SCOPE AND SEQUENCE

Course Name: Education as a Profession

Instructor: Ultima R. Danforth

Career Cluster: Education

Career Sub-Cluster: Teaching, Training & Facilitation

HS Course Credits: Seven credits (1 English, .5 Social Studies, 1.5 electives per year)

Fast Forward Optional Credits:
CCV:
- **EDU - 1030:** *Introduction to Early Childhood Education*
- **PSY - 2010:** *Child Development*
- **COM - 1015:** *Communication in the Early Childhood and Afterschool Workplace*

Tier 2 Credentials: The Master Teacher: Paraeducator Online Training

Tier 1 Credentials:
- AHA CPR / First Aid Certification
- VT Mandated Reporter Online Training & Assessment
- Prevent Child Abuse VT Abusive Head Trauma Training / Safe Sleep
- VT-Approved Nine-Hour Child Care Orientation Training - Penn State Better Kid Care
- Northern Lights at CCV 45-hour *Fundamentals*
  - Basic Specialized Care Training (six hours)
  - VT Licensing / Regulations Training (two hours)
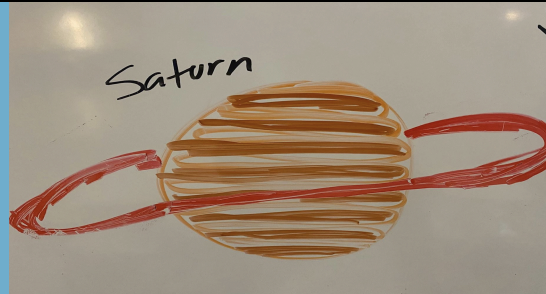
Are you someone who wants to shape the course of children's futures? Does the idea of being a classroom teacher, a guidance counselor, an occupational therapist, a speech-language pathologist, or a school-based clinician appeal to you? If so, the Human Services *Education as a Profession* class could be a good fit for you!

In this afternoon course, you will learn about the field of education, the importance of classroom design, and the basics of instructional practice. You will also practice the professional behaviors that come with being an educator. Beyond your PAHCC classroom, you will get hands-on practice working with learners in a variety of educational environments including local schools.

If you are excited to be part of shaping the next generation of thinkers and doers, join the Human Services Education as a Profession class today!

CTSO/Enrichment:

- SkillsUSA
- (Educators Rising)
- Work Site Placement Opportunities (October - June)

Recommended Preparation for Success in This Course:

Academic:

- Foundational literacy skills (reading, writing, oral communication, and listening) are essential in both the PAHCC classroom and in community-based learning environments.
- This course offers rigorous college coursework which requires strong literacy skills, active participation in authentic learning environments, and effective time-management skills.

Professional: Prompt and consistent attendance is a prerequisite to the community-based learning portion of this course.

Course Description: This course invites students to explore education as a professional career path. Year One will ask students to examine a number of areas which will help them to create success in this field: an understanding of why and how schools work; child development; the professional educator mindset; working effectively with families; the importance of classroom design, classroom culture, and classroom management; and, curriculum and the basics of instructional design. Year Two builds upon the knowledge and skills base built during the first year. Both years include clinical experience which will help students to hone their observation skills, as well as their ability to assist as professionals in a classroom setting. College coursework, while available during both Year One and Year Two of this course, takes a central focus during a student's second year. Students may attain credit for early childhood-related coursework through the Community College of Vermont, or CCV. **EDU-1030,** *Introduction to Early Childhood Education,* **COM-1015,** *Communication in the Early Childhood and Afterschool Workplace, and* **PSY-2010,** *Child Development* are offered on an alternating basis.

*Students may take one or two years of either course, or a single year of each; it is recommended that students first take the *Fundamentals* followed by *Education as a Profession*. Two years in the program will yield program completer status. Accommodations will be made so that two-year students can take multiple CCV/VTSU classes over the course of both years.

Please see those course descriptions below:

EDU - 1030 - *Introduction to Early Childhood Education* provides students with an overview of early childhood education and the ways in which early childhood experiences can enhance the development of the whole child. Students examine the provision of early education and services for children from conception to age eight. Topics include child development, national and state standards, curriculum development, early intervention, regulation, and career exploration.

COM - 1015 - *Communication in the Early Childhood Education and Afterschool Workplace* asks students to develop effective communication and relationship-building skills for early childhood education and afterschool workplace settings. The course focuses on building effective communication skills with parents, colleagues, children, youth, and community partners. Emphasis is placed on active listening, observation, reporting, and the use of clear language in interpersonal and small-group situations.

