EDUCATION AND TRAINING CAREER CLUSTER DESIGN

Teaching/Training Pathway
CIP CODE 13.0101

INTRODUCTORY LEVEL

Title	Code	Credit
Career and Life Planning	19258	.5 credit
Introduction to Family and Consumer Sciences	19251	1 credit

TECHNICAL LEVEL

Must choose **ONE** of the following boxed courses.

Title	Code	Credit
*Teaching as a Career	19151	1 credit
*Human Growth & Develop. - Early Years	45004**	.5 credit
*Lifespan Development	45014**	.5credit
Teaching Observation	42251	.5 credit

Title	Code	Credit
Family Studies	19255**	.5 credit
Educational Leadership and Training A	19154	.5 credit
Education Research and Innovation	19155	.5 credit

APPLICATION LEVEL

Title	Code	Credit
Teaching Internship	19152	1 credit
Educational Leadership and Training B	19198	.5 credit

* Required for pathway approval.

** Alternative course (19051) maybe allowed with prior approval.

Kansas Human Services Cluster

Course:	Career & Life Planning	Course #:	19258	Credit:	.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government & Public administration (44.0401); Travel & Tourism (52.0901); Restaurant & Event Management (12.0504); Fashion, Apparel, Interior Design - FAID (19.0999)				
Course Description:	This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.				

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.

Student: _____

Graduation Date: _____

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

Instructor Signature: _____

COMPREHENSIVE STANDARD: 2.0 Integrate multiple life roles and responsibilities in individual, family and work settings. (NASASFACS 1.0 & 2.0)

Benchmark 2.1: Analyze strategies to balance multiple roles and responsibilities (individual, family, and career). (NASAFACS 1.1)	4	3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (e.g interest survey results).					
2.1.2	Research, and evaluate information to set SMART personal short term and long term goals across the lifespan.					
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.					
2.1.4	Identify local, regional and national employment trends which impact career selection.					
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (e.g. dual career families, work at home trends, job splits, gender roles).					
2.1.6	Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.					
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.					
2.1.8	Practice solving real-world problems related to career /life goal setting and life balance. (e.g. meal planning, family budgeting, daily work juggling).					

Benchmark 2.2: Enhance career awareness, personal job searching and application skills (NASAFACS 1.2)	4	3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.					
2.2.2	Identify resources which can help meet personal, family and career goals (e.g. non-profit agencies and educational institutions)					
2.2.3	Practice public speaking skills to build personal confidence and enhance employability.					
2.2.4	Demonstrate job seeking skills.					
2.2.5	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.					
2.2.6	Assess health, wellness, and work safety considerations of the worker in a variety of careers.					
2.2.7	Analyze the impact of an individual's career decision on personal goals, relationships (e.g. peer and family), financial benefit, and the impact on the national and global community (as in choosing one field over another).					
2.2.8	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).					
2.2.9	Demonstrate respect for others regardless of age, gender, socio-economic or culture.					

Benchmark 2.3: Enhance career readiness through practicing appropriate skills in school, community and work situations. (NASAFACS 1.2)	4	3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.					
2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.					
2.3.3	Identify common tasks that require individuals to use problem-solving skills					
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.					
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.					
2.3.6	Use math principles (as appropriate) when addressing career and life goals. (e.g return on investment, budgeting, etc.)					
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.					
2.3.8	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences					
2.3.9	Use technology appropriately to access, manage and/or create career information (e.g practice internet ethics, avoid identify theft)					
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in school, community and work settings					
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.					

Benchmark 2.4: Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan. (NASAFACS 2.6)	4	3	2	1	0
2.4.1	Analyze the components and purpose of having a personal and family financial plan.					
2.4.2	Investigate how education, income, career and life decision impact setting and achieving financial goals.					
2.4.3	Practice time management, organizational and process skills to prioritize tasks and achieve short term goals.					

			4	3	2	1	0
2.4.4	Analyze how individuals and families make choices to satisfy basic needs and wants.						
2.4.5	Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families.						

Benchmark 2.5: Evaluate the effects of technology on personal and family resources in a global context. (NASAFACS 2.4)		4	3	2	1	0
2.5.1	Explore the types of technology (i.e. software, apps) that can affect personal and family decision making.					
2.5.2	Investigate how media and technological advances influence personal and family decisions.					
2.5.3	Explore how technology impacts jobs and personal opportunities for advancement.					

Kansas Human Services Cluster

Course:	Introduction to Family and Consumer Sciences	Course #:	19251	Credit:	1.0
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Restaurant & Event Management (12.0504); Travel & Tourism (52.0901); Fashion, Apparel, Interior Design - FAID (19.0999)				
Course Description:	Introduction to Family and Consumer Sciences offers a look into the many occupations linked to providing for the basic needs of children, individuals and families. Occupations may include: nutrition educator, child care provider, social worker, foster parent, credit counselor, geriatric care provider, senior citizen care director, food service provider, restaurant manager, culinary artists, interior designer, fashion production and design, event planner and teacher.				

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.

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Graduation Date: _____

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

Instructor Signature: _____

Comprehensive Standard: 1.0 Investigate life roles and responsibilities of individuals within families, community and work settings. (NASAFACS 1.0, 3.0, 4.0, 6.0, 8.0, 9.0, 10.0, 13.0, 14.0 & 16.0)

*Life Literacy Skills: : These skills address the personal health of the individual – financially healthy, socially healthy, physically healthy, emotionally healthy. These skills are **directly tied** to the career ready practices and therefore important to all careers.*

Benchmark 1.1: Evaluate the significance of family and its impact on the well-being of individuals and the community. (NASAFACS 6.1)	4	3	2	1	0
1.1.1	Analyze the family as the basic unit of society.					
1.1.2	Apply critical thinking and problem-solving in family settings.					
1.1.3	Investigate the connection between personal growth and family development.					
1.1.4	Understand the impact of family on the community in which they live.					

Benchmark 1.2: Analyze functions and expectations of positive interpersonal relationships. (NASAFACS 6.1 & 13.1)	4	3	2	1	0
1.2.1	Compare and contrast of communication modes in family, community and work situations (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).					
1.2.2	Investigate human development and the role of caring for others across the life span.					
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.					

1.2.4	Demonstrate respect of others in all situations.					
1.2.5	Analyze the roles of decision making and problem solving in reducing and managing conflict in family, community and work situations.					
1.2.6	Practice respect and communication to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).					

Benchmark 1.3: Analyze the relationship of sound resource management to meet personal goals. (NASAFACS 1.2 & 3.3)	4	3	2	1	0
1.3.1	Examine consumer rights and purpose of personal financial planning.					
1.3.2	Analyze sound management principles for personal financial practices.					
1.3.3	Demonstrate teamwork and leadership skills in diverse group settings.					
1.3.4	Use technology and other tools to balance personal and work (school) responsibilities.					
1.3.5	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences.					

