Course Outline

Job Title
Educational Assistant

Career Pathway:
Child Development

Industry Sector:
Education, Child Development, and Family Services

O*NET-SOC CODE:
25-9042.00

CBEDS Title:
Teaching Careers or Careers in Education

CBEDS No.:
4400

72-25-90

Child Development: Introduction to Diversity, Equity, Inclusion

Credits: 0   **Hours:** 15

Course Description:
This competency-based course is designed as an introduction to the concepts of diversity, equity, and inclusion as they relate to child development. Instruction includes orientation, workplace safety, communication and language skills, critical thinking, and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
None.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS	LOCATION
GOALS AND PURPOSES	Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 7-9

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPONENTS	LOCATION

INSTRUCTIONAL STRATEGIES   p. 12

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.   pp. 7-9

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES   pp. 12

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

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1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

C. Education Pathway

The Education pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

Sample occupations associated with this pathway:
♦ Before/Afterschool Program Aide
♦ Primary/Secondary School Teacher
♦ School Counselor
♦ Educational Administrator
♦ Speech Therapist

C1.0 Describe the structure of the education industry and its role in local, state, and global economies.

C2.0 Name operational procedures and organizational policies at various levels in education.

C3.0 State specific applications of government regulations in the education industry.

C4.0 Practice critical emergency and disaster procedures at a school site.

C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.

C6.0 Use positive interaction, guidance, and discipline in the educational environment.

C7.0 Explain the role and purpose of standards-based instruction and assessment.

C8.0 Compare basic principles and practices of good nutrition and health and wellness for children.

C9.0 Assess how to communicate and interact effectively with families and community groups.

C10.0 Integrate the process of developing quality teaching materials and resources for classroom instruction.

C11.0 Evaluate the role of instructional staff in supporting the learning process.

C12.0 Formulate the components of effective after-school and recreational programs for individuals and groups.

COMPETENCY-BASED COMPONENTS
for the _Child Development: Introduction to Diversity, Equity, Inclusion_ Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. ORIENTATION AND SOCIAL EMOTIONAL LEARNING Understand, apply, and describe purpose of the course and different careers in child development. (1 hour)	1. Describe the scope and purpose of the course. 2. Describe the different careers in the Education, Child Development, and Family Services Industry Sector, which have an impact on the role of educators and educational aides 3. Pass a Social Emotional Learning assessment.	**Career Ready Practice:** 1, 2, 3, **CTE Anchor:** Communications: 2.5 Career Planning and Management: 3.1, 3.2, 3.4, 3.7, 3.9 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.2 **CTE Pathway:** C1.2, C1.3, C1.4, C5.1, C5.2, C5.3, C5.4, C6.4, C9.1, C9.2, C9.3
B. COMMUNICATION SKILLS Learn how communication impacts relationships between individuals and social constructs were created among marginalized communities to advocate to create more just spaces.	1. Demonstrate utilization of conflict resolution through class activities. 2. Demonstrate utilization of positive communication skills through class activities. 3. Discuss how social constructs are impacted by religion, politics, society, etc. 4. Identify how social constructs have led to the marginalization of the LGBTQ+ students and students of color in LAUSD today. 5. Identify how to advocate creating safe and equitable spaces for students.	**Career Ready Practice:** 1, 2, 5, 7, 8, 9, 10, 12 **CTE Anchor:** Communication: 2.2, 2.3, 2.4, 2.5 Technology: 4.2, 4.3, 4.4, 4.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	6. Discuss how social constructs lead to bullying of "other" marginalized communities. (4 hours)	Ethics and Legal Responsibilities: 8.3, 8.5 Technical Knowledge and Skills: 10.5, 10.8, 10.14, 10.16, 10.17 **CTE Pathway:** C9.1, C9.2, C9.3
C. LANGUAGE SKILLS Understand, apply, how language can impact society and improve language. (4 hours)	1. Define Sexual Orientation Gender Identity and Expression (SOGIE). 2. Define bullying. 3. Discuss the difference between bullying and teasing. 4. Define implicit bias. 5. Discuss differences between racism and implicit bias. 6. Analyze how language affects society and communication.	**Career Ready Practice:** 1, 2, 5, 7, 8, 9, 10 **CTE Anchor:** Communication: 2.2, 2.3 Technology: 4.3, 4.4, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.5, 10.13, 10.14, 10.16, 10.17 **CTE Pathway:** C5.1, C5.2, C5.3, C6.1, C6.3, C6.5, C7.6, C9.1, C9.2, C9.3, C11.4
D. CRITICAL THINKING Learn how to analyze information presented for better understanding and decision-making.	1. Explain and produce a minimum of one page document for each module that displays understanding of how to implement learning.	**Career Ready Practice:** 5 **CTE Anchor:** Technology: 4.3, 4.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		**CTE Pathway:** C7.6

E. **EMPLOYABILITY SKILLS**
 	
Understand, apply, and evaluate the employability skills required in the educational field.
 	