PSY - 2010 - *Child Development* invites students to explore child development from conception through preadolescence. The course emphasizes physical, emotional, social, cognitive, behavioral, and communication development of the child. Topics include developmental theories, research, applications, and assessment tools.

Proficiencies/Learning Targets:

LT 1 - Introduction to the Field of Education:
I can orient myself to the field of education as a career path and examine the organization that guides how schools work.

LT 2 - CORE KNOWLEDGE AREA: *Preparing to Teach Children*
I can develop knowledge, understanding, and skills that will help me to work effectively with children.

LT 3 - CORE KNOWLEDGE AREA: *Preparing to Work as a Professional Educator*
I can develop knowledge, understanding, and skills that will help me to work effectively with colleagues as a professional.

LT 4 - CORE KNOWLEDGE AREA: *Building Productive Relationships with Families*
I can build positive, professional, and productive partnerships/relationships when working with children's families.

LT 5 - CORE KNOWLEDGE AREA: *Classroom Design & Culture*
I can examine the elements of classroom design and community, including the practices of inclusion and universal design.

LT 6 - CORE KNOWLEDGE AREA: *Classroom Management*
I can develop strategies and skills that allow me to effectively manage routines, transitions, and student behaviors.

LT 7 - CORE KNOWLEDGE AREA: *Curriculum*
I can review the elements of curricula and the framework for different approaches to what is taught.

LT 8 - CORE KNOWLEDGE AREA: *The Basics of Instruction*
I can build a toolkit which allows me to design and implement evidence-based practices, assess student learning, and reflect on my instructional experiences.

LT 9 - CORE KNOWLEDGE AREA: *Reflect and Respond*
I can reflect on and examine relevant topics, issues, experiences, and/or developments related to the field of education. I can present this information using formal and informal methods.

LT 10 - CORE KNOWLEDGE AREA: *Writing / Controlling Idea*

I can write clear and coherent industry-relevant texts to examine and convey complex ideas, concepts, and information in a fashion that is appropriate for both my audience and the task.

Standards: Standards are aligned with Vermont's CTE [VT Human Services CTE Program Technical Standards](#). Critical Proficiencies Anchor Standards (VT), which derive from and are aligned with the Common Career Technical Core Standards for the [Education](#) career cluster.

Additional standards alignment includes: The National Association for the Education of Young Children, or NAEYC, [Professional Standards and Competencies for Early Childhood Educators](#).

PAHCC [Habits of Work](#): Safety, Work Ethic, Reliability, People Skills

PAHCC [Transferable Skills](#): Creative and practical problem solving; Inquiry; Informed and Integrated Thinking.

[CCTC - Career Ready Practices](#)

Unit and Essential Question(s)	Estimated # of Classes Periods *(assumes 120-minute classes)*	Learning Targets
Unit 1: Introduction to the Field of Education *What does the field of education offer in terms of potential career paths?* *What are the purposes behind the education that learners receive today?* *What does education look like today, and how has it changed over time?* *How is my school district organized?* *What are some basic English Language Arts skills that I will need to be successful in the field of education?*	ten classes	**Learning Targets: LT 1, LT 9** **Know** I can: ● list a number of professions associated with the field of education. ● identify and explain the purposes that underlie a variety of educational models and institutions. ● identify key components of high-quality education models for children. **Understand** I can ● explain how my school district is organized, the various professional roles within the organization, and the 5W's associated with the financing of education within our community. ● explain several ways that history, culture, people's changing views of children and education, and research have shaped the field of education over time. ● explain the importance of developing strong and effective communication skills as a future educator. **Do** I can ● research and explore potential career opportunities in the field of education.

		● produce professional-grade written work when communicating with a variety of audiences for a variety of purposes.
Unit 2: Preparing to Teach Children *How do we prepare ourselves and the general education setting to ensure safety and health among children?* *How do learners develop and grow over time? How does this understanding inform what I teach, how I teach, and when I teach certain concepts and skills?* *What is developmentally appropriate practice, or DAP, and how might it take shape in the educational setting?*	35 classes	**Learning Targets: LT 2, LT 9, LT 10** **Know** I can ● identify safety as Job Number One when caring for/educating children. ● list a number of ways that schools promote the general health and well-being of the students whom they teach. ● list the general areas in which children develop over time. **Understand** I can ● describe the components of a safe and healthy learning environment. ● discuss my responsibilities as a mandated reporter, assess situations in which I may need to make a report, and, when appropriate, make a report in the interest of a child's safety. ● explain the importance of understanding the typical course of child development, the role of milestones, and the CDC's message: *Learn the Signs. Act Early.* ● reflect upon the importance of self-regulation and executive function skills. ● explain how a play-based approach supports the learning and development of the *whole* child: physically, cognitively, socially, and emotionally. ● explain the critical role of guidance and classroom management in the educational setting.