Benchmark 1.4: Analyze the factors that influence personal and family wellness across the life span. (NASAFACS 14.1)	4	3	2	1	0
1.4.1	Analyze the relationship of physical, social, emotional, and mental health to overall wellness.					
1.4.2	Determine how health and wellness influences, and is influenced by career selection.					
1.4.3	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).					
1.4.4	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).					
1.4.5	Demonstrate basic cooking skills to enhance healthy food consumption.					

Benchmark 1.6: Analyze relationship between career selection, personal goals and life balance. (NASAFACS 1.2)	4	3	2	1	0
1.6.1	Assess personal strengths, interests, needs and preferences to determine career choices.					
1.6.2	Analyze opportunities for employment and entrepreneurial endeavors which align to personal needs (within Family and Consumer Sciences and other career areas).					
1.6.3	Investigate selected careers on ability to meet personal goals, relationships (e.g. peers and family), and financial benefit (including education and training and projected employment needs).					
1.6.4	Demonstrate basic job preparation skills (e.g. resume, personal experiences, school grades and building references).					

Occupational Family and Consumer Sciences Introduction: *These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.*

NOTE: <u>Select the following as deemed appropriate</u> for the local Family and Consumer Sciences Department. <u>Three or more career paths are suggested</u> for inclusion.

Benchmark 1.7: Analyze career paths within family, community and consumer services. (NASAFACS 1.2 & 3.1)	4	3	2	1	0
1.7.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family community and consumer services careers in meeting personal and family needs (i.e. physical, social, emotional and financial).					
1.7.2	Identify the traits and skills needed to be a successful service provider in family, community and consumer services field.					
1.7.3	Compare and contrast consumer service and customer service.					
1.7.4	Explain the need for prevention education and advocacy within family and community services.					
1.7.5	Summarize the education, training and careers within family, community and consumer services (e.g. social work, family therapy, geriatric center director, credit counselor, estate planner, family financial planner, nutrition educator, child and family advocate, family and consumer sciences educator).					

Benchmark 1.8: Analyze career paths within the food science, food technologies, dietetics and nutrition industries. (NASAFACS 9.1)	4	3	2	1	0
1.8.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.					
1.8.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.					
1.8.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.					
1.8.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (e.g. nutrition educator, dietician, family and consumer sciences educator).					

Benchmark 1.9: Analyze career paths within early childhood, education and related services. (NASAFACS 4.6)	4	3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.					
1.9.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).					
1.9.3	Explain the roles and functions of individuals in early childhood, education and related services.					
1.9.4	Summarize the education, training and careers in early child development and services and education and training (e.g. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).					

Benchmark 1.10: Analyze career paths within textile, apparel and interior design industries. (NASAFACS 16.1)	4	3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.					
1.10.2	Identify traits and skills need for success in the textile, apparel and interior design industries.					
1.10.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.					
1.10.4	Summarize the education, training and careers in textile, apparel and interior design industries (e.g. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).					

Benchmark 1.11: Analyze career paths within food production, culinary arts and food services industries. (NASAFACS 8.1)		4	3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.					
1.11.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.					
1.11.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.					
1.11.4	Summarize the education, training and careers in food production, culinary arts and food services industries (e.g. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).					

Benchmark 1.12: Analyze career paths within hospitality, lodging and event planning industries. (NASAFACS 10.1)		4	3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.					
1.12.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.					
1.12.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.					
1.12.4	Summarize the education, training and careers in hospitality, lodging and event planning (e.g. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).					

Kansas Education and Training Career Cluster

Teaching/Training Pathway-2019
Course: TEACHING AS A CAREER – (Required) TECHNICAL
Credit: 1.0 cr.
CIP Code: 13.0101　　　　　Course # 19151
Rating Scale:　3　Skilled- Works
　　　　　　　Independently　2　Limited
　　　　　　　Skills-
　　　　　　　Requires Assistance
　　　　　　　1　Skill Introduced
　　　　　　　0　No exposure- No instruction or training

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date:　　　Graduation Date:
Student Signature	Teacher Signature

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Technical Skills in Teaching/Training Pathway

COMPREHENSIVE STANDARD 34.0 Identify and understand foundational knowledge, skills and practices required in careers related to K-12 teaching, community/adult education and workforce training.

A) Planning and Preparing—Identify and understand concepts and requirements that lead to effective instruction.

Benchmark: 34.1 Interpret fundamental knowledge of content to plan/prepare instruction.		3	2	1	0
34.1.1	Use resources and processes to update knowledge and skills on an ongoing basis.				
34.1.2	Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners. (e.g. scope/sequence, sequencing of skill development)				
34.1.3	Explain connections to life and career applications to make content relevant to learners.				
Benchmark: 34.2: Utilize knowledge of learning and developmental theory to describe individual learners.		3	2	1	0
34.2.1	Define diverse learners (including cultural, social, economic, gender, and ethnicity).				
34.2.2	Explore characteristics of diverse learners.				
34.2.3	Analyze personal learning styles when addressing the needs of the diverse learner.				

Benchmark 34.3 Use content knowledge and instructional skills to construct standards-based educational outcomes.		3	2	1	0
34.3.1	Use knowledge of learners to align outcomes with learners' developmental levels, abilities, interests, and future objectives.				
34.3.2	Construct clear outcomes to meet identified standards.				
Benchmark 34.4 Explore knowledge of teaching/learning and instructional skills to plan educational strategies.		3	2	1	0
34.4.1	Use knowledge of learners to align instructional strategies to learners' characteristics.				
34.4.2	Develop strategies to encourage the transfer of knowledge and skills.				
34.4.3	Use multiple ways to group learners to enhance instruction.				
Benchmark 34.5 Identify needed materials and resources to support instructional planning.		3	2	1	0
34.5.1	Identify materials and resources needed to enhance instruction (i.e. teacher centered).				
34.5.2	Identify resources to aid learners in learning. (i.e. student centered)				
Benchmark 34.6: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.		3	2	1	0
34.6.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
34.6.2	Understand different types of assessments and how they are used. (e.g. styles, summative, project-based learning)				
34.6.3	Utilize assessment data to reflect upon teaching effectiveness to make changes to future instructional strategies.				

B) Learning Environment—Identify and understand the physical space and climate in which the instruction will occur.

Benchmark 34. 7: Establish a positive climate to promote learning.		3	2	1	0
34.7.1	Analyze the components of an effective learning environment. (e.g. establishing class routines, setting expectations, discipline, extrinsic and intrinsic systems, classroom management plan)				
34.7.2	Identify methods of establishing respect and rapport to foster positive social and intellectual interactions.				

