

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington**



CAREERS IN EDUCATION
Curriculum Guide

Approved by the Board: April 23, 2003

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307

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Renton, Washington

A Philosophy of Education for the Renton School District

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT #403

Renton, Washington

*General Instructional Goals
Policy 6010*

The Renton School District fosters an educational process that helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum that prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships that involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

Renton, Washington

Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills Education programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs that serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services that promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills Education instructors regarding the effective use of advisory committees.

Renton, Washington

Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The District also participates in two countywide Tech Prep consortia with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School District and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4, Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Diversified**

Occupations Programs provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operate only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math Departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Construction Technology 1-2; Building Maintenance Technology 1-2; Power and Energy Technology 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for the past several years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for vocational funding, the District has made the commitment to operate them in collaboratively with a related academic instructor. These **Applied Vocationally Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology.

Renton School District has made a commitment to provide career and life skills training and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to allow several offerings, the District has entered into interdistrict cooperative agreements with surrounding districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Learning Center and the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School and **Health Careers** section is located at Hazen High School.

CAREER AND LIFE SKILLS EDUCATION

Renton School District #403

Renton, Washington

Mission Statement

The mission of career and life skills education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

CAREERS IN EDUCATION

Washington State Essential Academic Learning Requirements

CAREERS IN EDUCATION This Career and Life Skills class supports the Washington State Essential Academic Learning Requirements.	ART	COMMUNICATIONS	MATHEMATICS	SCIENCE	WRITING	READING
Unit 1: Students will understand themselves and others in their role as learner, leader, and community member.		*		*	*	*
Unit 2: Students will identify developmental characteristics and needs of school age learners.	*	*		*	*	*
Unit 3: Students will recognize and respect all learners in our classrooms and society.		*		*	*	*
Unit 4: Students will examine the historical and current issues affecting education.				*	*	*
Unit 5: Students will examine the teacher’s role with parents, colleagues, and community.				*	*	*
Unit 6: Students will apply their knowledge by observing, assisting, and interning in a classroom or educational setting.	*	*	*	*	*	*
Unit 7: Students will clarify their career goals.	*	*	*	*	*	*

CAREERS IN EDUCATION
Course History

In 1998 the Family and Consumer Science Advisory Committee was informed of the new course offering called ***Careers in Education***, aka Teachers Recruiting Future Teachers. With the increasing demand for future teachers, the validity of adding a new class to our curriculum, integrated with our already ongoing early childhood education programs, seemed natural. Also, many of our students were already volunteering and completing community service projects with children from k-12 programs.

The Family and Consumer Science Department has completed the state-mandated training for certification to teach the ***Careers in Education*** curriculum. ***Careers in Education*** is a college level course and offers the opportunity to earn college credit and/or waivers at the following colleges and universities: Green River Community College, Highline Community College, Central Washington University (EDCS 300, Pre-Autumn Field Experience=4 credits), Western Washington University's Woodring College of Education (priority admission with Careers in Education B+ completion), and Renton Technical College.

All curriculum materials have been developed through a collaborative approach and are in alignment with the Washington State Essential Academic Learning Requirements (EALRS).

CAREERS IN EDUCATION
Course Goals

Renton School District student in the Careers in Education program will:

- Develop an appreciation for the teaching field by exploring and participating in a variety of vocational and educational experiences within the Renton School District and local child care facilities.
- Explore career and educational pathways emphasizing articulation in related early childhood education with the emphasis in early human development, child development and psychology/sociology.
- Provides students with an opportunity to apply what they learn to real life situations.
- Integrate with all subject areas across the curricula.
- Develop initiative, cooperation and leadership skills in group activities.

CAREERS IN EDUCATION
Course Scope and Sequence

Unit 1: Students will understand themselves and others in their role as learner, leader, and community member.

1. Access own personal learning style
2. Describe personal successes as a community member
3. Exhibit a cooperative attitude as an individual and as a member of a group
4. Demonstrate leadership ability by applying decision-making and problem solving techniques.

Unit 2: Students will identify developmental characteristics and needs of school age learners.

1. Analyze physical, cognitive, moral, and psychological developmental characteristics of learners.
2. Observe and evaluate learners, and their environment, in the following grade levels:
 - Early Childhood (optional)
 - Primary
 - Intermediate
 - Secondary

Unit 3: Students will recognize and respect all learners in our classrooms and society.

1. Identify and evaluate strategies that will benefit learners with special needs.
2. List and define aspects of student diversity that impact the classroom learning environments (ethnic, racial, socio-economic and cultural background, special needs, gender).
3. Learn about the laws and research impacting the way schools address diversity issues, such as mainstreaming, bilingual education, and holiday celebrations.

Unit 4: Students will examine the historical and current issues affecting education.

1. Become familiar with current and historical school issues and policies.
2. Examine how schools are governed at the local and state levels.
3. Describe the division of responsibility within the school district, role of the school board members, and demographics of the district.
4. Learn about school funding issues in Washington State.
5. Discuss how legislation impacts a teacher's job.
6. Develop an awareness of Education Reform and its impact on teaching and learning.
7. Develop an awareness of your philosophy of education.

