Department of Education | College, Career and Technical Education

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Educational Guidance and Social Services III

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H14
Prerequisite(s):	*Educational Therapy and Support I* (C32H12) and *Educational Therapy and Support II* (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 *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 1.1-1.3**| Invite an industry representative to discuss human development.
- **Standards 2.1-2.3**| Do an informational interview with an industry professional.
- **Standards 3.1-3.5**| Visit a local LEA and discuss special populations.
- **Standards 4.1, 5.1-5.3** | Have an industry mentor discuss career pathways and ethical responsibilities.
- **Standard 7.1** | Job shadow.

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.

Course Standards

1. Human Development

1.1 Behavioral, Developmental, or Social Problems: Research and compile a list of **behavioral, developmental, or social problems** that arise in schools. Write a plan proposing changes to solve problems within schools and justify alternative solutions with cited educational theory.

1.2 Crisis Situations: Investigate **types of crises impacting teenagers and families**, such as unemployment, child exceptionality, divorce, death, and sexual orientation Describe the **characteristics of crisis situations**, citing rates of frequency for each situation. Synthesize research on theories and strategies for helping teenagers deal productively with crises. Recommend a specific activity to assist an adolescent individual in crisis situations.

1.3 Student Self Concept & Academic Performance: 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

2. Educational Methodology

2.1 Behavior Policy: Research common reasons for **student disobedience** (e.g., 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.

2.2 Behavior Management**:** 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.

2.3 Differentiated Instruction: 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

3. Special Populations

3.1 Eligibility Requirements: 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. Investigate the impact of these pieces of legislation on the education of students with disabilities.

3.2 Adaptions and Accommodations: 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. 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.

3.3 Effective Instruction: 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)

3.4 Developmental and Supportive Needs: Describe how the Tennessee Department of Education and the Local Education Agency (LEA) address 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

3.5 Classroom Modifications: Discuss and demonstrate **modifications in the classroom** to accommodate exceptional learners, including students with disabilities and those identified as gifted.

4. Ethics and Legal Responsibilities

4.1 Laws Affecting Education: Evaluate various **Supreme Court cases and educational topics** such as: free speech, due process, establishment clauses, corporal punishment, desegregation, FERPA, FAPE, and zero tolerance. Analyze and explain how these topics affect teenagers.

5. Career Pathway

5.1 Learning Climates: Gather and analyze strategies to asses **learning climates**. Discuss strategies to capitalize on **diversity** (e.g., 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.

5.2 Assessment Tools: Use multiple **assessment tools** to determine the **needs of diverse learners**. Define and interpret standardized, qualitative, and quantitative measures. Create examples of assessments in various formats (e.g., multiple choice, constructed response, true/false, essay, etc.) while meeting the needs of specific individuals.

5.3 Action Plan: 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.

6. Guidance and Social Services

6.1 Career Assessments: Research **Tennessee approved student career assessments**. Interpret **assessment results**. Create a 4-year plan based on the school districts course offerings for a student that includes all courses that align based on their career assessment results. Identify limitations of course offerings versus alignment to career assessment results.

6.2 Social and Personal Competencies: Create a **guidance lesson plan** that incorporates Social and Personal Competencies.

7. Final Project

7.1 Classroom/Consulting Strategies: 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.