



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Student Instructional Assistant Internship Program (SIA) Grade Level(s): 10 - 12 Units of Credit: .5 Classification: Elective	Length of Course: Half Year Periods Per Cycle: 3 Length of Period: 40 Minutes Total Instructional Time: 30 Hours
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Course Description

This course is designed to provide practical experience for students to explore the field of education through the acquisition of a paid/unpaid internship at one of the Elementary Schools within the Spring Grove Area School District. Students will be hired by the school district through the standard interview process as paraprofessionals to work in a designated classroom alongside teachers, staff members, and students as part of their daily schedule. The students will be responsible for obtaining their state and federal clearances to work with children and will complete district required new hire training. Students will be responsible for arranging their transportation to and from district locations. The students will perform the duties of other paraprofessionals within the District and will work directly with elementary children and teachers. In addition to the internship requirements, students will create a digital career portfolio that highlights the experience and work skills obtained throughout the internship program.

Instructional Strategies, Learning Practices, Activities, and Experiences

Hands On Experience at One of the District School Buildings Hands On Training at Internship Site Teacher Demonstrations	Sharing Internship Experiences with Class Mentor Teacher Interactions and Communication	Journal Writing and Recording Weekly Experience Questionnaire
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Assessments

Mentor Teacher Evaluation Professionalism	Skill Reflection	Digital Portfolio
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Materials/Resources

Program Expectations, Materials, and Information Applitrack Human Resources System Employee/Employer Tax Forms	Teacher Handouts on Mentor/Mentee Relationship	Training Agreement Required Clearances
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Adopted: 5/22/23

Revised:

PLANNED COURSE: Student Instructional Assistant Internship Program (SIA Program) LEVEL: Grades 10 - 12

Internship Requirements, Guidelines, Procedures, and Paperwork	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Internship Requirements, Procedures, and Paperwork</p> <p><u>Related Vocabulary:</u> Internship Required Clearances Interview Interests Career Portfolio Applitrack Cover Letter Resume Letters of Recommendation I-9 W-2 W-4 Schedule Professionalism Appropriate Workplace Dress Communication</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Submit required application and paperwork through the human resources system. • Demonstrate professionalism through the completion of a job interview. • Complete new hire paperwork. <p>13.1.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p> <p>13.1.H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p> <p>13.2.A. Apply effective speaking and listening skills used in a job interview.</p> <p>13.2.C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter of recommendation • Resume <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, Occupational Safety and Health Administration (OSHA), Material Safety Data Sheets (MSDS)) • Personal initiative • Self-advocacy

Internship Requirements, Guidelines, Procedures, and Paperwork (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<ul style="list-style-type: none"> • Scheduling/time management • Team building • Technical literacy <p>CAR.1 ~ Self-Awareness – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <p>CAR.3 ~ Workplace Expectations – Relate the importance of workplace expectations to career development.</p> <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving</p> <p>COM.1 ~ Foundations of Communication – Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</p> <p>COM.2 ~ Social Communication – Apply basic social communication skills in personal and professional situations.</p>

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Mentor/Mentee Relationship	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Internship Mentors and Mentees Continuous Learning</p> <p><u>Related Vocabulary:</u> Mentor Mentee Expectations Communication Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) Goals Orientation Classroom Expectations and Culture Constructive Feedback Mentor Evaluation Dependability Passion Initiative Safety Integrity/Honesty Cooperation Self-Management Responsibility</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and develop SMART goals for themselves. • Develop a positive relationship with mentor teacher. • Utilize appropriate communication. <p>CAR.1 ~ Self-Awareness – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <p>CAR.3 ~ Workplace Expectations – Relate the importance of workplace expectations to career development.</p> <p>CAR.5 ~ School-To-Career Transition – Develop strategies to make an effective transition from school to career.</p> <ul style="list-style-type: none"> • Identify responsibilities of an internship mentor • Identify responsibilities of a mentor • Identify expectations of an intern • Understand and identify SMART goals • Set career goals for internship experience • Recognize the importance of orientation activities <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>COM.1 ~ Foundations of Communication – Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</p> <p>COM.2 ~ Social Communication – Apply basic social communication skills in personal and professional situations.</p>

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Desirable Workplace Characteristics	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Professionalism</p> <p><u>Related Vocabulary:</u></p> <p>Dependability</p> <p>Passion</p> <p>Initiative</p> <p>Safety</p> <p>Integrity/Honesty</p> <p>Cooperation</p> <p>Self-Management</p> <p>Responsibility</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate the skills and personal qualities employers want will help you to succeed in the workplace. <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

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Internship Experiences and Problems	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Employer's Classroom Management Style Job Duties and Responsibilities Pros and Cons of the Job Conflict Management</p> <p><u>Related Vocabulary:</u> Employee Evaluation Service Business Job Duties Leadership Styles Directing Coaching Supporting Delegating Conflict Management Styles Conflict Management Styles Co-Exist Collaborate Instructional Strategy Small Group Learning Behavior Management Classroom Management</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand and explain the business operations of this employer. • Describe the job duties and responsibilities for this job. • Analyze and discuss the pros and cons of this type of employment. • Learn how to troubleshoot job-related issues. <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>CAR.5 ~ School-To-Career Transition – Develop strategies to make an effective transition from school to career.</p> <ul style="list-style-type: none"> • Identify responsibilities of an internship mentor. • Identify responsibilities of a mentor. • Identify expectations of an intern. • Understand and identify SMART goals. • Set career goals for internship experience. • Recognize the importance of orientation activities.

Positive Attitude	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Signs of a Positive Attitude</p> <p><u>Related Vocabulary:</u> Attitude Self-Esteem Enthusiasm Assertiveness</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify why a positive attitude, high self-esteem, and enthusiasm contribute to career success. • Learn to think positively, overcome doubt, and deal with mistakes constructively. • Demonstrate how to assert yourself on the job. <p>CAR.1 ~ Self-Awareness – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <p>COM.1 ~ Foundations of Communication – Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</p> <p>COM.2 ~ Social Communication – Apply basic social communication skills in personal and professional situations.</p>

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Self-Assessment	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Personal Interests Personal Values Personal Skills/Abilities Desired Lifestyle</p> <p><u>Related Vocabulary:</u> Self-Awareness Self-Assessment Interests Skills Transferrable Skills Lifestyle Strengths Weaknesses</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Describe how skills, interests, desired lifestyle, and values may shape career plans. • Explain how work life affects lifestyle. <p>13.1.11.A ~ Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</p> <p>13.1.11.C ~ Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices</p>