Benchmark 34.8 Adapt the physical elements in the environment to optimize learning.					
34.8.1	Analyze importance of arrangement of space, equipment, and furniture to optimize learning for all students. (e.g. special needs, physical considerations, mental/emotional needs).				

C) **Instruction**—Identify and understand effective teaching skills within a learning environment.

Benchmark 34.9: Utilize instructional strategies to advance learning.		3	2	1	0
34.9.1	Understand terms associated with teaching (e.g. scope/ sequence, bell work, experiential learning, project-based instruction, think-pair-share, manipulatives, cross curricular instruction)				
34.9.2	Construct learning activities and assignments to challenge and engage learners.				
34.9.3	Select instructional materials and resources to enhance learning.				
34.9.4	Select educational technology to enhance learning.				
34.9.5	Apply knowledge of learning styles to address the needs of the diverse learner.				
34.9.6	Practice techniques of classroom management (i.e. attention getting concepts, quieting techniques, transitions, make-up work.)				
Benchmark 34.10: Explore appropriate in-process adaptations in instructional plans. (e.g. such as adapting lessons that aren't working)		3	2	1	0
34.10.1	Determine needed adjustments in instructional plan based on learner performance.				
34.10.2	Utilize learner interests to make instruction relevant.				
34.10.3	Incorporate student questions into lesson to indicate responsiveness to learners (including ESL).				
Benchmark 34.11: Use assessment/evaluation to advance student learning.		3	2	1	0
34.11.1	Utilize assessment data for evidence of student learning.				

D) **Professionalism**—Identify and understand the preparation for a teaching role.

Benchmark 34.12: Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0
34.12.1	Describe requirements to obtain and retain employment in education and training careers in Kansas. (i.e. K-12, post-secondary, cooperative research and extension, GED and workforce training)				

34.12.2	Investigate the broad spectrum of career opportunities within the field of education and training. (i.e. corporate training, coaching, instructional designer, K-12 teaching)				
34.12.3	Compare and contrast methods of learning about best practices and professional development opportunities (e.g. professional journals, college credit courses, professional organization webinars)				
34.12.4	Identify qualities of an effective education related professional.				
34.12.5	Construct a philosophy of education that reflects effective teaching.				
34.12.6	Analyze teaching experience to refine instructional practice. (e.g. formal or informal, classroom experiences, scenarios)				
34.12.7	Identify and explain personal and long-term workplace situations and consequences of unethical or illegal behaviors				
Benchmark 34.13: Locate professional resources and opportunities to improve knowledge and skills.		3	2	1	0
34.13.1	Participate in professional student organization activities (i.e. FCCLA or Educators Rising) strongly linked to education careers. (e.g. group dynamics practice, demonstrate leadership, presentation management, communication skills through project-based involvement).				
35.13.2	Analyze and describe the benefits of participation in professional organizations related to teaching and/or training (i.e. professional development, research publications and journals networking, webinars, podcasts, college credit, newsletters).				
34.13.3	Analyze methods to advocate for students within the school, the community and the nation (i.e. rules, laws, community resources, family support systems).				
34.13.4	Determine the role of lifelong learning to career success within education field (e.g. transition from school to school, classroom to administration, changes to the field, educational methodology and strategy changes, recertification requirements).				
34.13.5	Explore how educational policy and practice impacts the individual classroom. (e.g. State of Kansas, school district, school building, private schools, public schools)				

Kansas Human Services Cluster

Course:	Human Growth & Development – The Early Years	Course #:	45004	Credit:	.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government and Public Administration (44.0401)				
Course Description:	Human Growth and Development – The Early Years provides students with knowledge about the physical, intellectual, emotional, and social growth (PIES) and development of children. Course content will provide an overview of life stages from prenatal and birth processes and fundamentals of children's milestone development during the early years.				

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.*

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Student: _____

Graduation Date: _____

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

Instructor Signature: _____

COMPREHENSIVE STANDARD: 3.0 Analyze factors that influence human growth and development. (NASASFACS 4.0, 12.0,13.0)

Benchmark 3.1: Analyze principles of human growth and development in children. (NASAFACS 4.2 & 12.1)		4	3	2	1	0
3.1.1	Identify physical, emotional, social, and intellectual developmental theories across the lifespan.					
3.1.2	Compare and contrast physical, intellectual, emotional, and social (P.I.E.S. – Physical, Intellectual, Emotional, Social) developmental theories across the life span.					
3.1.3	Examine interrelationships among physical, intellectual, emotional, and social (P.I.E.S. – Physical, Intellectual, Emotional & Social) aspects of children.					
3.1.4	Analyze current and emerging research about human growth and development in children. (including but not limited to brain development)					
3.1.5	Examine biological processes related to prenatal development, birth and health of the child to impact on future success.					
3.1.6	Examine the milestones of aging (i.e. early child ages and stages, developmental delays, physical changes).					
3.1.7	Identify appropriate activities and expectations for all ages, including those with mental and developmental difficulties.					

Benchmark 3.2: Analyze conditions that influence human growth and development in children. (NASAFACS 4.2 & 12.2)		4	3	2	1	0
3.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to early childhood.					

		4	3	2	1	0
3.2.2	Evaluate the impact of social, economic, and technological forces on individual growth and development through the early years.					
3.2.3	Analyze the effects of gender, ethnicity and culture on children.					
3.2.4	Analyze the influences of life events on children's physical, intellectual, emotional, social, and moral development.					
3.2.5	Analyze geographic, political, and global influences on human growth and development in children.					

NOTE: If Family Studies is NOT taught, include Benchmark 3.3 in this course.

Benchmark 3.3: Analyze the determinants involved in meeting the needs of children. (NASAFACS 4.2, 12.3)		4	3	2	1	0
3.3.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.					
3.3.2	Investigate the impact of not providing for the needs of children appropriately					
3.3.3	Identify safety, health and wellness considerations for children.					
3.3.4	Determine the role of the parent vs role of the childcare provider in meeting the needs of children.					
3.3.5	Examine the effects of life events and conditions on child and parent/caregiver relationships.					
3.3.6	Compare and contrast the different options when identifying appropriate care for children outside of the home.					
3.3.7	Identify age-appropriate activities and toys for all children. (including those with special needs)					
3.3.8	Examine the milestones of children in relationship to parental and care giver expectations.					

Benchmark 3.4: Evaluate strategies that promote human growth and development in children. (NASAFACS 4.2)		4	3	2	1	0
3.4.1	Evaluate the role of nurturance on human growth and development in children.					
3.4.2	Identify the role of healthy parental relationships and family structure to child growth and development.					
3.4.3	Analyze processes for building and maintaining interpersonal relationships that is beneficial to children.					
3.4.5	Analyze the role of communication on human growth and development in children.					
3.4.6	Analyze the role of educational, family and social services support systems and resources in addressing human growth and development needs of children.					