		Do I can - demonstrate best practices associated with safe and healthful learning environments. - apply center, school, and statewide policies associated with the safe care and education of children in authentic settings. - demonstrate and apply my understanding of major child development principles and theories. - support young children's growth and development in the broad domains of physical and cognitive (including language) development, as well as in the content areas of mathematics, literacy, science, technology, social studies, and the arts.. - support children's social and emotional development and provide positive guidance. - describe and apply the three core considerations associated with DAP: commonality, individuality, and context.
Unit 3: Preparing to Work as a Professional Educator *What are the essential qualities, behaviors, and practices that distinguish a professional in the educational setting?*	25 classes	**Learning Targets: LT 3, LT 9, LT 10** **Know** I can - list examples of professional behavior in the educational setting. - list examples of <u>un</u>professional behavior in the educational setting. **Understand** I understand - that professionalism begins with me. - the role of confidentiality and FERPA within and beyond the educational setting.

		- the importance of working effectively with families. - the many ways we communicate in the educational setting (words, volume and tone of voice, posture, gesture, facial expressions, body language, attire, etc.) - the importance of ethical conduct in the educational setting. - that educators are held to high standards of professional conduct that extend beyond the school day. - the importance of acknowledging, reflecting, and celebrating the diversity that exists within our schools and greater society. - the role of larger educational organizations including the *National Association for the Education of Young Children, the National Education Association,* and the *Association for Supervision and Curriculum Development* (NAEYC, NEA, and ASCD) **Do** I can - practice confidentiality and FERPA within and beyond the educational setting. - demonstrate ways to work effectively with families. - communicate effectively in a professional setting (words, volume and tone of voice, posture, gesture, facial expressions, body language, attire, etc.). - examine and practice ethical conduct in the educational setting. - apply practices which acknowledge, reflect, and celebrate the diversity that exists within our schools and greater society. .

Unit 4: BUILDING PRODUCTIVE RELATIONSHIPS WITH FAMILIES *What do we need to know, understand, and value among families to best support their children?* *How do we respectfully partner with families to optimize child development?* *How do we help strengthen families and improve outcomes for children?*	10 classes	**Learning Targets: LT 4, LT 9, LT 10** **Know** I can - identify and list the various types of information that ECE programs and schools gather from children's families. - identify the many shapes and forms that may distinguish today's family unit. **Understand** I can - understand that all families are different, can discuss the many shapes among today's families, and explain the importance of honoring family culture in our educational environments. - explain the major research findings connecting children's academic and social-emotional outcomes to family involvement in their child's education. - explain the <u>five protective factors</u> as they apply to families and assess my strengths and areas for growth in terms of helping families to develop and maintain such factors. **Do** I can - examine the role of implicit bias in the context of children, families, and the field of education. - reflect upon my skills and thinking related to the films, <u>*Reflecting on Anti-Bias Education in Action: The Early Years*</u> and <u>*Families Embracing Anti-Bias Values*</u>. - reflect upon the importance of a strengths-based approach when working with families and apply such an approach when practical and appropriate.

		● explore data on <u>MIT's Livable Wage</u> site to examine the impact of family composition and size on the livable wage. I can reflect upon my learning, communicating my thoughts about financial planning in terms of 'growing' one's family.
Unit 5: Classroom Design & Culture *What elements should be considered when thinking about classroom design?* *How do we design inclusive learning environments which invite all learners to engage and succeed?* *How do we design our learning spaces to make them welcoming, conducive to learning, and respectful of all learners?*	20 classes	**Learning Targets: LT 5, LT 9, LT 10** **Know** I know ● the various elements that one should consider when thinking about classroom design. ● the basic tenets of inclusion. ● the basic tenets of universal design for learning. **Understand** I understand ● the power of a student-centered approach. ● how individual elements of classroom design can impact the learning atmosphere and experience. ● the role of indirect guidance and how it supports student success in the learning environment. ● why and how spaces are designed to ensure accessibility for students of all abilities. ● the importance of creating a classroom culture where all 'voices' are heard, respected, and honored. **Do** I can ● analyze a learning environment to assess the degree to which it is inclusive / embraces a universal design to learning.

