



Regional Occupational Program

Instructional Assistant 2026-2027

Education Pathway

COURSE DESCRIPTION

This capstone course is designed to provide students with knowledge of career opportunities for entry level employment and continuing education in teaching careers. Career preparations standards, health and safety, professional ethics, instructional support, communication, interpersonal and problem-solving skills are integrated throughout the course. Active class participation is enhanced by fieldwork at school sites under a supervising teacher's guidance. All students must observe and/or participate in various educational settings.

Course Information

Course Length: 1 Year
 Prerequisite: Childcare Occupations (Recommended)
 Course Level: Capstone
 UC: No
 Articulated: No
 Industry Cert.: No
 Industry Sector: Education, Child Development, Family Services
 Pathway: Education
 CALPADS: 7531

O*Net SOC Codes

25-2011 Preschool Teachers, Except Special Education
 25-2022 Middle School Teachers, Except Special and Career/Technical Education
 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education
 25-2021 Elementary School Teachers, Except Special Education
 25-2031 Secondary School Teachers, Except Special and Career/Technical Education

Legend

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

*Includes updates from the 25/26 Education Child Development & Family Services
[Advisory Minutes](#)*

Instructional Assistant

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

| 1. Effective Communication | CTE – PS | CRP | CTE - AS | CCSS | ISTE |
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| <ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. | | <u>1</u> <u>2</u> <u>11</u> | <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> | <u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u> |
| 2. Collaboration, Creativity, and Critical Thinking | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. | | <u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u> | <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> | <u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u> <u>7b,c,d</u> |

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| <ul style="list-style-type: none"> e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. | | <u>11</u> | <u>8</u> <u>9</u> <u>11</u> | <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> | |
| 3. Leaders and Teams: Roles and Responsibilities | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. | | <u>7</u> <u>8</u> <u>9</u> | <u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u> | <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u> | <u>7a,c</u> |
| 4. Legal, Ethical, and Environmental Considerations | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. | | <u>5</u> <u>7</u> <u>8</u> <u>12</u> | <u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> | <u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u> | <u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u> |

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| <ul style="list-style-type: none"> e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. | | | 11 | 9-10 11-12.1 11-12.1d 11-12.2 | |
| 5. Personal Growth and Career Planning | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. | | 1 2 3 4 6 | 2 3 4 7 8 11 | LS 9-10 11-12.6 SLS 9-10 11-12.1 11-12.1d 11-12.2 WS 11-12.6 | 1a 3a,c 4d 6a,d 7b |
| 6. Workplace Safety and Personal Wellness | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. | | 2 5 6 8 12 | 2 5 6 7 8 10 11 | LS 9-10 11-12.6 WS 11-12.7 11-12.6 SLS 9-10 11-12.1 11-12.1d | 1a,d 2a,d 5b |

| o. Assess the potential impact of preventative physical and mental health measures on workplace safety. | | | | | |
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| Instructional Assistant Units of Instruction | | | | | |
| 7. Paraeducator Careers | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Demonstrate understanding about the required skills and personal attributes important for the success in paraeducator careers.</p> <p>b. Compare and contrast the personal qualifications, interests, aptitudes, knowledge and skills for paraeducators serving the following student populations:</p> <ol style="list-style-type: none"> 1. General Education 2. Special Education <ul style="list-style-type: none"> • Learning Disabilities • Visually Impaired • Severe Disabilities • Deaf and Hearing Impaired • English as a Second Language <p>c. Discuss the occupational outlook for paraeducators in California.</p> <p>d. Identify and describe professional organizations that support paraeducators.</p> | | <u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u> | <u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> | |
| 8. Career Planning and Preparation | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Demonstrate knowledge about the education, training, experience, and licensing requirements for careers in education.</p> <p>b. Identify sources of professional development for paraeducators.</p> <p>c. Explain why TB testing and fingerprinting are required before becoming employed in education.</p> <p>d. Describe the US Constitution and CBEST requirements for teachers.</p> <p>e. Explain the California Teacher Training Program for Paraprofessionals.</p> <p>f. Identify funding sources for education advancement.</p> | <u>C3.3</u> | <u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u> | <u>1</u> <u>2</u> <u>3</u> <u>5</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u> | |
| 9. Professionalism and Ethics | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Demonstrate understanding about the civil and human rights of students and their families in educational settings.</p> <p>b. Explain the importance of student medical confidentiality and the ‘protected health information’ (PHI) under HIPAA requirements.</p> <p>c. Discuss what student information may or may not be shared according to the Family Educational Rights and Privacy Act (FERPA).</p> <p>d. Describe the importance of paraeducators establishing and maintaining the lines of good daily communication with staff members.</p> | <u>C3.2</u> <u>C9.0</u> <u>C9.1</u> <u>C9.2</u> <u>C9.3</u> <u>C11.3</u> | <u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>12</u> | <u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>11</u> | <u>WS</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> | |