(2 hours)
	1. Develop a career plan that reflects career interests, pathways, and postsecondary options.
	2. Identify potential employers and required qualifications through traditional and internet sources.
	3. Evaluate personal character traits such as integrity, respect, professionalism, responsibility and understand the impact they can have on career success.
	4. Describe soft skills to include the following:
	   a. punctuality
	   b. attendance
	   c. attitude toward work
	   d. quality of work
	   e. teamwork
	   f. responsibility
	   g. timeliness
	   h. communication skills
	5. Identify potential paid and volunteer opportunities at LAUSD.
	6. Describe the importance of the continuous upgrading of career skills.
		Career Ready Practice:
		1, 2, 3, 4, 5, 7, 8,9, 10, 12
		
		CTE Anchor:
		Communications: 2.4, 2.5
		Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.8, 3.9
		Technology: 4.3, 4.5
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4
		Responsibility and Flexibility:
		 7.7
		Leadership and Teamwork: 9.1, 9.2, 9.3
		Demonstration and Application: 11.2
		
		CTE Pathway:
		C1.2, C3.3

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXT AND SUPPLEMENTAL BOOKS

Arnold, Mary. Effective Communication Techniques for Child Care. Cengage Learning, 2005.

Barrera, Isaura, et al. Skill Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood. Paul H. Brookes Publishing Company, 2003.

Herr, Judy, Working with Young Children 9th Edition, GW-Goodheart Wilcox, 2020.

Gonzales-Mena, J. Diversity in Early Care and Education: Honoring Differences, 5th Edition. The McGraw-Hill Companies, 2011.

Gonzalez-Mena, Janet. Child in the Family and Community. Prentice-Hall, 2011.

Hildebrand, Verna, et al. Knowing and Serving Diverse Families, 3rd Edition. Prentice Hall, 2007.

RESOURCES

Employer Advisory Board members

CTE MODEL CURRICULUM STANDARDS
Education, Child Development, and Family Services Industry Sector
http://www.cde.ca.gov/ci/ct/sf/documents/edchildfamily.pdf

COMPETENCY CHECKLIST

ONLINE RESOURCES

HRDE Website
https://achieve.lausd.net/human-relations

INSTRUCTIONAL RESOURCES MATERIALS

LAUSD Resources
LGBTQ Community Resource Guide
Handbook of SOGIE Language & Vocabulary
Board Cuts School Police to Improve Black Student Achievement

Department of Justice Civil Rights Division
Protecting the Rights of LGBTQ Individuals

Safe Schools Coalition
Guidance on School Law & Policy
Understanding Differences Between Schools in Overall LGBT School Safety
Understanding School Safety for Transgender Students

CA Department of Education
[School Success and Opportunity Act](#)

Book List
[Children's Books with Transgender, Non-Binary and Gender Expansive Children](#)
[K-12 Book List](#)

Implicit Bias
[Video: Implicit Bias Explained (2.5 minutes)](#)

College and Career Readiness Standards for Adult Education - Language Arts and Literacy Reading Standards
http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Common Core English Language Arts Standards K-12
http://www.corestandards.org/ELA-Literacy/CCRA/R/

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A.   Lecture and discussion

B.   Multimedia presentations

C.   Demonstrations and participations

D.   Individualized instruction

E.   Peer teaching

F.   Role-playing

G.   Guest speakers

H.   Field trips and field study experiences

I.   Projects

EVALUATION

SECTION A – Orientation and Social Emotional Learning – Pass a Social Emotional Learning assessment.

SECTION B – Communication Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Language Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Critical Thinking – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Employability Skills – Pass all assignments and exams with a minimum score of 80% or higher

Standards for Career Ready Practice

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, societal, and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.