

Education Internship (10th, 11th, 12th)



Education, Child Development and Family Services Industry

Education Pathway

This course is designed for students considering teaching as a profession, and prospective tutors. The purpose of this class is to provide early, supervised experience to pre-service teachers in the form of service learning. The lectures provide orientation, review, reflection and problem solving; in addition, a minimum of 30 hours of volunteer service work is required. Experiential learning activities include observing and/or tutoring at various educational levels. Through this service learning, students are made aware of skills needed in the teaching profession. Additionally, they are mentored in the application of classroom management techniques and routine teaching skills required in the public schools.

Last Revised: August 10, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Education, Child Development, and Family Services Industry: Education Pathway</p> <p>Grade Levels: 10, 11, 12</p> <p>CSU/UC Approval: No</p> <p>Community College Course: No</p> <p>Pathway Sequence(s) That Include This Course:</p> <p>Education Pathway Course Sequence:</p> <p>Introduction to Health and Human Services Careers or</p>	<p>Course Level: Concentration</p> <p>CALPADS Pathway: EDU 132</p> <p>CALPADS Course Title: Education Internship</p> <p>State Course ID: 7530</p> <p>Total Hours: 90</p> <p>Course Length: 1 Semester</p> <p>Local Course Number: ED8204</p> <p>Board Approval: Pending Board Action on 12/7/17</p>

Health Professions and Organizations
First Aid, Emergency Response and CPR
Career Explorations
Education & Technology I
Education & Technology II
Education Internship (10th, 11th, 12th)
PSYC 120 Intro to Psychology or COMM 103 Public Speaking
ED 200 Teaching as a Profession
HED 105 Health Education for Teachers
CD 125 Child and Adolescent Development

Labor Market Demand: High
Course Type: Career-Technical Preparation

Competencies / Outcomes

Students will:

1. Engage in early, supervised experience, to pre-service teachers in the form of service learning.
2. Complete a minimum of 30 hours of volunteer service work.
3. Observe and/or tutor at various educational levels. Through this service learning, students will learn about the skills, strategies and pedagogy needed in the teaching profession.
4. Learn and apply classroom management techniques and routine teaching skills required in the public schools.

California's 2013 CTE Standards (86)

1. CTE.ECDFS.KPAS.3.1 [Identify personal interests, aptitudes, information, and skills necessary for informed career decision making](#)
2. CTE.ECDFS.KPAS.3.2 [Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success](#)
3. CTE.ECDFS.KPAS.3.4 [Research the scope of career opportunities available and the requirements for education, training, certification, and licensure](#)
4. CTE.ECDFS.KPAS.8.3 [Demonstrate ethical and legal practices consistent with Education, Child Development, and Family Services sector workplace standards.](#)
5. CTE.ECDFS.KPAS.8.4 [Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace](#)
6. CTE.ECDFS.KPAS.8.7 [Conform to rules and regulations regarding sharing of confidential information, as determined by Education, Child Development, and Family Services sector laws and practices](#)
7. CTE.ECDFS.KPAS.9.3 [Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting](#)
8. CTE.ECDFS.KPAS.9.6 [Respect individual and cultural differences and recognize the importance of diversity in the workplace.](#)

9. CTE.ECDFS.KPAS.10.1 [Interpret and explain terminology and practices specific to the Education, Child Development, and Family Services sector.](#)
10. CTE.ECDFS.KPAS.10.2 [Comply with the rules, regulations, and expectations of all aspects of the Education, Child Development, and Family Services sector.](#)
11. CTE.ECDFS.KPAS.11.1 [Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Education, Child Development, and Family Services sector program of study.](#)
12. CTE.ECDFS.KPAS.11.2 [Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level](#)
13. CTE.ECDFS.KPAS.11.5 [Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators](#)
14. CTE.ECDFS.C.4.4 [Demonstrate how to use certified first aid, cardiopulmonary resuscitation \(CPR\), and other emergency procedures.](#)
15. CTE.ECDFS.C.6.4 [Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline](#)
16. CTE.ECDFS.C.7.5 [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.](#)
17. CTE.ECDFS.C.7.6 [Practice using teaching strategies that promote student learning, critical thinking, and problem solving](#)
18. CTE.ECDFS.C.10.2 [Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.](#)
19. CTE.ECDFS.C.11.2 [Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance](#)
20. CTE.ECDFS.C.11.3 [Explain how to help the teacher with student instruction, assessment, and confidentiality](#)

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects

Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Units

Unit 1: Exploring Teaching as a Profession

Description

Interns will reflect on teaching through an internship. Through the application and interview process, interns will identify roles and responsibilities of teachers and instructional assistants in a school wide setting and social interactions. They will complete an updated resume and cover letter for their desired grade and/or classroom setting.