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| <ul style="list-style-type: none"> e. Identify and describe the characteristics of positive verbal and non-verbal communication and its impact on student learning. f. Discuss the importance of a professional image (through speech and appearance) when dealing with students, their families, and the community. g. Describe important components of professionalism within the education system, such as reliable attendance, punctuality, and dependability. h. Explain the importance and display sensitivity to the cultural, individual differences and disabilities of students and their families. i. Identify the indicators of child abuse and neglect and discuss the role of the mandated reporter. | | | | | |
| <p>10. Health and Safety in Educational Environments</p> | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge about the importance of policies and procedures for the health and safety of students and staff in educational settings. b. Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures. c. Discuss the district, state and federal environmental and safety regulations that affect educational facilities and entities. d. Demonstrate staff procedures, duties, and responsibilities related to safety, emergency and disaster plans at a school site. e. Explain how to use Safety Data Sheets (SDS) as they relate to the education industry. f. Identify infectious hazards and precautions and discuss appropriate sanitation and hygiene requirements to ensure student and staff safety. g. Outline the procedures for treating poisonings or responding to allergic reactions for students and staff. h. Identify various injuries and describe procedures for treating them. i. Explain key principles and practices of good nutrition, health, and safety for students. j. Describe how to monitor student activities (e.g., classroom, lunch, field trips, assemblies and school grounds) to provide for student safety and welfare. k. Explain how to respond to emergency situations (e.g., injured student, fight, etc.) for the purpose of resolving immediate safety concerns. l. Demonstrate and practice school emergency procedures for fire, earthquake, bomb or gun threat, accident or health emergency. | <u>C3.1</u> <u>C4.0</u> <u>C4.1</u> <u>C4.2</u> <u>C4.3</u> <u>C4.4</u> <u>C8.1</u> <u>C8.3</u> | <u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>8</u> | <u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>11</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u> | |
| <p>11. Recording Keeping and Clerical Assistance</p> | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge about the importance of data collection and the accuracy of recordkeeping in educational settings. b. Discuss the role of instructional assistants regarding attendance, observations, evaluations, illness, incident, accident, and injury reports. | <u>C2.3</u> | <u>1</u> <u>2</u> <u>4</u> <u>5</u> | <u>1</u> <u>2</u> <u>4</u> <u>5</u> | <u>LS</u> <u>9-10</u> <u>11-12.6</u> | |

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| <ul style="list-style-type: none"> c. Describe processes for gathering, collating and/or classifying data. d. Demonstrate use of basic job-related equipment such as copiers, projectors, computers and pertinent software. e. Explain strategies or procedures for collecting data and documenting student progress. | | <u>8</u> | <u>8</u> <u>11</u> | WS 11-12.6 11-12.7 SLS 11-12.1d | |
| 12. Curriculum and Lesson Planning | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge about the major learning theories and current curriculum models in education programs. b. Describe the importance of brain research as it applies to teaching and learning. c. Discuss the various types of standards that guide CTE curriculum, i.e., California State Standards, CTE Model Curriculum Standards, and Standards for Career Ready Practice. d. Describe each important elements and considerations when designing lesson plans, activities, or assessments. e. Explain learning theories such as Gardner’s multiple intelligences, Design Based Learning, Danielson’s Standard Based Instruction and Brain Theory. f. Identify various learning styles and discuss how to design classroom activities and lessons that address all students’ learning styles. g. Explain the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds. h. Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction. i. Describe the important considerations when designing and delivering lessons for an individuals, small groups, or whole class. j. Understand the types, important elements, and purposes of student assessments. | C7.0 C7.1 C 7.3 C7.5 C7.7 | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u> | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>10</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.6 11-12.7 | |
| 13. Instructional Support | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge of effective instructional strategies and techniques in support of student learning. b. Discuss the importance of good organizational strategies and behaviors necessary to promote learning and the instructional process. c. Compare and contrast formative and summative assessment instruments and the important role each plays in the learning process. d. Discuss the appropriate use of educational technology for developing instructional materials and supporting student learning. e. Explain the role of an instructional assistant in the preparation of educational materials and learning aids, including displays. f. Discuss the important considerations when tutoring students on assigned class work in small groups or one-on-one settings. | C6.4 C10.0 C10.2 C11.0 C11.3 C11.4 | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u> | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.6 11-12.7 | |

