



Educational Therapy and Support Practicum

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C25H13
Prerequisite(s):	<i>Educational Therapy and Support I (C25H10), Educational Therapy and Support II (C25H11), and/or Educational Therapy and Support III (C25H12)</i>
Credit:	1
Grade Level:	12
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 fourth 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.tennesseeefccla.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 .
Available Student Industry Certifications:	None
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

Course Description

Educational Therapy and Support Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a school counselor, school psychologist, school social worker, or other specialized school service personnel. The course covers career development, ethics and legal responsibilities, and applied research in education fields. In addition, students will complete a practicum, and continue to create

artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in *Educational Therapy and Support* program of study, providing an opportunity for an internship experience. 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 Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Career Development

- 2) Select and research a professional organization in an educational field of choice. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Resources and services provided
 - d. Credentials required for employment and how they are obtained and maintained
 - e. Policies and procedures
 - f. Reports, newsletters, and other documents published by the organization
 - g. Website and contact information
 - h. Hiring practices and employment opportunities
- 3) Interview school services personnel in a work environment to identify appropriate methods of pursuing education and employment in the given industry, and determine what knowledge, skills, and educational credentials are required in the given workplace setting. Summarize the interviews in an informative narrative.
- 4) Apply learning experiences throughout the course to review and update the education and career plan based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources to improve skills.
- 5) Search for the resumes of school service personal retrieved from the websites of companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 6) Conduct a job search and simulate the experience by researching local employment options. In preparation for a future career as an educational professional, compose a cover letter highlighting relevant experience and skills from the resume for a specific job posting.
- 7) Participate in a mock interview. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific knowledge and skills attained throughout the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
- 8) Collaboratively, update the professionalism rubric created in the introductory course in Student Development and assess the aptitudes and employability skills needed by educational professionals.
- 9) Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (such as the National Education Association and others) and discuss the purpose of providing specific statements in the code. Research codes of ethics for teachers in specific content areas and special education, where available. Synthesize principles from the standards to create a personal code of ethics.

Ethics and Legal Responsibilities

- 10) Differentiate and explain professional ethics and legal responsibilities of professional practice in learning settings. Analyze major laws that govern professional behavior. Accurately explain personal and organizational liabilities associated with major laws and ethical codes.
- 11) Write a statement of personal philosophy reflecting on the importance of following policy and procedure as an educational professional.

Applied Research

- 12) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based industry project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.
- 13) Create and continually update a personal journal to document skills and knowledge learned during the practicum and draw connections between the experience and previous course content by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. How challenges were addressed
 - d. Team participation in a learning environment
 - e. Comparisons and contrasts between classroom and work environments
 - f. Interactions with colleagues and supervisors
 - g. Personal career development
 - h. Personal satisfaction
- 14) In teams, develop and successfully implement instructional programs to meet the Local Education Authority (LEA) objectives. (If participating in a work-based learning arrangement, apply programs and processes to satisfy placement requirements.) Demonstrate the ability to divide roles and responsibilities among team members, track progress toward goals, and use technology and information systems to evaluate and meet instructional objectives.
- 15) Research and create a learner performance profile to assess needs of learners. Using data-based, effective practice strategies, assist instructional staff in understanding and applying effective practices for teaching and learning, while also providing appropriate resources. Describe the differences in generational learning gaps between The Baby Boomers, Generation X, and Millennials to exhibit empathy and consideration to generational differences.
- 16) Evaluate the outcomes and successes of the sources and support services available in the Local Education Agency (LEA). Research multiple academic journals and employ recommendation for future support services that will enhance learning and development of students.
- 17) During observations, identify and describe the needs of students to enhance their achievement and development. Identify the multiple strategies for recognizing needs and barriers and explain benefits of proactive support and intervention.

- 18) Investigate advocacy strategies to influence and negotiate within political, social, economic, legal, and cultural contexts to meet an LEA's vision. Illustrate and explain the multiple intersections between the larger contexts and a LEA's objectives.

Communication

- 19) Develop a communications rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create parent/guardian contact information forms and a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to practicum).
- 20) Practice effective verbal, nonverbal, written, and electronic communication skills for working with stakeholders while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse stakeholder's anger or skepticism, resolve conflicting interests, and respond to stakeholder objections or complaints to satisfaction.

Portfolio

- 21) Update materials from coursework to add to the portfolio begun in the introductory course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of leadership (instructional and managerial), assessment, and support and intervention specific to the education environment. The following documents should reside in the career portfolio:
- a. Career plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Artifacts of project outcomes (such as storyboards, production schedules, and videos)
 - e. Periodic journal entries reflecting on tasks and activities
 - f. Feedback from instructor and/or supervisor based on observations

Practicum Results

- 22) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant artifacts. Throughout the presentation, justify decisions and assess the quality of the work and reflect on the impact of the experience on future career goals. Prepare the presentation in a format that could be presented to both students and an educational professional audience, as well as for a career and technical student organization (CTSO) competitive event.

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

- Revised statement of personal teaching philosophy
- Revised career and professional growth plan
- Professional Organization artifact
- Career Development Research & artifacts
- Cover letter & resume
- Revised Professionalism rubric
- Personal Code of Ethics
- Ethics and Legal Responsibilities

- Practicum Journal
- Documentation & feedback from implemented instructional programs
- Learner Performance Profile & Learning Gaps research
- Applied Research documentation & artifacts
- Communication rubric
- Practicum Presentation

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.