

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

ELEMENTARY EDUCATION (TEACHER AIDE)

CBEDS Code: 4400

<u>JOB TITLES</u>	<u>DOT NO.</u>
Teacher Aide I (Teacher Assistant)	099.327-010
Teacher Aide II	249.367-074
Child Care Attendant	355.674-010
Child Day-Care Center Worker	359.677-018

Course description:

This is a program in which the study of child development is combined with work with young children in elementary school on a regular basis. It gives students opportunities to develop competence with children and guidelines for understanding the forces that shape human development. Students learn to study their own attitudes toward children, and are able to work competently in a school environment, balancing work, school, and family life. Students completing the course should be equipped with the skills to be hired as aides in an elementary school, public or private.

Recommended Prerequisites: Concurrent enrollment in Early Childhood Education (ROP)

DURATION: 2 Semesters/ 360 total hours

CREDIT: 10 units/semester

ARTICULATED WITH POSTSECONDARY INSTITUTIONS: In some districts

REPLACES: Instructional Aide (ROP) and Teacher Aide Training (ROP)

Instructional Content
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
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1. Regional Opportunity Programs (ROP) Policies and Procedures.	Goal: The student will have knowledge of the requirements, procedures, and practices of Regional Opportunity Programs, particularly the Elementary Education Program.	Anchor	CTE	CL	CC
1. Written and verbal explanations of ROP requirements, procedures, and practices, particularly the Elementary Education Program.	A. Describe the program requirements for: <ul style="list-style-type: none"> - School attendance - Related classroom instruction - Legal work hours - The plan of training - Employer's evaluations - Responsibility to employer - Informing ROP instructor of absences & schedule changes - Logging work hours - Due dates - Responsibility to school 	10.0 7.0	A2.0	3-5	0.5-1
2. Career Opportunities in Elementary Education. <ol style="list-style-type: none"> 1. Personal decision-making process in career planning. 2. Assessment of interests, values and skills, and their relation to career planning. 3. How to identify career objectives and develop a career plan. 4. Transferable skills. 5. Family child cares provider. 	Goal: The student will be able to analyze career opportunities in the education field in relation to interests, skills, education, training required, and employment opportunities. <ol style="list-style-type: none"> A. Explore & apply the personal decision-making process in relation to career planning B. Assess interests, values, & skills and relate them to selected careers and career clusters in childcare & guidance, management, and services. C. Identify career objectives & develop a career plan for preparation & advancement in the field. D. Explain & interpret the interdependence of all jobs to the success of the organization. E. Identify opportunities to meet personal & career goals, & recognize how to apply their acquired knowledge, skills, attitudes, & behaviors. 	3.0		5-10	10-20
3. Employment in the Area of Teacher Aide/Paraprofessional. <ol style="list-style-type: none"> 1. Job search procedures & resources. 2. Appropriate behavior, grooming & dress for an interview. 3. Writing resumes & letters of application; completing application forms. 4. Interviewing techniques & follow-up procedures. 5. Employer & employee relations. 6. Business management 	Goal: The student will be able to demonstrate skills, knowledge, & attitudes needed to locate, obtain, & maintain employment in the area of teacher aide/paraprofessional <ol style="list-style-type: none"> A. Describe job search procedures & resources. B. Describe appropriate behavior, grooming & dress needed to be successful in an interview. C. Demonstrate ability to complete resumes, letters of application, & application forms. D. Demonstrate appropriate interviewing techniques & follow-up procedures. E. Understand the rules & regulations affecting employer & employee rights & responsibilities, including strategies for handling harassment. F. Understand the fundamental principles of business management, including the roles & responsibilities of management & employees. 	3.0 7.7 8.3		5-10	5-10