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| <ul style="list-style-type: none"> g. Describe effective instructional strategies and the adaptation needed to meet learner needs, learning styles, and ability. h. Discuss the benefit of proactive and positive classroom management strategies to engage learners, including positive reinforcement, and redirection. i. Explain age-appropriate techniques and strategies to check for student understanding. | | | | | |
| 14. Working with Special Needs Students | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge of the importance of meeting the academic, behavioral, and living skills development for all Special-Needs students. b. Discuss how to evaluate evidence-based educational practices for the inclusion of students with special needs. c. Explain how to assess the special needs of students and identify resources and agencies that provide services. d. Identify the specific health considerations of persons with disabilities. e. Explain effective strategies for teaching daily living skills to special education students. f. Describe the characteristics of the following learning disabilities such as: dyslexia, dysgraphia, dyscalculia, central auditory process disorder, nonverbal learning disorders, visual processing, and dysphasia. g. Describe the characteristics of the following disabilities such as: autism, emotional disturbance, deaf and hard of hearing, speech/language impairment, and visual impairment. h. Describe strategies to differentiate instruction to meet the needs of disabled, cognitively challenged and gifted students. i. Explain how to provide for students with personal care needs such as toileting, diapering, dressing and feeding. j. Describe Individual Education Plans (IEP) including the creation and revision process. | C5.4 C7.2 | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>12</u> | <u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.6 11-12.7 SLS 11-12.1d | |
| 15. Learning Environments | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <ul style="list-style-type: none"> a. Demonstrate knowledge about the role of classroom and other learning environments in the teaching and learning process. b. Explain the important considerations when designing an effective classroom layout that provides accessibility to students, materials and equipment and encourages students to become self-directed. c. Identify strategies for supervising and maintaining supportive learning environments. d. Explain the essential components of an effective learning environment that reflects student's interest and needs. e. Describe the elements to consider when creating indoor and outdoor learning environments. f. Explain the importance of creating a space where students will feel safe and comfortable and allow the teacher and paraprofessional to easily view students. | C11.1 C12.3 | <u>1</u> <u>2</u> <u>5</u> <u>10</u> | <u>1</u> <u>2</u> <u>5</u> <u>11</u> | LS 9-10 11-12.6 WS 11-12.7 | |

| 16. Student Guidance and Classroom Management | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
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| <p>a. Demonstrate knowledge about how positive interaction, guidance, and discipline affects teaching and learning.</p> <p>b. Explain learner characteristics and factors that influence behavior.</p> <p>c. Identify and explain behavior standards expected of students in classrooms, libraries, and bathrooms on the school grounds and during field trips.</p> <p>d. Discuss effective ways to communicate with students in a clear a positive manner appropriate to each age group.</p> <p>e. Describe the guidelines and explain the reasons for establishing classroom routines, and procedures.</p> <p>f. Identify common behavior problems, possible causes, and develop potential positive solutions.</p> <p>g. Define the types of positive guidance techniques that are used in various ages and stages of a child’s development.</p> <p>h. Describe strategies for building relationships and effective classroom management, including appropriate guidance and discipline.</p> <p>i. Implement behavioral plans designed by the IEP team for students with behavior disorders or other conditions.</p> <p>j. Explain growth mindset and strategies for developing positive self-image, self-control, and self-management in all students.</p> | C6.0 C6.1 C6.2 C6.3 C6.4 C11.1 | 1 2 4 5 8 12 | 1 2 4 5 8 11 | LS 9-10 11-12.6 WS 11-12.6 11-12.7 SLS 11-12.1d | |
| 17. Educational Laws | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Demonstrate knowledge of the local, state and federal laws affecting education.</p> <p>b. Summarize the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of students.</p> <p>a. Describe the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.</p> <p>b. Describe how the “Individuals with Disabilities Education Act” (IDEA) impacts the education of disabled and special education students.</p> <p>c. Explain how the “Health Insurance Portability and Accountability Act” (HIPAA) affects student confidentiality.</p> <p>d. Understand the processes, implementations, and teacher responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Americans with Disabilities Act.</p> | C3.0 C3.2 C7.2 | 1 2 4 5 7 8 | 1 2 4 5 7 8 | LS 9-10 11-12.6 WS 11-12.6 11-12.7 SLS 9-10 11-12.1 11-12.1d | |
| 18. Trends in Education | CTE - PS | CRP | CTE - AS | CCSS | ISTE |
| <p>a. Explain why it is important for paraeducators to stay abreast in current trends in education.</p> | C10.1 | 1 2 | 1 2 | LS 9-10 | |

