Educational Guidance and Social Services Practicum

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H15
Prerequisite(s):	*Educational Therapy and Support I* (C32H12), *Educational Therapy and Support II* (C32H13), *and/or Educational Therapy and Support III* (C32H14)
Credit:	1
Grade Level:	12
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 fourth 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/

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, 2.1-2.8**| Internship.
- **Standards 3.1-3.2**| Invite an ethics professor to discuss ethical principles in education.
- **Standards 4.1-4.7** | Complete an integrated project with an industry professional.
- **Standards 5.1-5.2** | Invite a communication specialist to discuss the importance of communication in education.
- **Standard 7.1** | Create a portfolio to be evaluated by industry representatives

Course Description

Educational Therapy and Support Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a school counselor, school psychologist, school social worker, or other specialized school service personnel. The course covers career development, ethics and legal responsibilities, and applied research in education fields. In addition, students will complete a practicum, and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. **Personalized Learning Plan**

    1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the **Work-Based Learning (WBL) experience** aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
        a. Application of academic and technical knowledge and skills (embedded in course standards)
        b. Career knowledge and navigation skills
        c. 21st Century learning and innovation skills
        d. Personal and social skills

2. **Career Development**

    2.1 Professional Education Organizations: Select and research a **professional organization in an educational field** of choice. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
        a. The mission and history of the organization
        b. Headquarters and organizational structure
        c. Resources and services provided
        d. Credentials required for employment and how they are obtained and maintained
        e. Policies and procedures
        f. Reports, newsletters, and other documents published by the organization
        g. Website and contact information
        h. Hiring practices and employment opportunities

2.2 <u>Methods for Pursuing Education and Employment</u>: Interview school services personnel in a work environment to identify **appropriate methods of pursuing education and employment** in the given industry. Determine the required knowledge, skills, and educational credentials in the given workplace setting.

2.3 <u>Education and Career Plan</u>: Apply learning experiences throughout the course to review and update the **education and career plan** based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources to improve skills.

2.4 <u>Resume</u>: Search for the resumes of school service personnel. Compare and contrast several examples and discuss typical characteristics of these resumes. Create a **personal resume** modeled after elements identified in the search.

2.5 <u>Job Search</u>: Conduct a **job search** and simulate the experience by researching local employment options. In preparation for a future career as an educational professional, compose a **cover letter** highlighting relevant experience and skills from the resume for a specific job posting.

2.6 <u>Mock Interview</u>: Participate in a **mock interview**. Prior to the interview, research tips on **dress and grooming**, most commonly asked **interview questions**, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific knowledge and skills attained throughout the program of study. Upon completion of the interview, write a **thank you letter** to the interviewer in a written or email format.

2.7 <u>Professionalism Rubric</u>**:** Collaboratively, update the **professionalism rubric** created in the introductory course in Student Development and assess the **aptitudes** and **employability skills** needed by educational professionals.

2.8 <u>Code of Ethics</u>: Analyze the **Tennessee Teacher Code of Ethics** and compare it to professional ethical standards from recognized educator professional organizations (e.g., the National Education Association, etc.). Discuss the purpose of providing specific statements in the code. Research **codes of ethics for teachers** in specific content areas and special education, where available. Synthesize principles from the standards to create a **personal code of ethics**.

3. **Ethics and Legal Responsibilities**

3.1 <u>Professional Ethics and Legal Responsibilities</u>: Explain and differentiate between **professional ethics and legal responsibilities** of professional practice in learning settings. Analyze **major laws that govern professional behavior** and accurately explain personal and organizational liabilities associated with major laws and ethical codes.

3.2 <u>Personal Philosophy</u>: Write a statement of **personal philosophy** reflecting on the importance of following policy and procedure as an educational professional.

4. Applied Research

4.1 <u>Work Based Learning</u>: Apply skills and knowledge from previous courses in an authentic **work-based learning** internship, job shadow, or classroom-based industry project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.