Benchmark 3.5: Enhance career readiness through applying knowledge and practicing appropriate skills in human growth and development of children. (NASAFACS 4.1, 4.3, 4.4, 13.3)		4	3	2	1	0
3.5.1	Demonstrate collaborative skills needed to meet the needs of children.					
3.5.2	Practice effective communication skills (e.g. children, parents, community leaders, agency directors).					
3.5.3	Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
3.5.4	Determine how science and technological advances are influencing children through the early years (e.g. medical advances, interaction with technology).					
3.5.5	Recognize that childcare providers have an impact on the national economy and global community.					
3.5.6	Examine the legal and licensing aspects in meeting the needs and care of children. (e.g. special needs populations, the					

	homeless, foster, adopted, orphan, under guardianship, etc.)					
3.5.7	Use technology to advocate for the quality care of children.					
3.5.8	Summarize education, training, certifications and responsibilities of individuals engaged in human services careers (e.g. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).					
3.5.9	Critique the physical and social environment to promote safety in family, community and early child related work settings					
3.5.10	Analyze benefits of professional organizations to the human services related professional.					

Course:	Life Span Development	Course #:	45014	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government and Public Administration (44.0401)				
Course Description:	Life Span Development prepares students for occupations associated with meeting the needs of people by learning about physical, intellectual, emotional and social development from childhood to death. In addition, this course helps students discover how individuals respond to the various stages of the life span with a strong tie to teen years, adulthood and later years.				

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.

Student: _____

Graduation Date: _____

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

Instructor Signature: _____

COMPREHENSIVE STANDARD: 4.0 Analyze factors that influence human growth and development (NASASFACS 12.0 & 13.0)

Benchmark 4.1: Analyze principles of human growth and development across the life span. (NASAFACS 12.1)		4	3	2	1	0
4.1.1	Compare and contrast physical, emotional, social, and intellectual developmental theories (e.g. Levinson, Piaget, Vaillant, Neugarten, Erikson, Freud, Gardner, Pavlov etc.)					
4.1.2	Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.					
4.1.3	Analyze current and emerging research about human growth and development (including but not limited to brain development)					
4.1.4	Examine the milestones of aging (ie. Peaking and declining PIES (physical, intellectual, emotional & social abilities)					
4.1.5	Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties.					
4.1.6	Analyze the effects of change and transitions over the life course.					

Benchmark 4.2: Analyze conditions that influence human growth and development across the lifespan. (NASAFACS 12.2)		4	3	2	1	0
4.2.1	Compare and contrast the effect of heredity and environment on human growth and development through the lifespan.					

4.2.2	Evaluate the impact of social, economic, and technological forces on individual growth and development through the years.					
4.2.3	Analyze the effects of gender, ethnicity and culture on meeting the needs of individuals in families, communities and at the workplace.					
4.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.					
4.2.5	Analyze geographic, political, and global influences on lifespan development.					

Benchmark 4.3: Evaluate strategies that promote lifespan development. (NASAFACS 12.3)	4	3	2	1	0
4.3.1 Evaluate the role of nurturance on life span development.					
4.3.2 Analyze the role of communication on life span development through the aging process.					
4.3.3 Analyze the social support services available to meet human needs.					

Benchmark 4.4: Analyze the determinants involved in meeting the needs of adults and the elderly. (NASAFACS 12.1, 12.3)	4	3	2	1	0
4.4.1 Identify the physical, emotional, social and intellectual needs of the elderly and how to meet them.					
4.4.2 Investigate the impact if PIES (Physical, Intellectual, Emotional, Social) needs are unmet in the senior citizens and special needs communities.					
4.4.3 Analyze processes for building and maintaining interpersonal relationships across the lifespan.					
4.4.4 Determine the role of family vs role of the adult care provider in meeting the needs of the elderly or special needs adults.					
4.4.5 Compare and contrast housing options to meet needs (e.g. dorm, multi-family homes, single family homes, age-in place, nursing home).					

Benchmark 4.5: Enhance career readiness through practicing skills appropriately. (NASAFACS 12.3 & 13.5)	4	3	2	1	0
4.5.1 Demonstrate collaborative skills with an emphasis on inter-generational connections.					
4.5.2 Implement effective communication skills with an emphasis on inter-generational connections.					
4.5.3 Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
4.5.4 Determine how science and technological advances are influencing individuals across the lifespan.					
4.5.5 Recognize that human service providers have an impact on the national economy and global community.					
4.5.6 Examine the legal and licensing aspects in meeting the needs of those in need of care (e.g. children, elderly, special needs populations, the homeless)					
4.5.7 Use technology to advocate for the quality care of people.					
4.5.8 Summarize education, training, certifications and responsibilities of individuals engaged in human services careers (e.g.social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors, elderly care/health care providers).					

4.5.9	Identify benefits of professional organizations to the human services related professional (e.g. AAFCS, NAEYC, AGS, AAPD, NTACT, NFPA)					

Kansas Education and Training Career Cluster
Teaching/Training Pathway - 2019
Course: TEACHING OBSERVATION—Technical
Credit: .5 Cr.
CIP Code: 13.0101   Course # 42251
Rating Scale: 3 Skilled- Works
                        Independently 2 Limited
                        Skills / Requires Assistance
                        1 Skill Introduced
                        0 No exposure- No instruction or training

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date: Graduation Date:
Student Signature	Teacher Signature

Directions: Check the appropriate number to indicate the level of competency reached for student evaluate/

Technical Skills in Teaching/Training Pathway

COMPREHENSIVE STANDARD: 35.0 Analyze knowledge, skills and practices required for success in K-12 teaching, community/adult education and workforce training careers.

A) Planning and Preparing-- Analyze concepts and requirements that lead to effective instruction.

		3	2	1	0
Benchmark 35.1 Interpret fundamental knowledge of content to plan/prepare instruction through observations.					
35.1.1	Identify and document how teachers bridge past knowledge and future knowledge of content.				
35.1.2	Identify and document how teachers make practical application of content to student's life and education/training				
Benchmark 35.2 Observe and identify master teacher's use of learning and developmental theory to plan instruction.					
35.2.1	Document how teachers identify learner differences and explain how you know.				
35.2.2	Identify the strategies used to meet the needs of diverse learners.				
Benchmark 35.3 Identify content knowledge and instructional skills to construct standards based educational outcomes.					
35.3.1	Identify the content knowledge and instructional skills the master teacher will use to construct standards-based educational outcomes.				
35.3.2	Cite the curriculum standards associated with the content knowledge of the subject matter to be presented.				
35.3.3	Describe the differentiated outcomes used to meet the diverse needs of students.				
Benchmark 35.4 Connect content knowledge teaching/learning, and assessment options to plan assessment/evaluation					
35.4.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
35.4.2	Explain how the teacher plans to use assessment results and the implications for performance.				