Key Topics/Activities

- Motives for Teaching
- Purpose of Education
- Issues of Identity and Education
- Role of the family and community in student learning
- Critical Issues in Education
- Restructuring and recent legislation
- California Literacy Standards
- Resume and Cover Letter Preparation

Unit 2: Teaching Credential Requirements

Description

Interns will explore various teaching jobs and their requirements. They will be partnered with a teacher and interview them about their educational journey.

Key Topics/Activities:

- Multiple Subject Credential
- Single Subject Credential
- Special Educational Credential
- Required Competencies and Subject Matter Exams
 - Approved Majors
 - California Basic Educational Skills Test
 - Multiple Subject Assessment Test
 - Single Subject Assessment Test
 - Reading Instructions Competency Assessment (R.I.C.A)

Assessment of skills will be assessed by written and oral assessment and performance task demonstrations.

Unit 3: Principles of Learning for Effort-Based Educational Systems and Learning Environments

Description

Interns will learn about the importance of using a growth mindset and positive, productive communication when working with their classroom students. Through collaborative conversations, interns will expand their understanding of why teachers use productive struggle to engage students in higher level thinking.

Key Topics/Activities

- Collaborating with teachers
- Providing in-class student support
- Modeling good learning habits
- Providing examples of how to achieve classroom expectations
- Encouraging students' classroom involvement
- Explaining directions
- Supporting students engaged in problem solving

Key concepts and skills will be assessed through written and oral responses and demonstration of performance tasks.

Unit 4: Introduction of the California Standards for the Teaching Profession

Description

Interns will take a closer look at the teacher professional standards. Through weekly journals, interns will observe, practice, and reflect on teaching dispositions and standards.

Key Topics/Activities

- Engaging and supporting all students in learning
- Understanding and organizing subject matter for student learning
- Creating and maintaining effective environments for student learning
- Planning instructions and designing learning experiences for all students
- Assessing students for learning
- Developing as a professional educator

Key concepts and skills will be assessed through written and oral responses and demonstration of performance tasks.

Unit 5: Introduction to Conditions for Effective Learning in the Classroom

Description

Interns will build positive relationships with classroom teachers and the students. This positive relationship will provide a deeper learning experience of the daily classroom learning.

Key Topics/Activities

- Engagement in the literacy learning process is promoted
- Interest and/or motivation related to usefulness of the task occurs.
- A secure environment is established for taking academic risk.
- High expectations are held for each student
- Students are helped to make decisions related to knowledge construction.
- Responses or feedback is given that is relevant and appropriate.
- Required practice time and opportunity for meeting diverse needs and appropriate skills development is provided.
- Approximation, or freedom to learn from mistakes, is a desired learning process.
- Timely feedback is given that is relevant and appropriate.

Key concepts and skills will be assessed through written and oral responses and demonstration of performance tasks.

Unit 6: Important Characteristics of Skilled Readers

Description

Interns will be partnered with students to conduct small group read alouds. Interns will use differentiated instruction when helping students develop their reading skills through one-on-one reading. Interns will prompt students to practice skills necessary in becoming skilled readers.

Key Topics/Activities:

- Fluent alphabet and letter form recognition
- Phonemic Awareness
- Concepts About Print (phoneme-grapheme correspondence, word and sentence representation)
- Word Attack Skills Development
- Comprehension Cueing Systems, Prior Knowledge, Context, and Meaning

Assessment of skills will be assessed by written and oral assessment and performance task demonstrations.

Unit 7: Accounting for Diversity in Learning

Description

Interns will understand differentiated instruction and appropriate curriculum support. Interns will gain a better understanding of the importance of implementing accommodations and adaptations when appropriate into the lessons and activities, including digital materials.

Key Topics/Activities

- Impact of engagement in learning
- Impact of reading comprehension
- Cultural literacy in the classroom
 - Cultural literacy levels and stages of development
 - Influence of implicit cultural assumptions upon knowledge construction
- Second Language acquisition

Assessment of skills will be assessed by written and oral assessment and performance task demonstrations.

Unit 8: Applied Educational Technology

Description

Interns will learn to use technology in an educational setting to enable their own innovative teaching practices. Educational technology will increase differentiated instruction and increasing teacher's resources throughout lessons.

Key Topics/Activities

- Introduction to online and blended learning pedagogy
- Introduction to web-based instructional resources
- Introduction to accessibility issues in a digital environment

Assessment of skills will be assessed by written and oral assessment and performance task demonstrations.

Unit 9: Critical Issues and Current Topics

Description

Interns will begin to explore their development as a professional educator by reflecting on their internship experiences. They will explore the process of goal/aspiration-setting and develop success criteria for identifying and achieving their stated goals.

Key Topics/Activities

- Developing as a professional educator
- Reflection on teaching practices and current educational issues
- Establishing professional goals and success criteria
- Identifying opportunities to grow professionally

Assessment of skills will be assessed by written and oral assessment and performance task demonstrations.