4.2 <u>Personal Journal</u>: Create and continually update a **personal journal** to document **skills and knowledge learned** during the practicum**.** Draw connections between the experience and previous course content by reflecting on:
   a. Tasks accomplished and activities implemented
   b. Positive and negative aspects of the experience
   c. How challenges were addressed
   d. Team participation in a learning environment
   e. Comparisons and contrasts between classroom and work environments
   f. Interactions with colleagues and supervisors
   g. Personal career development
   h. Personal satisfaction

4.3 <u>Instructional Programs</u>: Develop and successfully implement **instructional programs to meet the Local Education Authority (LEA) objectives**. (If participating in a work-based learning arrangement, apply programs and processes to satisfy placement requirements.) Demonstrate the ability to divide roles and responsibilities among team members, track progress toward goals, and use technology and information systems to evaluate and meet instructional objectives.

4.4 <u>Learner Performance Profile</u>: Research and create a **learner performance profile** to assess needs of learners. Using data-based, effective practice strategies, assist instructional staff in understanding and applying effective **practices for teaching and learning**, while also providing appropriate resources. Describe the differences in generational learning gaps among Baby Boomers, Generation X, and Millennials to exhibit empathy and consideration for generational differences.

4.5 <u>Sources and Support Services</u>: Evaluate the outcomes and successes of the **sources and support services** available in the Local Education Agency (LEA). Recommend future support services that will enhance students' learning and development.

4.6 <u>Needs of Students</u>: During observations, identify and describe the **needs of students** to enhance their achievement and development. Identify the multiple **strategies for recognizing needs and barriers** and explain benefits of proactive support and intervention.

4.7 <u>Advocacy Strategies</u>: Investigate **advocacy strategies** to influence and negotiate within political, social, economic, legal, and cultural contexts to meet an LEA's vision. Illustrate the multiple intersections between the larger contexts and a LEA's objectives.

5. **Communication**

5.1 <u>Communication Strategies</u>: Develop a communications rubric with **performance indicators** for effective verbal, non-verbal, written, and electronic communication. Create **parent/guardian contact information forms** and a draft **agenda for parent conferences**. Use the rubric to evaluate simulated parent conferences (prior to practicum).

5.2 <u>Communication with Stakeholders</u>: Practice effective verbal, nonverbal, written, and electronic **communication skills for working with stakeholders** while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse stakeholder's anger or skepticism, resolve conflicting interests, and respond to stakeholder objections or complaints to satisfaction.

6. **Guidance and Social Services**

6.1 <u>Service Project</u>: Assist a social service professional with **creating a school or community event** that showcases Social Personal Competencies, Career Pathways and/or other community/district social services. Create a **community resource page** that details the supports and services available. Reflect on the event's impact on the school/community and include what changes you would make for a future event.

7. **Portfolio**

7.1 <u>Portfolio</u>: Update materials from coursework to add to the **portfolio** begun in the introductory course. The portfolio should reflect **thoughtful assessment and evaluation of the progression of work** involving the application of leadership (instructional and managerial), assessment, and support and intervention specific to the education environment. The following documents should reside in the career portfolio:
   a. Career plan
   b. Resume
   c. List of responsibilities undertaken through the course
   d. Artifacts of project outcomes (such as storyboards, production schedules, and videos)
   e. Periodic journal entries reflecting on tasks and activities
   f. Feedback from instructor and/or supervisor based on observations

8. **Practicum Results**

8.1 <u>Practicum:</u> Upon completion of the practicum**,** develop a **technology-enhanced presentation** showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally but supported by relevant artifacts. Throughout

the presentation, justify decisions and assess the quality of the work and reflect on the impact of the experience on future career goals. Prepare the presentation in a format that could be presented to both students and an educational professional audience, as well as for a career and technical student organization (CTSO) competitive event.

The following artifacts will reside in the student's portfolio:
- Revised statement of personal teaching philosophy
- Revised career and professional growth plan
- Professional Organization artifact
- Career Development Research & artifacts
- Cover letter & resume
- Revised Professionalism rubric
- Personal Code of Ethics
- Ethics and Legal Responsibilities
- Practicum Journal
- Documentation & feedback from implemented instructional programs
- Learner Performance Profile & Learning Gaps research
- Applied Research documentation & artifacts
- Communication rubric
- Practicum Presentation

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.