B) Learning Environment-- Analyze the physical space and climate in which the instruction will occur.

Benchmark 35.5 Establish a positive climate to promote learning.		3	2	1	0
35.5.1	Record strategies teachers use to establish respect and rapport to foster positive social and intellectual interactions.				
Benchmark 35.6 Connect motivational, social, and psychological theory and effective practices to guide learners' behavior		3	2	1	0
35.6.1	Document how teacher identifies behavioral expectations for the classroom.				
35.6.2	Explain how the teacher monitors learner behavior.				
35.6.3	Recognize how teachers provide appropriate feedback to learners' behavior.				
Benchmark 35.7 Explain how teachers use organizational and relationship-building skills to manage instructional activities and procedures.		3	2	1	0
35.7.1	Explain how time management skills are used to effectively manage instructional transitions.				
35.7.2	Analyze the organizational skills used to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
35.7.3	Analyze relationship-building skills used to supervise and engage student learners.				

C) Instruction-- Analyze effective teaching skills within a learning environment.

Benchmark 35.8: Cite evidence of instructional strategies teacher uses to advance learning.		3	2	1	0
35.8.1	Observe and identify appropriate instructional strategies to make content meaningful to learners.				
35.8.2	Observe and identify learning activities and assignments to challenge and engage learners.				
35.8.3	Describe how instructional materials and resources are used to enhance learning.				
35.8.4	Identify questioning techniques to encourage higher-order thinking.				
35.8.5	Document educational technology to enhance learning.				
35.8.6	Observe cooperative learning techniques to engage learners.				

D) Professionalism--Analyze the preparation for a teaching role.

Benchmark 35.9 Identify how the teacher demonstrates professionalism in the classroom.		3	2	1	0
35.9.1	Analyze the classroom environment created by the teacher (e.g. emotional, physical, etc.).				
35.9.2	Investigate the responsibilities associated with being a professional educator in an interconnected digital world.				
Benchmark 35.10 Demonstrate efficient and accurate documentation and maintenance of observation records.		3	2	1	0
35.10.1	Organize observation data of learner activities and experiences.				

35.10.2	Organize observation of non-instructional data.				
Benchmark 35.11 Model professional reflection procedures to formulate a personal teaching philosophy.		3	2	1	0
35.11.1	Analyze observations related to planning and preparing effective classroom instruction.				
35.11.2	Analyze observations related to the learning environment of effective classrooms.				
35.11.3	Analyze observations related to effective instructional strategies.				
35.11.4	Revise your philosophy of education based on your growth of understanding.				

Kansas Human Services Cluster

Course:	Family Studies		Course #:	19255	Credit:	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101)					
Course Description:	The Family Studies course explores the roles and responsibilities of parents such as how society, media, technology and diversity impact their ability to balance work and family. It also includes the development of children and parents as their earliest teacher. Parenting styles and family stages are explored as is the changing demographics which will change the face of the US family. Parenting and behavior guidance skills are strengthened through a study of positive family relationships, child abuse and neglect, safety, and health practices. Occupations related to meeting the needs of families will be analyzed. This course will promote the creation of healthy and sustainable families be they their own or those they work with.					

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.

Student: _____

Graduation Date: _____

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

Instructor Signature: _____

Comprehensive Standard: 5.0 Evaluate the significance of family and its effect on the well-being of individuals and society. (NASASFACS 2.0, 4.0, 6.0, 12.0, 13.0 & 15.0)

Benchmark 5.1: Analyze the effects of family as a system on individuals and society. (NASAFACS 6.1 & 15.1)		4	3	2	1	0
5.1.1	Analyze family as the basic unit of society (e.g. societal conditions).					
5.1.2	Analyze parenting roles across the life span.					
5.1.3	Analyze expectations and responsibilities of parenting.					
5.1.4	Explain cultural differences in roles and responsibilities of the family.					
5.1.5	Compare and contrast consequences of parenting styles on individual development and family systems.					
5.1.6	Analyze the role of family in developing independence, interdependence, and commitment of family members.					

Benchmark 5.2: Analyze physical and emotional factors related to beginning the parenting process. (NASAFACS 15.1 & 15.4)		4	3	2	1	0
5.2..1	Contrast family financial planning across the family life cycle.					
5.2.2	Examine biological impact of the health of the mother and father on conception, prenatal development and raising of					

	children.					
5.2.3	Explain the aspects of pregnancy on the family (PIES: Physical, Intellectual, Emotional, Social).					
5.2.4	Analyze biological processes & functions related to prenatal development, birth, and health of child and mother on family relationships.					
5.2.5	Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.					
5.2.6	Analyze parenthood options. (e.g. biological, fostering, adoption, surrogacy, etc.)					
5.2.7	Analyze legal and ethical impacts of current and emerging technology on fertility and parenthood.					

Benchmark 5.3: Evaluate parenting/caregiver practices that maximize human growth and development. (NASAFACS 12.3, 15.2)		4	3	2	1	0
5.3.1	Describe the family's role as primary educator of children.					
5.3.2	Investigate and analyze the role of guidance and discipline on child development (e.g. ABC-**A**ntecedent, **B**ehavior-functions of, **C**onsequence).					
5.3.3	Distinguish between punishment and discipline/guidance techniques.					
5.3.4	Evaluate challenging situations and the skills needed to cope. (e.g. family stress, grief, divorce, illness, fear, disabilities etc.)					
5.3.5	Recognize abuse and neglect and promote research-based prevention strategies to address child abuse, elder abuse and domestic abuse.					
5.3.6	Examine global and environmental influences on family culture and traditions.					
5.3.7	Analyze community resources and services available to families.					
5.3.8	Analyze the ways family and consumer sciences careers assist the work of the family.					

NOTE: If Human Growth & Development-the Early Years is NOT taught, include Benchmark 3.4 in this course.

Benchmark 5.4: Analyze the determinants involved in meeting the needs of children. (NASAFACS 4.2)		4	3	2	1	0
5.4.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.					
5.4.2	Investigate the impact of not providing for the needs of children appropriately.					
5.4.3	Identify safety and health and wellness considerations for children					
5.4.4	Determine the role of the parent vs role of the childcare provider in meeting the needs of children.					
5.4.5	Examine the effects of life events and conditions on child and parent/caregiver relationships.					
5.4.6	Compare and contrast the different options when identifying appropriate care for children outside of the home.					
5.4.7	Identify age-appropriate activities and toys for all children (including those with special needs).					
5.4.8	Examine the milestones of children in relationship to parental and care giver expectations.					

