

Technical Committee Report and Curriculum Guide

Education Assistant

IBEDS 19151



**Idaho Division of
Professional-Technical
Education**

*Developed by
Idaho State University
Family and Consumer Sciences Education
for the Idaho Division of Professional-Technical Education*

Revised June 2009

Idaho Professional Technical Education
Course # OF0580
Technical Committee Report and Curriculum Guide
Family and Consumer Sciences Education



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Technical Committee Report

Introduction

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education (IDPTE) involves active participation of industry representatives and educators. Educators who have taught Education Assistant courses developed this new curriculum.

The new Education Assistant curriculum framework was developed using the National Standards for Family and Consumer Sciences Education. The curriculum team wrote, reviewed, and revised the curriculum framework and subsequently prepared this report. This list of content standards and competencies reflect the current national recommendations for knowledge and skills expected of students in an Education Assistant course. Students who complete the course will be better prepared to be education interns.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, and prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of PTE to design all programs exactly the same, but assurance is needed that programs meet the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use advisory committees to reflect local and community needs.

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Acknowledgements

The **Education Assistant** curriculum committee consisted of Family and Consumer Sciences (FCS) educators from Idaho high schools who have had experience with this course, administrators and editors. The Division of Professional-Technical Education reimbursed committee members for travel and meal expenses. The Idaho Division of Professional-Technical Education and the Idaho State University FCS Education department sincerely appreciate the outstanding work of the committee members and the employers who supported their participation.

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Education Assistant

Course Description

The Education Assistant Program provides high school students with an opportunity to interact with students and support a classroom teacher. In this capacity, the student will be able to

- Observe students in classroom situations.
- Work one-on-one with students from diverse populations.
- Assist with both small and large groups of students.
- Observe and demonstrate professional practices.

This class is part of recommended course selections within the Human Services Cluster and may articulate to a post-secondary education program. FCCLA activities are a part of the program.

Delivery of the Education Assistant Curriculum

The Family and Consumer Sciences (FCS) teacher prepares the FCS student for placement in a classroom. Instruction will provide an orientation prior to placement as well as ongoing training. The FCS instructor will maintain continual contact with the students during their classroom placements and with the classroom teacher. A portfolio is a final requirement.

Teacher Qualifications

The teacher must be certified in secondary education with an endorsement in Family and Consumer Sciences. Additional education or experience as a preschool or elementary teacher or as a classroom paraprofessional would provide an added value component to this program.

Length and Level of this Course

After meeting the pre-requisites, this is a one-year capstone course (two semesters or three trimesters) which may be repeated for additional credits based on the student learning plan.

Recommended Resources

Career Preparation: Human Services MPU from CEV Multimedia, Ltd. ISBN: 9781603330275.

Family, Career, and Community Leaders of America (FCCLA) activities:

<http://www.fcclainc.org/content/lesson-plans--activities>

From School to Work (2009) by Littrell, Lorenz, and Smith from Goodheart-Wilcox. ISBN 978-1-59070-936-8.

Working With Young Children by Herr (2008) from Goodheart-Wilcox. ISBN 978-1-59070-813-2.

Career Cluster

This course is recommended as work-based experience for students who want to further explore careers in the fields of human services. Placement options are with elementary schools. Possible career options include:

Early childhood Development and Services

Assistant Director, Child Care Facilities	Parent Educator
Nanny	Child Care Assistant Worker
Pre-school or Kindergarten Teacher	Teacher's Assistant
Director, Child Care Facilities	Special Education Teacher

Counseling and Mental Health Services

Career Counseling	Marriage, Child, and Family Counselor
Rehabilitation Counselor	Clinical Counseling Psychologist
School Counselor	Mental Health Counselor
HIV/AIDS Counselor	Residential Counselor
Child, Family, School Social Worker	Substance Abuse & Behavioral Disorder Counselor

Family and Community Services

Adult Daycare Worker	Director, Activities Educational Programs
Grief Counselor	Community Service Director
Coordinator of Volunteers	Genetic Science Worker
Extension Educator	Emergency Relief Worker
Social / Human Services Assistant	Social Services Worker
Community Service Managers	

Major Concepts/Content:

The Education Assistant program provides high school students with an opportunity to interact with students and support a classroom teacher. In this capacity, the student will be able to observe students in classroom situations; work one-on-one with students of diverse populations; monitor the instructional progress of small and large groups of students; and follow and support the classroom teacher's instructional, behavioral, and management plans. These opportunities assist and prepare students for post-secondary programs in a human service field.