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<p>4. Basic Academic Skills: reading, writing, speaking & listening as required in the field of work.</p> <p>1. Terminology associated with the teacher aide field.</p> <p>2. Reading & interpreting various written materials encountered in the field.</p> <p>3. Preparing and/or writing materials used in the field.</p> <p>4. Identifying good communication skills.</p>	<p>Goal: The student will be able to use the basic academic skills of reading, writing, speaking, & listening as required in the field of work.</p> <p>A. Read, interpret, and be able to use correct terminology associated with the teacher aide field.</p> <p>B. Read, interpret, and/or write notes, letters, employee forms, newspapers, periodicals, reference materials, instructions, manuals, and directions.</p> <p>C. Read, interpret, & prepare, as required, specialized forms, charts, graphs, tables, signs, schedules, codes, paychecks, catalogs, and directories.</p> <p>D. Identify & develop good communication skills.</p>	<p>Anchor /CR</p> <p>1.0 5.0 10.11</p>	<p>CTE</p>	<p>CL</p> <p>5-10</p>	<p>CC</p> <p>5-10</p>
<p>5. Basic Academic Mathematics Skills: as required in the field of work.</p> <p>1. Addition, subtraction, multiplication, and division of whole numbers and fractions.</p> <p>2. Decimals and percentages.</p> <p>3. Weighing and measuring materials or objects.</p> <p>4. Using support technology to solve mathematical problems.</p>	<p>Goal: The student will be able to use the basic academic mathematical skills as required in the field.</p> <p>A. Demonstrate the ability to perform computations & solve word problems that involve addition, subtraction, multiplication, & division of whole numbers & fractions.</p> <p>B. Demonstrate the ability to perform computations & solve word problems using decimals or percentages.</p> <p>C. Demonstrate the ability to interpret symbols & accurately weigh or measure materials or objects using appropriate tools & equipment.</p> <p>D. Demonstrate the ability to use support technology such as computers, calculators, & cash registers in the solution of mathematical problems.</p>	<p>1.0 5.0 10.11</p>		<p>5-10</p>	<p>5-10</p>
<p>6. Basic Science Concepts: as required in the field of work.</p> <p>1. Practical application of scientific principles to the field of work.</p> <p>2. Human growth & development.</p> <p>3. Ecological concepts & processes.</p>	<p>Goal: The student will be able to apply basic concepts of science as necessary in the field of work.</p> <p>A. Demonstrate an understanding of the practical application of scientific principles to the field of work.</p> <p>B. Describe the growth & development of humans & apply this knowledge to the field of teacher aide.</p> <p>C. Understand & apply ecological concepts & processes at the work site.</p>	<p>10.0 10.18 5.3 10.6 10.7</p>	<p>C5-C8</p>	<p>5-10</p>	<p>5-10</p>
<p>7. Critical Thinking Skills</p> <p>1. Defining & clarifying issues or problems.</p> <p>2. Justifying a conclusion and predicting probable consequences.</p>	<p>Goal: The student will be able to apply critical thinking skills to the e field of work.</p> <p>A. Describe the steps & procedures involved in defining & clarifying issues or problems.</p> <p>B. Compare similarities & differences, determine relevant information, & formulate questions in order to clarify issues or problems.</p> <p>C. Determine whether the information is adequate to justify a conclusion & to predict probable consequences.</p>	<p>5.0</p>	<p>C10 C11</p>	<p>3-5</p>	<p>40-80</p>