NOTE: If Relationships & Self-Awareness is taught, Benchmark 5.3 can be eliminated.

Benchmark 5.5: Evaluate the roles and responsibilities of family across the life cycle. (NASAFACS 6.1)	4	3	2	1	0
5.5.1	Explain physical, emotional, social, and intellectual functioning in stable and unstable relationships.					
5.5.2	Identify the process for building and maintaining interpersonal relationships in families.					
5.5.3	Evaluate processes and strategies for handling unhealthy relationships.					
5.5.4	Analyze the effects of the family on the self-esteem and self-image of its members.					
5.5.5	Assess the similarities and differences of family members that influence conflict prevention and/or recovery.					
5.5.6	Apply the roles of decision making and problem solving in managing and/or preventing conflict.					

Benchmark 5.6: Determine role of external support systems to provide assistance to families. (NASAFACS 6.1)	4	3	2	1	0
5.6.1	Analyze family situations in which support systems would be beneficial (i.e. military families, single parent, socio-economic needs).					
5.6.2	Evaluate community resources and services (not-for-profit and for profit) available to promote family strength (mental, physical, social, emotional.					
5.6.3	Review current laws and policies related to parenting, family responsibilities and meeting children's needs.					

Benchmark 5.7: Enhance career readiness through practicing appropriate skills in family, community and work applications. (NASAFACS 2.6, 12.3 & 13.5)	4	3	2	1	0
5.7.1	Demonstrate communication and healthy relationship strategies that promote positive self-esteem in others.					
5.7.2	Enhance development of 21st century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in family settings.					
5.7.3	Examine financial responsibilities in meeting the needs of the family.					
5.7.4	Demonstrate ethical decision making when making judgements and taking actions in family settings.					
5.7.5	Examine the impact of technology on family relationships (e.g. social media, cell phones, public posting of family information, online communication with family)					
5.7.6	Critique the physical and social environment to promote safety in family, community, human service and early child related work settings.					
5.7.7	Summarize education, training, certifications and responsibilities of individuals engaged in human development careers (e.g. social work, teacher, family therapy, childcare provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors)					

Kansas Education and Training Career Cluster
Teaching/Training Pathway-2019
Course: EDUCATIONAL LEADERSHIP AND TRAINING A – TECHNICAL
Credit: .5 Cr.
CIP Code: 13.0101   Course #19154
Rating Scale: 3 Skilled- Works Independently
               2 Limited Skills-Requires Assistance
               1 Skill Introduced
               0 No exposure- No instruction or training

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date: Graduation Date:
_____	_____
Student Signature	Teacher Signature

Directions: *Check the appropriate number to indicate the level of competency reached for student evaluation.*

Technical Skills in Teaching/Training Pathway

COMPREHENSIVE STANDARD: 38.0 Practice knowledge, technical skills and practices required of leaders, mentors, coaches/advisors* and trainers within education and training settings. (*Note: Coaching is referring to academic coaching and advising as in serving as the 'guide on the side'.)

A) **Planning and Preparing—**Identify traits of effective leaders, mentors and coaches/advisors in education and training settings.

Benchmark: 38.1 Determine role of educational leaders, coach/advisor, and trainers in effective instruction.	3	2	1	0
38.1.1	Analyze the different leadership roles found within education and training settings. (i.e. building leadership, program leadership, team leadership, curriculum and instructional leaders)				
38.1.2	Compare the personal characteristics of effective leaders, coaches and mentors.				
38.1.3	Explain the similarities and differences of leadership, mentorship and coaching/advising.				
38.1.4	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)				
38.1.5	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: 38.2 Examine the role of mentoring in skill attainment and effective staff support	3	2	1	0
38.2.1	Identify role and relevance of having a mentor and the mentoring process.				
38.2.2	Analyze platforms for training and mentoring opportunities. (e.g. face to face, online, synchronous, asynchronous, etc.)				
38.2.3	Analyze developmentally appropriate ethical and culturally responsive guidelines for mentor and mentee behavior.				
38.2.4	Analyze mentor strategies for constructive support of mentees.				

38.2.5	Demonstrate skills for building and maintaining positive, collaborative relationships with colleagues to practice mentoring and advising skills.				
Benchmark 38.3: Understand the role and opportunities for life-long learning in the educational and training industry.		3	2	1	0
38.3.1	Explore online training and certification opportunities (i.e. Apple, Microsoft, BrainPOP, etc.) to retain relevance of personal knowledge and technical skills.				
38.3.2	Understand the role of learning styles when developing staff as the building leader.				
38.3.3	Analyze training materials to traditional educational materials of K-12 classrooms.				
38.3.4	Demonstrate enthusiasm, initiative, and commitment to instructional entity goals.				
38.3.5	Compare and contrast adult vs. student instructional models and teaching training considerations.				
Benchmark 38.4: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies within training, mentoring, and coaching/advising settings.		3	2	1	0
38.4.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
38.4.2	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.				
38.4.3	Analyze assessment data to identify needed changes to future trainings, and mentoring, coaching/advising interactions.				

B) Learning Environment—Explore the impact of the building leader on the physical space and climate in which the instruction will occur.

Benchmark 38.5. Establish a positive climate to promote effective coaching and mentoring opportunities		3	2	1	0
38.5.1	Analyze building leadership influences on effective learning environment.				
38.5.2	Explore how the training environment provides for learners' exploration, discovery, development, and reflection as compared to a traditional K-12 educational setting.				
38.5.3	Create a toolkit of effective practices, processes, activities, and routines for an educational leader to reference when working with staff.				
38.5.4	Identify methods of establishing respect and rapport to foster a two-way positive and effective training environment.				

C) Instruction—Investigate strategies and techniques to successfully mentor, coach/advise and train in a variety of learning environments.

Benchmark 38.6 Explore appropriate adaptations to training materials, and instruction processes to meet learner needs.		3	2	1	0
38.6.1	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)				
38.6.2	Identify materials and resources needed to enhance instruction effectiveness.				
38.6.3	Analyze a variety of curriculum and instructional models for successful mentoring, advising/coaching and training.				
38.6.4	Determine needed adjustments in instructional plan based on staff/mentor performance.				
38.6.5	Utilize learner interests to make instruction relevant.				

		3	2	1	0
38.6.6	Incorporate feedback system to determine effectiveness of learning/training.				
38.6.7	Utilize assessment, evaluation and feedback to redirect training and learning and/or to enhance training effectiveness				

D) **Professionalism**—Determine opportunities for the educational leader, mentor, coach/advisor and trainer.

