

CAREERS IN EDUCATION PRACTICUM (GRADES K-12)

Pierce County Careers Connection Dual Credit Articulation Agreement

All of the following competencies will be completed in a learning environment, under the supervision of a mentor teacher, and will be documented in a professional portfolio. Upon completion of high school courses equivalent to 100% of the following competencies:

- Explore the duties of educators at the placement site**
 - Describe the duties of the following: (2A, 2E)
 - Certified teachers
 - Paraeducators
 - Administrators and classified staff
 - Business manager
- Collaborate with mentor and high school teacher**
 - Work with mentor and high school teacher to establish a schedule for conferencing to review duties and expectations (2F)
- Perform required duties at placement site**
 - Assist mentor teacher with preparation of classroom activities
 - Assist mentor teacher with preparation of instruction
 - Assist mentor teacher with classroom management activities
 - Work with students individually and in small groups (10A)
 - Describe how activities, routines, and transitions are used in classroom management
- Provide developmentally and culturally appropriate educational activities, which accommodate different learning styles**
 - Prepare and present a developmentally appropriate lesson (3A, 3G, 10B, 11A)
 - Assess own personal learning style (11B)
 - Distinguish between and describe the physical, cognitive, social, emotional and psychological developmental characteristics of learners (1D, 3C, 3I)
- Demonstrate behavior in accordance with the State of Washington code of Professional Conduct for Education Practitioners/WAC**
 - Identify, describe and adhere to classroom and school protocol (4A, 4B, 4C)
 - Identify, describe and adhere to school and school district rules, procedures and policies (2B, 2C, 6F, 7C, 7D, 12C, 12D, 12F, 14A)
 - Identify and demonstrate appropriate professional and employability skills
 - Discuss the legal requirements for providing health related care in schools (14.B)
- Identify the unique characteristics and historical foundations of the placement setting**
 - Describe the division of responsibility within the school district
 - Describe the role of school board members
 - Describe the demographics of the school district
 - Discuss the Differences:
 - Elementary school
 - Middle school
 - Secondary school
 - Post-secondary education
- Observe and Participate in appropriate strategies in classroom management**
 - Practice cooperation with individuals and groups (2D)
 - Identify and apply problem-solving techniques (5B)
 - Under the guidance of the mentor teacher, demonstrate appropriate classroom management activities (9B)
- Discuss impact of state and federal regulation**
 - Describe and compare how schools are governed at the local and state level
 - Provide examples of how legislation impacts students, teachers and paraeducators
 - Provide examples of how school funding issues impact students and teachers
- Demonstrate effective communication strategies**
 - Identify and describe communication strategies, in both formal and informal settings, for interactions with: (3H, 5C, 9A)
 - Students
 - Families
 - Peers
 - Supervisors
 - Document evaluations by (5D)
 - Self
 - Mentor teacher
 - High school teacher
 - Peer
 - Demonstrates ability to advocate for oneself (5.E)
- Evaluate abilities, skills, and attitudes need for a teaching careers**
 - Interview an educational professional about expectations and roles for teachers
 - Provide examples of how teachers as leaders in schools and community improve student learning
- Design professional goals leading to employment in the field of education**
 - Assess and identify post-secondary education and career ladder opportunities
 - Examine and evaluate opportunities within the educational arena
 - Outline the required steps to become a teacher
 - Outline the steps for state certification requirements

Vocabulary

Define the following terms and acronyms:

- AFT
- Alternative assessment
- At risk
- Behaviorism
- Benchmark
- Coaching
- Cognitive science
- Cognitively guided instruction
- Collaborative learning or cooperative learning
- Criterion-referenced assessment
- Critical thinking
- Curriculum
- Distance learning
- ERIC
- Exhibition of mastery
- Facilitator
- Heterogeneous grouping
- Higher-order thinking skills
- Holistic scoring
- Inquiry
- IES
- Interdisciplinary curriculum
- Internet
- Manipulative
- NAEYC
- NEA
- New math
- Norm-referenced assessment
- Open-ended question
- Open-ended task
- Open-response task
- Outcome-based education
- Performance assessment
- Performance criteria
- Performance task
- Portfolio assessment
- Problem solving
- PTA
- PTO
- Reliability
- Rubrics
- Scaffolding
- Scientific knowledge
- Standardized tests
- Standards
- Student assistance program
- Systemic reform
- Teaching for understanding
- Technology
- Validity

Understanding the value of providing instructional and other direct services to all children and youth with disabilities

- Identify the purpose of SE programs and education for students with disabilities (1.A)
- Introduce the human and legal rights and responsibilities of

- parents and students (1.B)
- Discuss historical perspective of students with disabilities. Including IDEA, 504, ADA; Value and benefit to schools, staff, students and general community; modeling an integrated community (1.C)

Knowledge of (a) patterns of human development and milestones typically achieved at different ages, and (b) risk factors that may prohibit or impede typical development

- Identify the development continuum birth to 21 years in the following areas: (3.A)
 - Communication
 - Self-help
 - Physical development
 - Social/emotional and cognitive development
- Describe disabilities in relation to eligibility for special education or related services (3.D)
- Describe disabilities, including health factors, which may require accommodation but do not require special education or related services (3.E)
- Discuss transitions for students and families (3.J)

Ability to communicate with colleagues, follow instructions, and use problem solving and other skills that will enable the paraeducator to work as an effective member of the instructional team

- Demonstrates methods that increase understanding, such as paraphrasing and clarifying (5.A)
- Uses techniques/strategies for problem solving and mediation (5.B)
- Identifies learning and communication styles (5.C)

Ability to provide positive behavioral support and management

- Introduce and Discuss the promotion of the development of social skills (6.A)
- Introduce and Discuss the prevention and intervention skills (6.B)
- Describe the use of crisis intervention and restraint techniques (6.D)
- Describe how disabilities can impact behavior (6.E)
- Discuss the use of data collection and observation techniques (6.G)

Knowledge of the legal issues related to the education of children and youth with disabilities and their families

- Discuss the intent of IDEA, including: (7.A)
 - Historical perspective
 - Impact of legal decisions
 - Value of legislation
- Describe: (7.B)
 - IDEA, parts B and C
 - 504
 - ADA
 - LRE
 - IEP

Awareness of diversity among children, youth, families, and colleagues with whom they work

- Identify cultural biases and personal differences that affect working with students, families, and other team members (8.A)
- Describe how diversity enhances opportunities for learning (8.B)

Knowledge and application of the elements of effective instruction to assist teaching and learning as developed by

the certified/licensed staff in a variety of settings
Practice data collection and observation techniques (9.C)

teaching and learning
Practice assistive communication (13.A)
 Work with technological equipment (13.B)

Awareness of the ways in which technology can assist

**This articulation is aligned with the Washington State Core Competencies for Paraeducators
Specific core competencies are indicated in parentheses**

A student earning a “B” grade or better may earn college credit at the following college:

| <u>College</u> | <u>Course</u> | <u>Credits</u> |
|----------------|-------------------------------|----------------|
| Pierce College | EDUC 190c (CIP Code: 13.0101) | 3 |