# Teaching Internship Course No. 19152 Credit: 1.0

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

Pathways and CIP Codes:Teaching/Training (13.0101)

Course Description: **Application Level:** Educational Methodology courses prepare students to teach and guide others. These courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques.

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: Interpret fundamental knowledge of content to plan/prepare instruction.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Identify prerequisite knowledge and data that will provide a bridge between past and future knowledge for learners. |  |
| 1.2 | Explain connections to life and career applications to make content relevant to learners. |  |

## Benchmark 2: Utilize knowledge of learning and developmental theory to describe individual learners.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Understand information to describe contextual factors of learners (relate to demographics). |  |

## Benchmark 3: Use content knowledge and instructional skills to construct standards based educational outcomes.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Use knowledge of learners to align outcomes with learners’ developmental level, abilities, interests, and future. |  |
| 3.2 | objectives. Identify clear outcomes. |  |

## Benchmark 4: Apply knowledge of teaching/ learning and instructional skills to plan educational strategies.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Use knowledge of diverse learners to align instructional strategies to learners’ characteristics. |  |
| 4.2 | Use multiple ways to group learners to enhance instruction. |  |

## Benchmark 5: Prepare needed materials and resources to support instructional planning.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Prepare materials and resources needed to enhance instruction. |  |
| 5.2 | Prepare resources to aid learners in learning. |  |

## Benchmark 6: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Identify alignment of appropriate assessment/evaluation strategies to educational outcomes. |  |
| 6.2 | Identify and evaluate appropriate data needed when building assessments. |  |

## Benchmark 7: Establish a positive climate (physical and emotional) to promote learning.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Support the practices of your mentor teacher in place to maintain respect and rapport enhancing positive social and intellectual interactions. |  |
| 7.2 | social and Explain the intellectual interactions. importance of context to promote interest in learning. |  |
| 7.3 | Identify patterns of behavior which indicate the social and emotional needs of learners. |  |

## Benchmark 8: Employ motivational, social, and psychological theory and effective practices to guide learners’ behavior.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Document expectations to make standards of conduct clearly known. |  |
| 8.2 | Use various strategies to monitor learners’ behavior. |  |
| 8.3 | Provide appropriate feedback to respond to learners’ behavior. |  |

## Benchmark 9: Use organizational and relationship-building skills to manage instructional activities and procedures.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Employ time management skills to effectively manage instructional transitions. |  |
| 9.2 | Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials). |  |
| 9.3 | Employ organizational and relationship-building skills to supervise learners. |  |

## Benchmark 10: Implement instructional strategies to advance learning.

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Use appropriate instructional strategies to make content meaningful to learners. |  |
| 10.2 | Use learning activities and assignments to challenge and engage learners. |  |
| 10.3 | Use content and knowledge of teaching/learning to deliver instruction coherently. |  |
| 10.4 | Employ instructional materials and resources to enhance learning. |  |
| 10.5 | Use questioning techniques to encourage higher-order thinking. |  |
| 10.6 | Select educational technology to enhance learning. |  |
| 10.7 | Use cooperative learning techniques to engage learners. |  |

## Benchmark 11: Make appropriate adaptations in instructional plans.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 11.1 | Incorporate learner questions and interests to make instruction relevant and responsive to learners. |  |

## Benchmark 12: Use assessment/evaluation to advance student learning.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 12.1 | Use feedback provided to student learners to enhance student learning. |  |

## Benchmark 13: Use reflection on past performance to assess effectiveness of instructional practice.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 13.1 | Revise your philosophy of education that reflects effective instructional practice. |  |
| 13.2 | Analyze past actions to refine instructional practice. |  |

## Benchmark 14: Demonstrate use of professional resources and opportunities to improve knowledge and skills.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 14.1 | Model leadership in professional student organizations with strong links to education careers (FCCLA or Educators Rising). |  |
| 14.2 | Identify professional development opportunities that support your lifelong learning. |  |
| 14.3 | Use professional and effective communication skills. |  |
| 14.4 | Analyze the educational infrastructure at various levels (i.e. local, state, and federal). |  |
| 14.5 | Connect with other educational professionals using current communication platforms. |  |

## Benchmark 15: Use organizational skills efficiently and accurately to record and maintain records.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 15.1 | Use organizational skills to record learner activities and experiences. |  |
| 15.2 | Use organizational skills to record non-instructional data. |  |
| 15.3 | Design a post-secondary education plan to obtain content knowledge and technical skill training. |  |

## Benchmark 16: Demonstrate understanding of and responsibility to the community.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 16.1 | Recognize the role of educational professional in the local community. |  |
| 16.2 | Analyze the unique culture of your community (e.g. demographics, socio economic circumstance, heritage, educational levels). |  |

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

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

(785) 296-4908

[pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org)



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

[https://www.ksde.org](https://www.ksde.org/)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.