# Educational Leadership & Training A Course No. 19154 Credit: 0.5

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Teaching/Training (13.0101)

Course Description: **Technical Level:** These courses examine specific topics in education other than those already described, such as management of school-age children, rather than providing a general study of the teaching profession.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Determine role of educational leaders, coach/advisor, and trainers in effective instruction.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Analyze the different leadership roles found within education and training settings (i.e. building leadership, program leadership, team leadership, curriculum and instructional leaders). |  |
| 1.2 | Compare the personal characteristics of effective leaders, coaches and mentors. |  |
| 1.3 | Explain the similarities and differences of leadership, mentorship and coaching/advising. |  |
| 1.4 | Compare and contrast effective building leadership for supporting teaching, coaching/advising mentoring and training across the educational spectrum (i.e. K-12, post-secondary, community education and workforce training). |  |
| 1.5 | Explain leadership training opportunities which improve knowledge and technical skills of those in leadership, mentoring, coaching/advising and training roles (i.e. college classes and degrees, professional development, professional organization conferences, professional mentoring opportunities). |  |

## Benchmark 2: Examine the role of mentoring in skill attainment and effective staff support.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Identify role and relevance of having a mentor and the mentoring process. |  |
| 2.2 | Analyze platforms for training and mentoring opportunities (e.g. face to face, online, synchronous, asynchronous, etc.). |  |
| 2.3 | Analyze developmentally appropriate ethical and culturally responsive guidelines for mentor and mentee behavior. |  |
| 2.4 | Analyze mentor strategies for constructive support of mentees. |  |
| 2.5 | Demonstrate skills for building and maintaining positive, collaborative relationships with colleagues to practice mentoring and advising skills. |  |

## Benchmark 3: Understand the role and opportunities for life-long learning in the educational and training industry.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Explore online training and certification opportunities (i.e. Apple, Microsoft, BrainPOP, etc.) to retain relevance of personal knowledge and technical skills. |  |
| 3.2 | Understand the role of learning styles when developing staff as the building leader. |  |
| 3.3 | Analyze training materials to traditional educational materials of K-12 classrooms. |  |
| 3.4 | Demonstrate enthusiasm, initiative, and commitment to instructional entity goals. |  |
| 3.5 | Compare and contrast adult vs. student instructional models and teaching training considerations. |  |

## Benchmark 4: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies within training, mentoring, and coaching/advising settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify alignment of appropriate assessment/evaluation strategies to educational outcomes. |  |
| 4.2 | Understand different types of assessments and how they are used in training, mentoring, and coaching/advising environments (e.g. styles, summative, project -based learning) to evaluate effectiveness. |  |
| 4.3 | Analyze assessment data to identify needed changes to future trainings, and mentoring, coaching/advising interactions. |  |

## Benchmark 5: Establish a positive climate to promote effective coaching and mentoring opportunities.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Analyze building leadership influences on effective learning environment. |  |
| 5.2 | Explore how the training environment provides for learners' exploration, discovery, development, and reflection as compared to a traditional K-12 educational setting. |  |
| 5.3 | Create a toolkit of effective practices, processes, activities, and routines for an educational leader to reference when working with staff. |  |
| 5.4 | Identify methods of establishing respect and rapport to foster a two-way positive and effective training environment. |  |

## Benchmark 6: Explore appropriate adaptations to training materials, and instruction processes to meet learner needs.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Understand terms associated with training, coaching/advising, mentoring (e.g. scope/ sequence, experiential learning, project-based instruction, think-pair-share, manipulatives, cross-curricular instruction, adult education). |  |
| 6.2 | Identify materials and resources needed to enhance instruction effectiveness. |  |
| 6.3 | Analyze a variety of curriculum and instructional models for successful mentoring, advising/coaching and training. |  |
| 6.4 | Determine needed adjustments in instructional plan based on staff/mentor performance. |  |
| 6.5 | Utilize learner interests to make instruction relevant. |  |
| 6.6 | Incorporate feedback system to determine effectiveness of learning/training. |  |
| 6.7 | Utilize assessment, evaluation and feedback to redirect training and learning and/or to enhance training effectiveness. |  |

## Benchmark 7: Explore opportunities within the educational setting outside of traditional K-12 or post-secondary teaching.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Identify opportunities with education and training outside of traditional K-12 and post-secondary education (e.g. building leadership, support staff, mentors, coaches/advisors and trainers) . |  |
| 7.2 | Identify job requirements for educational trainers, mentoring, coaching/advising, and leadership careers. |  |

## Benchmark 8: Locate professional resources and opportunities to improve knowledge and technical skills.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Analyze professional organization activities which aligns to specific educational setting and purpose (e.g. building leadership, mentoring, coaching/advising, training). |  |
| 8.2 | Network with training professionals (including through social media outlets and technology such as skype, live meetings). |  |
| 8.3 | Compare and contrast best practices in professional development opportunities (e.g. professional journals, college credit courses, professional organization webinars). |  |
| 8.4 | Explore opportunities for continuing training and education to illustrate skill attainment and knowledge learned through traditional means (e.g. college classes and degrees, fellowships and internships) and skill targeted experiences (e.g. trainings certifications, badges, micro-certifications). |  |
| 8.5 |  |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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