		● analyze a learning environment to assess the degree to which it aligns with Maslow's Hierarchy of Needs. ● design and defend an inclusive learning environment for a specific audience of learners.
Unit 6: Classroom Management *How can indirect guidance principles and routines motivate and engage students in the learning process?* *How can I effectively manage disruptive behavior while maintaining a positive classroom climate?* *What are some effective ways to address conflicts and promote positive interactions among students?* *How can I help students develop self-regulation skills and take ownership of their learning?*	20 classes	**Learning Targets: LT 6, LT 9, LT 10** **Know** I know ● that classroom management skills are essential to any learning environment. ● the difference between direct and indirect guidance. ● and can list a number of classroom management strategies / best practices that ensure a healthy and productive learning environment. **Understand** I understand ● the power of a student-centered approach. ● the role of routines in terms of creating a sense of security, predictability, and independence for both students and educator. ● the role of indirect guidance and how it supports student independence and success in the learning environment. ● the role of direct guidance and how it supports student success in the learning environment. ● the role of limits and the importance of following through on limits. ● the importance of helping students build both self-regulation and executive function skills.

		Do I can ● practice classroom management skills - as is appropriate - in authentic learning environments.
Unit 7: Curriculum *Which standards guide educators as they develop a curriculum that optimizes development and learning?* *What are the components of a developmentally appropriate curriculum?* *How do we design and deliver a rich, developmentally appropriate curriculum in a variety of educational settings?*	20 classes	**Learning Targets: LT 7, LT 9, LT 10** **Know** I can ● identify the major curricular areas that are addressed in a variety of learning environments. ● identify and locate a variety of standards that are used to guide curriculum design and implementation in learning environments. ● identify and use educational frameworks and templates that guide curriculum design and implementation (Unit, block, and lesson plans). **Understand** I understand ● that standards serve as a guide to curriculum development. ● that curriculum must be accessible to all children and can practice differentiated approaches to curriculum implementation. **Do** I can ● use the <u>NAEYC Professional Standards and Competencies for Early Childhood Educators</u> - (Standard Five) to design, implement, and evaluate a curriculum that supports development and learning among children. ● use the <u>Vermont Early Learning Standards</u> (VELS; Developing Self, Communication and Expression, Learning About the World)

		to design, implement, and/or evaluate a curriculum that supports development and learning among children. ● use the English Language Arts <u>Common Core Standards</u>, Math <u>Common Core Standards</u>, and the <u>Next Generation Science Standards</u> to design, implement, and evaluate a curriculum that supports development and learning among children.
Unit 8: The Basics of Instruction *How do educators systematically approach instruction to optimize student learning?* *What are best practices when it comes to implementing instruction in ways that enhance learning?*	25 classes	**Learning Targets: LT 8, LT 9, LT 10** **Know** I can ● list various components of the 5E Lesson Plan: Engage, Explore, Explain, Elaborate, and Evaluate. ● list reasons why a one-size-fits-all approach to instruction is impractical in today's educational environments. **Understand** I understand ● that children construct their own knowledge. ● the role that standards play when it comes to designing instruction. ● the differences and distinct purposes of formative and summative assessment. ● the distinct roles that educators and students play in the instruction process. ● the importance of differentiating instruction. **Do** I can ● differentiate instruction.

		● design, implement, evaluate, and reflect upon a 5E lesson plan in one of the following content areas: mathematics, literacy, science, technology, social studies, or the arts.
Unit 9: REFLECT and RESPOND	10 classes	**Learning Targets: LT 9, LT 10** I can reflect upon a variety of education-related concepts, ideas, and experiences. Prompts may include. ● my skills and thinking related to the film, _Reflecting on Anti-Bias Education in Action: The Early Years_. ● my ability to apply the <u>NAEYC Professional Standards and Competencies for Early Childhood Educators</u>. ● the importance of a strengths-based approach when working with families (S: Reflective Project: _Find the Strengths in This Family_ or Zero to Three, _Meet Charlie - A Young Child Expelled From Preschool_). ● the importance of <u>self</u>-<u>regulation</u> and <u>executive</u> <u>function</u> skills and document how I support the development of these essential skills when working with young children at WSP/ in the PAHCC Lab Space. (S: Reflective Project: Supporting Self-Regulation and Executive Function Skills). ● my ability to effectively communicate within the learning environment. ● my experiences, successes, and challenges within the learning environment. ● the design and implementation of a lesson plan in one of the following content areas: mathematics, literacy, science, technology, social studies, and the arts.

Unit 10: WRITING / CONTROLLING IDEA	10 classes	**Learning Targets: LT 9, LT 10** I can write clear and coherent industry-relevant texts to examine and convey complex ideas, concepts, and information in a fashion that is appropriate for both my audience and the task. **DO:** I can ● respond to all aspects of a given prompt and effectively communicate my ideas in a logical, well-organized, and concise fashion. ● include details / concrete examples to enhance my written work. ● write clearly, using proper grammar, spelling, and punctuation. ● adjust my written communication to meet the needs of both my reader and the task. ● revise my written work to satisfy the criteria listed above.