Department of Education | College, Career and Technical Education

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Educational Guidance and Social Services I

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H12
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
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 first course in the *Educational Therapy and Support* 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 Tennessee 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/

Approved January 2017; Amended January 26, 2018

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

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

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note 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 1.1-1.7**| Invite an industry expert to discuss foundations of education.
- **Standards 2.1-2.3**| Invite the school counselor to discuss career exploration.
- **Standards 4.1-4.4** | Invite an industry expert to discuss ethics and legal responsibilities in education.
- **Standards 5.1-5.4** | Create a portfolio to be evaluated by industry representatives.

Course Description

Educational Guidance and Social Services I is an exploratory 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. Upon completion of this course, proficient students will gain knowledge in foundations of education, exploration of careers, and ethics and legal responsibilities. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Course Standards

1. Foundations of Education

1.1 History of the Education System: Assess the impact of **significant events in the history of the U.S. education system**. Examples of events include but are not limited to: WWII, Sputnik and the space race, the passage of the Civil Rights Act and desegregation, The Great Society, the development of the Internet, No Child Left Behind, and national tragedies (e.g., 9/11).

1.2 Accountability Practices: Analyze the **structure of local school districts, state governing bodies, and federal authorities**. Identify and describe accountability practices within the state of Tennessee that apply to local school districts and federal authorities (e.g., Race to the Top, etc.).

1.3 Educational Theorists**:** Research educational theorists' philosophies that influence **teaching strategies and learning practices**. Distinguish differences between 19th-, 20th-, and 21st-century theories. Explain how these theories influence the evolution of education.

1.4 Learning Difficulties: Analyze the importance of evaluating and applying **developmental theories**. Identify **learning difficulties** and modify instruction to meet the needs of students.

1.5 Influencers of Social Services**:** Describe and critique the influence of the following theories on **school service personnel practices and teaching practices**.

a. Classical Conditioning (Ivan Pavlov)
b. Stage Theory of Cognitive Development (Jean Piaget)
c. Social Learning Theory (Lev Vygotsky)
d. Constructivism (Jerome Bruner)
e. Experiential Learning (David Kolb)
f. Multiple intelligences (Howard Gardener)

1.6 Educator Assessment: Using the Tennessee Educator Acceleration Model (TEAM) – or other appropriate teacher evaluation instrument – investigate the domains and associated indicators of expected **teacher behaviors and characteristics.** Summarize the steps in the **educator assessment process** and analyze their impact on improving quality classroom instruction.

1.7 Lesson Planning: Examine **lesson planning in multiple grade levels and subject areas**. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:
    a. Content-area, academic integration or collaboration, and 21st Century Skills standards
    b. Student learning objectives aligned to standards
    c. Materials and equipment needed
    d. Instructional activities
    e. Pacing chart
    f. Accommodations for special needs students
    g. Closure/reflection
    h. Assessment

2. Career Exploration

2.1 Career Pathways: Identify and analyze **career pathways** within the Education and Training career cluster. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the **essential knowledge and skills** required for these careers. Complete one or more career aptitude surveys and analyze the results. Careers may include the following:
    a. School Guidance Counselor
    b. Career and College Counselor
    c. Audiologist
    d. School Psychologist
    e. School Social Worker
    f. Interpreter

2.2 Job Responsibilities: Shadow a professional in the one of the roles listed in Standard 2.1 to gather information about their **roles and responsibilities**. Explore and reflect on common responsibilities, such as:
    a. Planning effective meetings and observations
    b. Facilitating meetings by using multiple methods
    c. Assessing student learning and developmentally appropriate behavior
    d. Non-instructional tasks (such as parent communication, building activities, etc.)
    e. Generating and maintaining accurate documentation

2.3 Employability Skills: Identify and describe the **aptitudes and employability skills** of education professionals. Conduct a self-assessment of these skills, such as the ability to:
    a. Communicate verbally and nonverbally in a respectful manner
    b. Work effectively in teams and resolve conflicts when necessary
    c. Use leadership and teamwork skills in collaborating with others
    d. Demonstrate a positive work ethic
    e. Describe different cultural perspectives and their impact in school
    f. Use technology
    g. Adapt to changes
    h. Manage time and resources wisely

i. Demonstrate problem-solving and critical thinking skills that affect multiple groups: faculty and staff, students, and/or parents

3. Guidance and Social Services

3.1 Career Exploration: Research **job descriptions of Social Service Professionals and school counselors**. Take a career assessment survey to explore which social services professional career best aligns with your career interest. Interview someone in the Social services career field that matches your results and describe how they collaborate with school counselors.

3.2 Case Notes: Identify each **part of a school counselors case notes** and describe why each section is significant. Explain how the **legal and ethical principles** of the Family Education Rights and Privacy Act (FERPA) affect school counselors case notes.

3.3 Social and Personal Competencies: Identify **Social and Personal Competencies**. Differentiate between each competency. Explain how they can be used to promote a positive school climate.

4. Ethics and Legal Responsibilities

4.1 Ethics and Legal Responsibilities: Explain and differentiate between **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.

4.2 Safe and Healthy Learning Environment: Compile and critique procedures for maintaining a **safe and healthy learning environment** for students in a school facility. Examine the following regulations and guidelines:

a. Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries
b. First Aid-equipment and subject requirements (i.e., art and science, industrial arts, and culinary arts)
c. Emergency Preparedness for weather, non-weather, fires, medical, and threats to personal safety
d. Traffic concerns, pedestrian traffic, and appropriate signage
e. Employee training requirements

4.3 Classroom Procedures: Interview one or more experienced primary and/or secondary teachers and synthesize findings to create a checklist for **performing classroom procedures** and for **responding to emergency situations**. The checklist should include, but is not limited to: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, responding to fire or natural disaster and intruder emergencies. Drawing on academic research and news media, select an emergency situation and prepare a staff development training on maintaining a safe school facility during the emergency; cite sources.

4.4 Signs of Abuse: Identify **signs of child abuse**, including bullying and abusive relationships, and research the **legal requirements for reporting** suspected abuse. Describe types of abuse, including signs and symptoms to look for, and the reporting requirements and procedures.

5. Career Portfolio

5.1 Career Prep Artifacts: Create an electronic professional portfolio, using narrative and visual elements to connect **personal career preparation artifacts** to concepts learned in this course.

5.2 Growth Plan: Using the self-assessment rubric created during this course, establish a **baseline evaluation of employability skills, attitudes, and work habits**. Create a **growth plan** promoting advancement of skills and abilities that will be placed in the course portfolio.

5.3 Career Pathway Plan: Synthesize information from Education and Training career exploration to create a written or electronic **career pathway plan** outlining **academic and career achievement goals**, as well as a timeline for ongoing reflection throughout the program of study coursework.

a. Identify dual credit courses available within specific programs of study
b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study

5.4 Teaching/Counseling Philosophy: Drawing upon content in this course, write a clear and coherent **definition of teaching and/or counseling philosophy**, argue its significance to student learning and development, and create a personal teaching/counseling philosophy for inclusion in the professional portfolio.

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

- History of Education artifact
- Education System artifact
- Educational Theorists artifacts
- Educator Evaluation narrative
- Lesson Plan Template
- Career Exploration artifacts
- Educator Responsibilities & Aptitudes artifact
- Ethics & Legal Responsibilities artifacts
- Career Pathway & Growth plans
- Personal Teaching/Counseling Philosophy

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.