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8. Leadership Skills.	Goal: The student will develop & demonstrate leadership skills related to paraprofessional.	Anchor	CTE	CL	CC
<ol style="list-style-type: none"> 1. Characteristics of a good follower & employee. 2. Positive self-concept factors & their relationship to assuming leadership roles. 3. Relationship of leadership, citizenship, & occupational skills to job success. 3. Professionalism 	<ol style="list-style-type: none"> A. Identify the characteristics of a good follower & employee. B. Identify factors that contribute to a positive self-concept & explain their relationship to assuming leadership roles. C. Examine the relationship of leadership, citizenship, & occupational skills to success. D. Demonstrate teamwork & leadership skills by participating in activities, such as Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), including competitive recognition events (CRE) and community service. E. Understand what constitutes professional behavior, image, and standards. F. Explain & apply professionalism according to the National Association for the Education of Young Children (NAEYC) code of ethics and/or Professional Standards of Teaching. 	9.0 11.4 8.3 3.2 2.5 2.6 8.4 8.7	C11.0	3-5	40-80
9. Etiquette, Interpersonal Skills, and Communication Skills. <ol style="list-style-type: none"> 1. Factors that determine and/or can create an image. 2. Business, social and family interaction skills. 3. Listening, writing, and oral communication skills for personal, organizational, and work-related settings. 4. Writing news articles about teacher aide experiences. 5. Developing and delivering oral presentations about teacher aide occupations. 6. Interaction with families & communities. 	Goal: The student will be able to demonstrate business & social etiquette, & interaction skills & basic academic & Communication skills as a family member, leader, citizen, & employee/employer. <ol style="list-style-type: none"> A. Describe the need for workers at all levels to act & dress appropriately, maintain personal hygiene, & make decisions that contribute to customer satisfaction. B. Identify & demonstrate business, social & family interaction skills needed by family members, leaders, employees, & employers. C. Develop & practice listening, writing, & oral communication skills for personal, organizational, & work-related settings. D. Write news articles about teacher aide experiences. E. Develop & deliver oral presentations about teacher aide occupations. F. Understand the principles of interacting with culturally diverse families & communities G. Demonstrate the ability to use interaction skills appropriately & with sensitivity when dealing with the diversity of families. H. Identify resources that promote interaction between the child, family, & the community. 	2.0 1.0 4.6 9.6 10.13	C6 C9	5-10	40-80

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<p>10. Applying the Management Process to the Utilization of Resources to Balance All Aspects of Life.</p> <ol style="list-style-type: none"> 1. Management & the management process as they relate to balancing all aspects of life. 2. Community resources, & support & networking sources to balance life. 3. Potential personal resources that can balance life. 4. Multiple role individuals assume to balance life. 5. Responsibilities of different roles. 6. Society, family, and self-role expectations. 	<p>Goal: The student will be able to apply and examine the management process to the utilization of resources in order to balance work, personal, and family life.</p> <ol style="list-style-type: none"> A. Understand values & management strategies that assist them in balancing their work, personal, & family life. B. Identify community resources, & apply management strategies in their use for handling the responsibilities of work, personal, and family life. C. List & analyze potential personal resources that can be used to help manage work, personal, and family life. D. Identify various multiple role individuals must assume in order to balance personal, home, & work life. E. Identify responsibilities as they relate to different roles. F. Examine & evaluate role expectations of society, family, & self. G. Understand the teamwork & leadership concepts & skills needed to be successful in work, personal, family & community life. 	<p>10.19 9.6 10.5 10.13 9.0</p>	<p>C1 C3 C9</p>	<p>5-10</p>	<p>10-20</p>
<p>11. Problem Solving Techniques in Person, Home & Work Situations.</p> <ol style="list-style-type: none"> 1. Identifying potential stress & crisis situations. 2. Identifying signs & symptoms of stress. 3. Analyzing job dictates and personal & family needs. 	<p>Goal: The student will be able to apply effective problem solving techniques to personal, home, & work situations.</p> <ol style="list-style-type: none"> A. Identify potential stress & crisis situations that could affect an individual's personal, home, or work life. B. List signs & symptoms of stress caused by personal, family, school, or work problems. C. Analyze job dictates personal & family needs, values, & goals. 	<p>Anchor 5.0 3.0 3.1 10.11 10.13</p>	<p>CTE C9</p>	<p>CL 4-5</p>	<p>CC 4-5</p>
<p>12. Education Regulations, Rules, & Policies.</p> <ol style="list-style-type: none"> 1. Educational facility reporting regulations & procedures dealing with child health, safety, & abuse. 	<p>Goal: The student will be able to comply with education policies of the work site.</p> <ol style="list-style-type: none"> A. Observe educational facility reporting regulations & procedures dealing with child health, safety, & abuse. B. Follow work-site policies. 	<p>6.0</p>	<p>C1- C4</p>	<p>10- 40</p>	<p>10-40</p>

