotional/behavioral disorders
 - e. Autism spectrum disorders
 - f. Communication disorders
 - g. Hearing loss or deafness
 - h. Low vision or blindness
 - i. Attention Deficit Hyperactivity Disorder (ADHD)

- 10) Describe how the Tennessee Department of Education and the Local Education Agency (LEA) addresses the development and supportive needs of the following special populations:
 - a. English learners
 - b. Homeless students
 - c. Migrant students
 - d. Economically disadvantaged students
 - e. Teen parents
 - f. Other at risk students

- 11) Discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices.

Ethics and Legal Responsibilities

- 12) Evaluate various Supreme Court cases and educational topics such as: free speech, due process, establishment clauses, corporal punishment, desegregation, FERPA, FAPE, and zero tolerance. Make inferences and explain how these topics affect teenagers.

Career Pathway

- 13) Working collaboratively in pairings or small teams, gather and analyze strategies to assess learning climates. Discuss strategies to capitalize on diversity (i.e., gender, race and ethnicity, socio-economic status, disabilities, etc.). Create an informational artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) outlining a positive learning climate strategy specific to meet the needs of the local high school.

- 14) Utilize multiple assessment tools to determine the needs of diverse learners, define and interpret standardized, qualitative, and quantitative measures. Create examples of assessments in a variety of formats (multiple choice, constructed response, true/false, essay, etc.) while meeting the needs of specific individuals.

- 15) Evaluate appropriate resources that meet a specific learner's needs and characteristics. Develop an action plan for educational success, documenting data and sources. Include appropriate stakeholders and educational goals to enhance the student's learning progress.

Final Project

- 16) Apply knowledge from this course by demonstrating specific strategies in a classroom or consulting situation. Document artifacts from the capstone project in the course portfolio. Demonstration of knowledge includes, but is not limited to, the following activities:
 - a. Assess student problems, plan goals and actions to process
 - b. Roleplay parental and teacher consultations to discuss learning, behavioral, familial, and social problems
 - c. Select and use multiple types of resources and methods
 - d. Evaluate student developmental levels in order to implement differentiated instruction
 - e. Synthesize behavioral management techniques

- f. Establish a positive climate and promote positive behaviors
- g. Appraise and advise school disciplinary practices for troubled students
- h. Advocate for particular issues that support students
- i. Interpret special education laws and procedures, testing, meetings, and individualized education plans

The following artifacts will reside in the student's portfolio:

- Behavioral, Developmental, or Social Issues Plan
- Information on crises that impact teenagers
- Behavioral Policy
- Classroom & School-wide Behavior Management artifacts
- Differentiated Instructional artifacts
- Special Populations research & artifacts
- Positive Learning Climate Strategy
- Assessment artifacts
- Teaching journal reflecting on lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice

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.