		3	2	1	0
Benchmark 38.7: Explore opportunities within the educational setting outside of traditional K-12 or post-secondary teaching.		3	2	1	0
38.7.1	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)				
38.7.2	Identify job requirements for educational trainers, mentoring, coaching/advising, and leadership careers.				
Benchmark 38.8: Locate professional resources and opportunities to improve knowledge and technical skills.		3	2	1	0
38.8.1	Analyze professional organization activities which aligns to specific educational setting and purpose (e.g. building leadership, mentoring, coaching/advising, training)				
38.8.2	Network with training professionals (including through social media outlets and technology such as skype, live stream)				
38.8.3	Compare and contrast best practices in professional development opportunities. (e.g. professional journals, college credit courses, professional organization webinars)				
38.8.4	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)				

Kansas Education and Training Career Cluster
Teaching/Training Pathway-2019
Course: EDUCATION RESEARCH AND INNOVATION – TECHNICAL
Credit: .5 Cr.
CIP Code: 13.0101   Course #19155
Rating Scale: 3 Skilled- Works Independently
                2 Limited Skills-Requires Assistance
                1 Skill Introduced
                0 No exposure- No instruction or training

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date: Graduation Date:
Student Signature	Teacher Signature

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Technical Skills in Teaching/Training Pathway

NOTE: This course expects a foundational knowledge of teaching practices and climate and to be most effective, should be offered after Teaching as a Career #19151 has been completed as well as well as substantial actual classroom experience.

COMPREHENSIVE STANDARD: 39.0 Examine innovative practices and use of data to advance the development of children, youth and adults in education and training settings.

A)   **Planning and Preparing**—Investigate through research requirements that lead to effective instructional innovation.

Benchmark: 39.1: Analyze research and identify intervention or teaching strategies to address educational needs of learners. (e.g. academic/content coaching, corporate training, social-emotional learning, inclusion, special and diverse populations, emerging educational technologies, etc.)	3	2	1	0
39.1.1 Explain the role of innovation in addressing instructional challenges, including role of research.				
39.1.2 Analyze common methods of educational research and how to analyze the data.				
39.1.3 Identify new and emerging trends in education and training (i.e. use of technology, research and analysis data systems, teaching methods, problem-based vs project-based instruction, etc.)				
39.1.4 Examine design thinking procedures and steps and connection to innovation in educational settings. (e.g.: Empathize, Ideate, Design, Prototype, Test)				
39.1.5 Understand how to address an educational issue through project-based learning.				
39.1.6 Analyze a data driven project which includes analysis of scope and impact effectiveness.				

B)   **Learning Environment**—Explore the characteristics of physical space and climate which supports innovative thinking.

Benchmark 39.2: Examine the role of relationships and the physical environment in creating innovative spaces.	3	2	1	0
39.2.1 Analyze the connectivity of innovative thinking to the respect of, and sensitivity to, learner needs (e.g. gender, equity, age, lifestyle, socio economic circumstance, culture and ethnicity in classroom and community settings				

39.2.2	Compare and contrast the physical environments of learning spaces to identify traits of innovative support.				
39.2.3	Investigate strategies to enhance creativity and problem solving in learners, both in the pathway learner, but also those they will teach in the future.				
39.2.4	Demonstrate innovative thinking individually and in teams.				

C) Instruction—Practice teaching skills which promote innovation within learning environments.

Benchmark 39.3: Practice appropriate communication skills that contribute to acceptance and respect.	3	2	1	0
39.3.1 Demonstrate verbal and non-verbal communication modes and strategies which build acceptance and respect in classroom settings.				
39.3.2 Practice teaching/training skills which promote respect and acceptance with sensitivity to gender, equity, age, culture and ethnicity in classroom and training settings				
Benchmark 39.4: Demonstrate understanding of project-based learning in education and training settings.	3	2	1	0
39.4.1 Validate research which aligns to an identified practice setting need.				
39.4.2 Demonstration understanding of preparation steps needed to solve an identified instructional problem.				
39.4.3 Demonstrate ability to set and manage timelines to achieve project goals.				
39.4.4 Design a problem-based project and implement the project plan.				
39.4.5 Complete and evaluate an innovative project and submit impact report to appropriate stakeholders in a				
Benchmark 39.5: Demonstrate innovative practices.	3	2	1	0
39.5.1 Identify and practice activities which challenge and engage learners through innovation.				
39.5.2 Explore potential solutions to educational challenges to practice perseverance in problem solving.				
39.5.3 Utilize technology to enhance abilities to locate research, analyze data, apply knowledge and solve problems in education and training settings.				

D) Professionalism—Evaluate support systems for the innovative teacher/trainer.

Benchmark 39.6: Identify current professional practices related to education and training.	3	2	1	0
39.6.1 Compare and contrast qualities of professional and ethical relationships.				
39.6.2 Investigate teacher/trainer benefits received through education and training professional organization membership.				
39.6.3 Develop an awareness of current and cultural trends and practices in education and industry.				
39.6.4 Practices effective collaboration and communication skills with stakeholders.				
39.6.5 Explore authentic assessment opportunities				

Kansas Education and Training Career Cluster
Teaching/Training Pathway - 2019
Course: TEACHING INTERNSHIP –APPLICATION
Credit: 1.0 cr.
CIP Code: 13.0101   Course # 19152
Rating Scale: 3 Skilled- Works
                Independently 2 Limited
                Skills-
                Requires Assistance 1
                Skill Introduced
                0 No exposure- No instruction or training

Student:	Grade:
Teacher: School:	
Enrolled Date: Completion Date: Graduation Date:	
Student Signature Teacher Signature	

Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.

Application of Technical Skills in Teaching/Training Pathway

NOTE: This course expects a strong demonstration of knowledge. successful teaching experiences and observed ability to establish/maintain a learning climate to be most effective. Students should only be enrolled after technical classes has been completed as this class expects the students to actual teach under a teacher mentor.

COMPREHENSIVE STANDARD: 36.0 Demonstrate knowledge, skills and practices required for success in K-12 teaching, community/adult education and workforce training careers.

A) Planning and Preparing-- Demonstrate concepts and requirements that lead to effective instruction.