Unit 5: Students will examine the teacher's role with parents, colleagues and community.

1. Discuss teacher expectations and multiple roles with school district personnel and the community.
2. Discuss strategies for effective interactions with parents or guardians to support students learning and well being.
3. Become familiar with professional journals, organizations, and services available to teachers to enrich professional development.
4. Explore how teachers lead in the school and community to improve student learning.

Unit 6: Students will apply their knowledge by observing, assisting, and interning in a classroom or educational setting.

1. Develop insight and understanding for protocol related to an internship site.
2. Become familiar with school rules, procedures, and policies at internship site and within the school district.
3. Assist mentor teacher with the preparation of classroom activities and instruction.
4. Assist mentor teacher with daily classroom management activities.
5. Review and assess grading policies, plan book, and methods of record keeping.
6. Demonstrate ability to work with students individually and in small groups.
7. Design and create a visual or display bulletin board that reinforces student learning at the internship site.
8. Identify formal and informal assessment strategies for evaluating students, which link assessment with instruction; WASL.
9. Develop an understanding of technology used for instruction and enhancement in the classroom.
10. Document evaluations, which include self, mentor, and high school instructor.
11. Develop a simple lesson plan to include objectives, EALR's, organized activities, and an assessment of student learning.
12. Demonstrate an understanding of how activities, routines and transitions are used in classroom management.
13. Identify and describe three instructional methods
14. Practice reading to a class using current techniques for reading aloud.
15. Prepare and present a developmentally appropriate lesson at each field site.
16. Attend and reflect upon one or more of the following:
 - A school board meeting
 - A professional teachers meeting with your mentor teacher
 - A faculty meeting with your mentor teacher
 - Other

Unit 7: Students will clarify their career goals.

1. Access and identify post secondary education and career ladder opportunities.

2. Identify and demonstrate appropriate professional and employability skills.
3. Examine the opportunities within the educational arena.
4. Become familiar with the steps to become a teacher; state certification requirements.
5. Prepare and maintain a professional portfolio.

Evaluation of students in the Careers in Education class will be measured in a variety of ways. These include activities inclusive of the Essential Academic Learning Requirements of art, communications, science and writing.

Careers in Education activities provide students multiple opportunities to develop the foundation skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) and endorsed by many educational systems.

Student Experiences	SCANS Competencies																							
	Resources: Identifies, organizes, plans & allocates resources					Interpersonal Skills: Works with others					Information: Acquires & uses information				Systems: Understands complex inter-relationships				Technology: Works with a variety of technologies					
	Time-Selects goal-relevant activities, ranks them, allocates time, and prepares and follows	Money-Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives	Material & Facilities-Acquires, stores, allocates, and uses materials or space efficiently	Human Resources-Assesses skills and distributes work accordingly, evaluates performance and provides feedback	Participates as a Member of a Team-contributes to group effort	Teaches Others New Skills	Serves Clients/Customers-works to satisfy customers' expectations	Exercises Leadership-communicates ideas to justify position, persuades and convinces others, responsibility challenges existing procedures and policies	Negotiates-works toward agreements involving exchange of resources, resolves divergent	Works With Diversity-works well with men and women from diverse backgrounds	Acquires & Evaluates Information-	Organizes & Maintains Information	Interprets & Communicates Information	Uses Computers to Process Information	Understands Systems-knows how social, organizational, and technological systems work and operates effectively with them	Monitors and Corrects Performance-distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunction	Improves or Designs Systems-suggests modifications to existing systems and develops new or alternative systems to improve	Selects Technology-chooses procedures, tools or equipment including computers and related technologies	Applies Technology to Task-understands overall intent and proper procedures for setup and operation of equipment	Maintains & Troubleshoots Equipment-prevents, identifies or solves problems with equipment, including computers and other technologies				
Assess personal style			X		X			X	X	X		X												
Describe success					X		X		X	X	X	X	X	X										
Demonstrate leadership	X						X	X	X	X	X	X	X											
Analyze development of learner			X			X		X		X	X	X	X											
Identify/evaluate strategies			X		X	X	X		X	X	X	X		X										
Define student diversity	X					X	X	X	X	X	X	X	X		X					X				
Examine history of education			X						X	X	X	X	X	X	X		X							
Examine current issues of Ed			X						X	X	X	X	X	X	X		X							
Examine multiple teacher roles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				

