ADLTED 794 Course Outline as of Spring 2019

CATALOG INFORMATION

Dept and Nbr: ADLTED 794 Title: STUDENT SUPP 2
Full Title: Student Support Worker 2
Last Reviewed: 5/14/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	8	Lecture Scheduled	0
Minimum	0	Lab Scheduled	3.00	3	Lab Scheduled	24.00
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	24.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00 Total Student Learning Hours: 24.00

Title 5 Category:	Non-Credit
Grading:	Non-Credit Course
Repeatability:	27 - Exempt From Repeat Provisions
Also Listed As:	
Formerly:	

Catalog Description:
This course is the second in a series designed for people interested in exploring career opportunities in a school or other settings that foster literacy and student success. Students will learn how to promote general and family literacy and how to support a child's education in and outside of school. Topics will include: creating a supportive learning environment; working with parents, teachers, and the school system; creating educational opportunities outside of school; developing and discussing educational goals; and instilling an appreciation of learning as a path to higher education.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ADLTED 793

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is the second in a series designed for people interested in exploring career opportunities in a school or other settings that foster literacy and student success. Students

will learn how to promote general and family literacy and how to support a child's education in and outside of school. Topics will include: creating a supportive learning environment; working with parents, teachers, and the school system; creating educational opportunities outside of school; developing and discussing educational goals; and instilling an appreciation of learning as a path to higher education. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Completion of ADLTED 793
Limits on Enrollment:
Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**	Effective:	Inactive:
CSU GE:	**Transfer Area**	Effective:	Inactive:
IGETC:	**Transfer Area**	Effective:	Inactive:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Explore employment opportunities in schools or other settings where literacy is a component of student preparation.
2. Explain how literacy support systems contribute to student success in educational pathways.
3. Display an understanding of how non-instructional employees support families, caregivers, and students in academic success.

Objectives:
Upon completion of the course, students will be able to:
1. List at least five non-instructional jobs that support student achievement.
2. Describe how classified or support positions contribute to the overall academic environment.
3. Explain how to create a supportive study environment to promote literacy and overal student achievement.
4. List at least three everyday activities that promote student engagement.
5. Assist parents, caregivers, and children in connecting with the school system to better support academic growth.

Topics and Scope:

I. Job Opportunities in Literacy Preparation and Support Services
   A. Job descriptions for pre- school or elementary school age facilities
   B. Job descriptions for middle and high school age facilities

C. Job descriptions for private educational facilities and community based organizations
D. Educational pathways to jobs in the field of education

II. Supporting Parents, Caregivers, and Students in the Educational Process
A. Reinforcing learning objectives with parents, caregivers, and children
B. Creating educational goals and opportunities in partnership with parents, caregivers, and children
C. Understanding the educational process and the various pathways to student success

III. Everyday Activities As Educational Opportunities
A. Common social acitivities and responsibilities
B. Prioritization as part of the educational process
C. Encouraging children to participate in conversational activities
D. Locating recreation and entertainment activities in the community

IV. Supporting School Engagement
A. Checking in with students about class schedules, favorite school subjects, and the importance of school attendance
B. Informing and recruiting parents and caregivers into volunteer opportunities
C. Reinforcing appropriate student behavior in common spaces
D. Recognizing signs of bullying or cyber-bullying

V. Assisting Students With Educational Goals
A. Supporting the work of teachers, counselors, and other school personnel
B. Emphasizing the importance of homework
C. Reinforcing academic goals and time management
D. Inquiring about and supporting college plans

Assignment:

1. Analyze classified and support positions for various school age facilities
2. Create a list of common traits in classified and support positions, and a list of personal interests and skills
3. Group presentation and poster project, employment opportunities
4. Research and present about free recreational or educational opportunities in the community
5. Pair/share on communicating with students on a variety of topics
6. Self-evaluation and career goal setting

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

List of job traits, personal skills and interests; self-evaluation and career goal setting work sheet	Writing 20 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Job description analysis	Problem solving 20 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Communication pair/share	Skill Demonstrations 10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Group presentation and poster project; attendance and active participation in group and paired discussions	Other Category 40 - 50%

Representative Textbooks and Materials:
Instructor prepared materials