Work-Based Learning Activities:

The Family and Consumer Sciences (FCS) teacher prepares the FCS student for placement in a classroom. Instruction will provide an orientation prior to placement as well as ongoing training. The FCS instructor will maintain continual contact with the students during their classroom placements and with the classroom teacher. All written assignments and time sheets are returned to the FCS teacher. A portfolio is an exit requirement.

Family and Consumer Sciences National Standards:

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

- 1.0 Career, Community and Life Connections.**
Integrate multiple life roles and responsibilities in family, work, and community settings.
- 4.0 Education and Early Childhood**
Integrate knowledge, skills, and practices required for careers in early childhood, education, and human services
- 6.0 Family**
Evaluate the significance of family and its effects on the well-being of individuals and society.
- 12.0 Human Development**
Analyze factors that influence human growth and development.
- 13.0 Interpersonal Relationships**
Demonstrate respectful and caring relationships in the family, workplace and community.

Curricular Framework

After successfully completing the **Education Assistant** program, the student will be able to

- 1.0** Explore career opportunities linked to Education Assistant.
- 2.0** Demonstrate personal and employability skills.
- 3.0** Demonstrate classroom skills.
- 4.0** Explore and integrate ethical and legal concepts related to leadership and classroom behavior and tolerance.
- 5.0** Practice and model leadership skills.
- 6.0** Participate in a practicum (Partner with Professionals)
- 7.0** Use resources and skills to develop and present orally a portfolio of work completed within the practicum.

Suggested Scope and Sequence

The suggested percentage of time should be adjusted for individual course schedules.

- 1.0 Explore Career opportunities linked to Education Assistant. (10%)**
 - 1.1** Career exploration: analyze and define aspects of employment.
 - 1.2** Identify and explore various career paths relating to Education Assistant within Human Services.
 - 1.3** Analyze responsibilities, qualifications, and job-outlook for specific careers.

- 2.0 Demonstrate personal and employability skills. (10%)**
 - 2.1** Identify and define skills needed for successful and caring human relationships.
 - 2.2** Complete and evaluate a personal assessment of employability skills.
 - 2.3** Define and consider diverse populations relating to the classroom and employment situations.
 - 2.4** Demonstrate professional practices relating to Education Assistant.
 - 2.5** Demonstrate skills needed to maintain employment.

- 3.0 Demonstrate classroom skills. (10%)**
 - 3.1** Review and reinforce concepts of Child Development.
 - 3.2** Explain aspects of and maintain a safe learning environment for children.
 - 3.3** Identify, compare, and contrast various learning styles.
 - 3.4** Integrate classroom management skills including the use of positive guidance and classroom rules.
 - 3.5** Develop age/developmentally appropriate lesson plans including use of appropriate activities.

- 4.0 Explore and integrate ethical and legal concepts related to leadership and classroom behavior and tolerance. (10%)**
 - 4.1** Students must comply with any school district issues such as rules of background check, drug-testing, or other policies concerning student safety.
 - 4.2** Examine federal, state, and local regulations and policies governing child services.
 - 4.3** Analyze ethics as they pertain to child services.
 - 4.4** Explore legal issues surrounding education and child services.

5.0 Practice and model leadership skills. (20%)

- 5.1 Identify leadership characteristics.
- 5.2 Exemplify behavior characteristic of problem-solving and critical thinking.
- 5.3 Integrate classroom management skills teaching responsibilities of citizenship, especially considering diverse populations.
- 5.4 Identify and understand teamwork and networking.
- 5.5 Participate in a service learning project.

6.0 Participate in a practicum (Partner with professionals). (30%)

- 6.1 Apply planning skills.
- 6.2 Demonstrate teamwork and classroom management skills.
- 6.3 Teach lessons and/or conduct workshops using teaching aids.
- 6.4 Use the concepts of follow-up and evaluation to determine strengths and weaknesses of student performance and learning activity plans (LAP).
- 6.5 Assist teacher with clerical duties and record keeping.
- 6.6 Assist in one-on-one, small-group, and whole/large-group activities.
- 6.7 Assist with activities such as playground, music, technology, lunchroom, field trips, etc.

7.0 Use resources and skills to develop and present orally a portfolio of work completed within the practicum. (10%)

- 7.1 Complete a portfolio.
- 7.2 Present individual portfolio.