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13. Physical, Intellectual, Social, & Emotional Development of Children.	Goal: The student will understand children's growth & development in the following developmental areas: physical, intellectual, emotional, & social.	Anchor	CTE	CL	CC
<ol style="list-style-type: none"> 1. Observing, recording, & reporting behavior of children. 2. Normal physical developmental patterns & differences among children. 3. Interpreting social development stages shown by infants & children. 4. How to help children develop sound emotional skills. 5. Stages of intellectual development. 6. Understanding special needs. 	<ol style="list-style-type: none"> A. Observe, record, & report behavior of children. B. Describe normal physical developmental patterns & differences among children of various ages. C. Interpret the social development stages shown by infants & children. D. Identify ways to help children develop sound emotional health. E. Explain the stages of intellectual development. F. Apply knowledge by planning & developing developmentally appropriate activities for children. G. Understand the emotional, physical, legal, & economic aspects of accessibility for the disables. H. Identify potential barriers, & make reasonable accommodations for disabled children. 	10.6 2.0 10.7 11.5 10.9	C5 C6 C7 C10	6-10	1-3
14, Providing Guidance to Promote Children's Positive Self-Concept. <ol style="list-style-type: none"> 1. Identifying types of positive interactive, guidance & discipline techniques. 2. Positive interaction, guidance, & discipline techniques. 3. Assisting children to develop a positive self-image. 	Goal: The student will understand the principles of positive interaction, guidance, & discipline, & the relationship of these principles to the development of self-control, & positive self-concept. <ol style="list-style-type: none"> A. Identify types of positive interaction, guidance, & discipline techniques. B. Use positive interaction, guidance, & discipline techniques. C. Assist children to develop a positive self-image. 	10.8 10.14	C6	6-20	10-40

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15. Activities That Stimulate Children's Physical, Intellectual, Social & Emotional Growth.	Goal: The student will understand how developmentally appropriate activities address the needs of young children, & be able to organize, lead, & teach children using activities that are anti-bias & stimulate their physical, intellectual, social, & emotional growth as required in the field of work.	Anchor	CTE	CL	CC
<ol style="list-style-type: none"> 1. Overview of stimulating language arts activities. 2. Large & small muscle development. 3. Identifying components of a lesson plan or activity. 4. Preparing lesson outlines or plans. 5. Planning & developing teaching aids. 6. Age-appropriate teaching techniques. 7. Cognitive learning theories, learning styles of children, & curriculum models. 8. Assisting children to present and/or reinforce learning concepts. 9. Recreational activities. 	<ol style="list-style-type: none"> A. Provide a variety of stimulating language arts activities. B. Promote both large & small muscle development. C. Identify the components of a lesson activity/plan to be used to conduct a variety of activities for children. D. Prepare lesson outlines or plans for a variety of activities. E. Assist in planning & developing various teaching aids such as bibliographies, charts, & graphs. F. Use teaching techniques appropriate for working with children of varying ages. G. Understand cognitive learning theories, learning styles of children, & curriculum models, & apply this knowledge in planning developmentally appropriate curriculum. G. Assist children individually or in groups to present or reinforce learning concepts. H. Understand appropriateness of recreational activities for individuals & groups, & lead recreational activities for individuals & groups. 	1.0 2.0 11.5 11.0	C10 C7 C12 C5	30-60	40-80
16. Safe & Healthful Environment. <ol style="list-style-type: none"> 1. General hygiene needs of children. 2. Identifying & reporting signs of illness or discomfort. 	Goal: The student will be able to establish & maintain a safe & healthful environment for children as required in the field of work. <ol style="list-style-type: none"> A. Assist in general hygiene needs of children. B. Report signs of illness or discomfort in infants & children. 	6.0	C4 C8	6-10	4-8
17. Safe Work Habits. <ol style="list-style-type: none"> 1. Following safety procedures. 2. Procedures to reduce & prevent accidents. 3. Procedures for handling accidents, emergencies & disasters. 4. First aid procedures. 	Goal: The student will be able to demonstrate knowledge of safe work habits as required in the field of work. <ol style="list-style-type: none"> A. Follow safety procedures required in the field of work. B. Describe & follow procedures to reduce & prevent accidents. C. Understand the emergency & disaster procedures at the work site. D. Demonstrate the ability to follow emergency & disaster procedures as outlined in the site's disaster preparedness plan. E. Describe appropriate procedures for handling accidents & emergency procedures. F. Knowledge & application of first aid procedures. 	6.0 8.0	C4	2-6	2-10