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| <ul style="list-style-type: none"> b. Describe California’s CAASPP – Smarter Balanced testing program. c. Summarize the purpose of California’s Content Standards and identify the disciplines that are addressed. d. Explain the basics of the California State Standards, the CTE Model Curriculum Standards, and the Standards for Career Ready Practice. Demonstrate how technology can provide educational experiences that are developmentally appropriate and are consistent with the abilities, interest, needs and linguistic backgrounds of individual children. e. Describe the California Standards for the Teaching Profession and Teaching Performance Expectations. f. Compare and contrast public, private, charter and online schools. | | <u>4</u> <u>5</u> <u>10</u> | <u>4</u> <u>5</u> | 11-12.6 WS 11-12.6 11-12.7 | |
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Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Education, Child Development, and Family Services

A. Education Pathway

- C2.3 *Implement appropriate procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).*
- C3.0 *State specific applications of government regulations in the education industry.*
- C3.1 *Describe the critical health and safety procedures that are used at a school site.*
- C3.2 *Identify the indicators of child abuse and neglect and the role of the mandated reporter.*
- C3.3 *Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college.*
- C4.0 *Practice critical emergency and disaster procedures at a school site.*
- C4.1 *Identify state and federal environmental and safety regulations and the use of Material Safety Data Sheets (MSDS) as they relate to the education industry.*
- C4.2 *Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.*
- C4.3 *Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.*
- C4.4 *Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.*
- C5.4 *Assess and evaluate evidence-based educational practices for the inclusion of children and adolescents with special needs.*
- C6.0 *Use positive interaction, guidance, and discipline in the educational environment.*
- C6.1 *List common behavior problems, possible causes, and develop potential positive solutions.*
- C6.2 *Define the types of positive guidance techniques that are used in various ages and stages of a child's development.*
- C6.3 *Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.*
- C6.4 *Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline.*
- C7.0 *Explain the role and purpose of standards-based instruction and assessment.*
- C7.1 *Identify relevant curriculum standards and demonstrate their use in instruction.*
- C7.2 *Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the American's with Disabilities Act*
- C7.3 *Understand the types, important elements, and purposes of student assessments.*
- C7.5 *Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.*
- C7.7 *Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction.*
- C8.1 *Describe crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.*
- C8.3 *Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.*
- C9.0 *Assess how to communicate and interact effectively with families and community groups.*
- C9.1 *Recognize the factors that influence effective communication between the school and home and how to foster familial involvement.*
- C9.2 *Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.*
- C9.3 *Explain issues of diversity and how to exhibit sensitivity to cultural differences.*
- C10.0 *Integrate the process of developing quality teaching materials and resources for classroom instruction.*

- C10.1 Evaluate various types and sources of quality, developmentally appropriate materials and equipment.*
- C10.2 Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.*
- C11.0 Evaluate the role of instructional staff in supporting the learning process.*
- C11.1 Name behavior standards expected of students in classrooms, libraries, and bathrooms on the school grounds and during educational and recreational trips.*
- C11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.*
- C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.*
- C12.3 Assess the recreational interests and needs of individuals and groups and develop appropriate activities.*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*
- c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.