Professional growth via journals, professional development	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Assist mentor teacher with procedures, activities, instruction	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X		
Work with students	X		X	X	X	X		X	X	X	X	X	X	X			X			
Create visuals to reinforce learning	X		X	X	X	X		X		X	X	X	X	X		X	X	X		
Identify WASL assessment strategies	X				X	X			X		X	X	X	X		X	X			
Use multi technologies in instruction	X		X		X	X	X				X	X	X	X	X	X	X	X	X	X
Demonstrate classroom management	X			X	X	X	X		X	X	X		X	X						
Practice reading to class	X			X		X			X	X	X	X	X	X	X			X		
Prepare & present lesson plans	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X
Attend professional meeting(s)	X			X	X				X	X	X	X	X	X	X	X				
Identify post secondary opportunities	X	X		X							X	X	X	X	X			X		
Demonstrate employability skills	X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Prepare & maintain a professional portfolio	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X

CAREERS IN EDUCATION
Instructional Materials

Program Guide:

WSTRFT (Washington State Training Future Teachers)
Western Washington University
Miller Hall MS9088
Bellingham, WA 98225-9088
Fax: 360.650.7516
E-mail: WSTRFT@wwu.edu

Model Curriculum Framework
Careers in Education
Family & Consumer Science
Health and Human Services Pathway
Website: www.k12.wa.us/careerteched/hhs

FCCLA (Family, Career and Community Leaders of America, Inc.)
Leadership Workbook
1910 Association Drive
Reston, VA 20191-1584

CAREERS IN EDUCATION

Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p>Area 1: Introduction to Leadership Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> • Research and identify what skills are essential to the field of education. • Plan leadership activities for self, family, and community 	<ul style="list-style-type: none"> • Offers an opportunity for students to explore their career of choice and make informed post-secondary decisions • Provide students with an opportunity to apply what they learn to real life situations 	<ul style="list-style-type: none"> • Integrates with all subject areas across the curriculum • Offers the opportunity to earn a course waiver at universities and community colleges
<p>Area 2: Personal Qualities Students will understand themselves and others in their role as learner, leader, and community member.</p>	<ul style="list-style-type: none"> • Assess own personal learning style through various inventories and discussion of styles • Describe personal successes as a community member • Exhibit a cooperative attitude as an individual and as a member of a group 	<ul style="list-style-type: none"> • Demonstrate leadership ability by applying decision-making and problem-solving techniques • Actively plan, participate, and evaluate a group or individual leadership project that benefits home, school or community 	<ul style="list-style-type: none"> • Include a portfolio their brain dominance inventory with explanation of how their brain's dominance has an impact on learning across the curriculum
<p>Area 3: Interpersonal Skills Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with classmates, mentor teachers and school assigned for training site • Develop goals from self-evaluation • Determine whether goals are conceivable, achievable, and can be measured • Write down necessary steps to carry out each goal. Evaluate each step. • Manage and resolve positive stress and adversity during training with mentor teacher 	<ul style="list-style-type: none"> • Internet research for OSPI and RSD information on education • Guest speakers from school district • Observation at a minimum of 3 levels of education 	<ul style="list-style-type: none"> • Develop lesson plans with mentor teachers to meet state EALRS • Work as a team member with mentor teacher(s) to achieve curriculum goals

<p>Area 4: Communication Skills Students will be able to communicate effectively in the classroom with assigned mentor teachers classroom.</p>	<ul style="list-style-type: none"> • Will actively listen, read and prepare rubric accessed written materials • Will prepare and present age appropriate lesson plans while on site training 	<ul style="list-style-type: none"> • Develop a professional portfolio including artifacts from the 6 required curriculum standards 	<ul style="list-style-type: none"> • Portfolio artifacts from all 6 standards can be applied towards post-secondary credit • Portfolio artifacts demonstrate multiple resources and talents in the field of education
<p>Area 5: Community Students will develop an understanding and demonstrate a knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> • Will become familiar with laws and regulations of education on both local and state level 	<ul style="list-style-type: none"> • Will participate in various activities to become familiar with education: school board meetings, PTSA functions, parent night, fund raisers, etc. 	<ul style="list-style-type: none"> • Evaluate how local and state decisions affect each school, classroom and teacher
<p>Area 6: Personal and Tech Resources. Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> • Students will integrate multi media resources for both personal growth, portfolio artifacts and towards applications for on site training 	<ul style="list-style-type: none"> • Demonstrate ability to successfully use a variety of multi-media for personal use and for on site teaching training 	<ul style="list-style-type: none"> • Apply multi-media resources into all areas of curriculum instruction
<p>Area 7: Group Dynamics Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> • Understand team skills. • Develop group facilitation skills. • FCCLA/Leadership projects as portfolio artifacts 	<ul style="list-style-type: none"> • Develop and teach age appropriate lesson plans at intern site • Receive and give appropriate, constructive evaluation of projects by both classmates and mentor teachers 	<ul style="list-style-type: none"> • Variety of projects completed through team cooperation with teacher, classmates and mentor teacher
<p>Area 8: Employability Skills Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful relationships in a working environment • Identify means of dealing with conflict resolution within a team setting • Identify and demonstrate proper work ethics 	<ul style="list-style-type: none"> • On site training with school district mentor teacher • Guest speakers from both local and state levels 	<ul style="list-style-type: none"> • Complete projects to post-secondary articulation quality • Meet time lines • Prepare for advanced certification