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<p>18. Operational Procedures.</p> <ol style="list-style-type: none"> Cleaning & maintenance of a work station. Proper use & storage of equipment, tools, & supplies, including toxic materials. Reading, writing, & computing skills. Preparation & maintenance of records, correspondence, & forms. Work force management strategies. 	<p>Goal: The student will understand the necessity of operational procedures & demonstrate the ability to follow operational procedures, including security, handling of toxic materials, maintenance of materials & equipment, and communication & reporting procedures.</p> <ol style="list-style-type: none"> Clean & maintain the workstation. Demonstrate proper use & storage of equipment, tools, & supplies, & toxic materials. Use reading, writing, & computing skills. Demonstrate preparation & maintenance of records, correspondence, & forms. Demonstrate work force management strategies, including shared responsibility, negotiation, planning, processing, information, communication, participation, & decision making. 	<p>1.0 6.0 3.3</p>	<p>C1-C3 C4</p>	<p>4-10</p>	<p>2-6</p>
<p>19. Clerical Work in the Classroom: Grading Papers & Tests; Computing Averages; Determining Grades.</p> <ol style="list-style-type: none"> Using academic core skills of mathematics to assist in grading papers & tests. Computations, including averages & percentages, to accurately grade papers & tests. Use of supportive technological equipment, such as computers, electronic scanners, & calculators to score & record grades. 	<p>Goal: The student will be able, as appropriate, to maintain attendance records, grade papers & tests, record grades, file papers & records, & assist with student portfolios.</p> <ol style="list-style-type: none"> Use the academic core skills of mathematics to assist in grading papers & tests. Perform computations, including averages & percentages as necessary, to accurately grade papers & tests. Use supportive technological equipment, such as computers, electronic scanners, & calculators to score & record grades. 	<p>1.0 4.3 4.4</p>	<p>C7</p>	<p>4-10</p>	<p>2-6</p>
<p>20. Instructional Paraprofessional in the Classroom</p> <ol style="list-style-type: none"> Role of an instructional <i>Para Professional</i>. Principles of classroom management. Assisting with daily procedures. Assisting in the preparation of instructional materials. Providing instruction to reinforce classroom learning. Supervision of children. Assisting children in the use of computers. 	<p>Goal: The student will understand the role of an instructional Paraprofessional, & be able to assist teachers with a variety of classroom procedures & routines.</p> <ol style="list-style-type: none"> Collect papers & distributes books, materials, & supplies as needed. Understand the principles of classroom management. Assist with daily procedures in the classroom, including the preparation of materials, environment, & use of equipment. Assist in the preparation of instructional materials. Provide instruction to reinforce classroom learning. Understand the supervision of children, & assist in the supervision of children in & out of the classroom, including recess, lunch, & field trips. Understand the assistance children need with computers. They will demonstrate, instruct, & support children in the use of computers & software. 	<p>11.0 10.3 2.0 2.4</p>	<p>C11 C10 C7</p>	<p>2-6</p>	<p>20-60</p>

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21. Children's Good Nutrition & Health Habits.	Goal: The student will be able to establish, maintain, & promote children's good nutrition & health habits.	Anchor	CTE	CL	CC
1. Principles & practices of good nutrition & health for children. 2. Sanitary procedures in handling, preparing, & serving food. 3. Planning, preparing, & serving nutritional snacks & meals.	A. Understand the principles & practices of good nutrition & health for children. B. As appropriate, use sanitary procedures in handling, preparing, & serving food. C. As appropriate, assist in planning, preparing, & serving nutritional snacks & meals.	6.0 10.17 10.6 10.10	C8	6-12	2-20