		3	2	1	0
Benchmark 36.1: Interpret fundamental knowledge of content to plan/prepare instruction.		3	2	1	0
36.1.1	Identify prerequisite knowledge and data that will provide a bridge between past and future knowledge for				
36.1.2	Explain connections to life and career applications to make content relevant to learners.				
Benchmark 36.2: Utilize knowledge of learning and developmental theory to describe individual learners.		3	2	1	0
36.2.1	Understand information to describe contextual factors of learners (relate to demographics).				
Benchmark 36.3 Use content knowledge and instructional skills to construct standards based educational outcomes		3	2	1	0
36.3.1	Use knowledge of learners to align outcomes with learners' developmental level, abilities, interests, and future				
36.3.2	Identify clear outcomes.				
Benchmark 36.4 Apply knowledge of teaching/ learning and instructional skills to plan educational strategies.		3	2	1	0
36.4.1	Use knowledge of diverse learners to align instructional strategies to learners' characteristics.				
36.4.2	Use multiple ways to group learners to enhance instruction.				
Benchmark 36.5 Prepare needed materials and resources to support instructional planning.		3	2	1	0

36.5.1	Prepare materials and resources needed to enhance instruction.				
36.5.2	Prepare resources to aid learners in learning.				
Benchmark 36.6: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies		3	2	1	0
36.6.1	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				
36.6.2	Identify and evaluate appropriate data needed when-building assessments.				

B) Learning Environment-- Demonstrate knowledge to create a supportive physical space and climate in which the instruction will occur.

Benchmark 36.7 Establish a positive climate (physical and emotional) to promote learning.		3	2	1	0

36.7.1	Support the practices of your mentor teacher in place to maintain respect and rapport enhancing positive				
36.7.2	Explain the importance of context to promote interest in learning.				
36.7.3	Identify patterns of behavior which indicate the social and emotional needs of learners.				
Benchmark 36.8: Employ motivational, social, and psychological theory and effective practices to guide learners' behavior.		3	2	1	0
36.8.1	Document expectations to make standards of conduct clearly known.				
36.8.2	Use various strategies to monitor learners' behavior.				
36.8.3	Provide appropriate feedback to respond to learners' behavior.				
Benchmark 36.9 Use organizational and relationship-building skills to manage instructional activities and procedures.		3	2	1	0
36.9.1	Employ time management skills to effectively manage instructional transitions.				
36.9.2	Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
36.9.3	Employ organizational and relationship-building skills to supervise learners.				

C) Instruction-- Demonstrate effective teaching skills within a learning environment.

Benchmark 36.10: Implement instructional strategies to advance learning.		3	2	1	0
36.10.1	Use appropriate instructional strategies to make content meaningful to learners.				
36.10.2	Use learning activities and assignments to challenge and engage learners.				
36.10.3	Use content and knowledge of teaching/learning to deliver instruction coherently.				
36.10.4	Employ instructional materials and resources to enhance learning.				
3610.5	Use questioning techniques to encourage higher-order thinking.				
36.10.6	Select educational technology to enhance learning.				
36.10.7	Use cooperative learning techniques to engage learners.				
Benchmark 36.11: Make appropriate adaptations in instructional plans		3	2	1	0
36.11.1	Incorporate learner questions and interests to make instruction relevant and responsive to learners.				
Benchmark 36.12: Use assessment/evaluation to advance student learning.		3	2	1	0
36.12.1	Use feedback provided to student learners to enhance student learning.				

D) Professional Responsibilities-- Demonstrate understanding of the preparation needed for a teaching role.

Benchmark 36.13: Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0

36.13.1	Revise your philosophy of education that reflects effective instructional practice.				
36.13.2	Analyze past actions to refine instructional practice.				
Benchmark 36.14: Demonstrate use of professional resources and opportunities to improve knowledge and skills.		3	2	1	0
36.14.1	Model leadership in professional student organizations with strong links to education careers. (FCCLA or Educators Rising)				
36.14.2	Identify professional development opportunities that support your lifelong learning.				
36.14.3	Use professional and effective communication skills.				
36.14.4	Analyze the educational infrastructure at various levels (i.e. local, state, and federal).				
36.14.5	Connect with other educational professionals using current communication platforms.				
Benchmark 36.15: Use organizational skills efficiently and accurately to record and maintain records.		3	2	1	0
36.15.1	Use organizational skills to record learner activities and experiences.				
36.15.2	Use organizational skills to record non-instructional data.				
36.15.3	Design a post-secondary education plan to obtain content knowledge and technical skill training.				
Benchmark: 36.16: Demonstrate understanding of and responsibility to the community.					
36.16.1	Recognize the role of educational professional in the local community.				
36.16.2	Analyze the unique culture of your community (e.g. demographics, socio economic circumstance, heritage, educational levels).				

Kansas Education and Training Career Cluster
Teaching/Training Pathway-2019
Course: EDUCATIONAL LEADERSHIP AND TRAINING B– Application
Credit: .5 Cr.
CIP Code: 13.0101   Course #19198

Rating Scale: 3 Skilled- Works Independently
             2 Limited Skills-Requires
             Assistance
             1 Skill Introduced
             0 No exposure- No instruction or training

Student:	Grade:
Teacher:	School:
Enrolled Date:	Completion Date: Graduation Date:
_____	_____
Student Signature	Teacher Signature

Directions: *Check the appropriate number to indicate the level of competency reached for student evaluation.*

Application of Technical Skills in Teaching/Training Pathway

NOTE: This class should only be enrolled after successfully completing Educational Leadership and Training A #19154

COMPREHENSIVE STANDARD: 40.0 Demonstrate knowledge, technical skills and practices required of leaders, mentors, coaches/advisors* and trainers within education and training settings. (*Note: Coaching is referring to academic coaching and advising as in being a 'guide on the side'.)

A) **Planning and Preparing**—Practice traits of effective leaders, mentors and coaches/advisors in education and training settings.

Benchmark: 40.1 Demonstrate leadership and coach/advisor, and training skills.	3	2	1	0
40.1.1	Demonstrate ethical and culturally responsive behaviors as expected through established guidelines in workplace settings.				
40.1.2	Create goals for personal experiences in leadership, mentorship and coaching/advising.				
40.1.3	Demonstrate knowledge and technical skills in coaching/advising and training situations.				
40.1.4	Collaborate with a variety of audiences to demonstrate leadership and teamwork skills successfully.				
Benchmark: 40.2 Practice mentoring with specific audiences.	3	2	1	0
40.2.1	Explain personal expectations as a mentor and plans to implement the mentoring process with mentees effectively.				
40.2.2	Record platforms used and effectiveness of training and mentoring opportunities. (e.g. face to face, online, synchronous, asynchronous, etc.)				

40.2.3	Demonstrate skills for building and maintaining positive, collaborative relationships with colleagues to practice mentoring and advising skills.				
Benchmark 40.3: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies within training, mentoring, and coaching/advising settings.		3	2	1	0
40.3.1	Identify alignment of assessment/evaluation strategies used to educational outcomes of instructional experiences.				
40.3.2	Analyze assessment data to identify needed changes to future trainings, and mentoring, coaching/advising interactions.				

B) **Learning Environment**—Practice skills to create effective learning environments through physical space and climate parameters.

Benchmark 40.4: Establish a positive climate to promote effective coaching/advising and mentoring opportunities in identified settings.		3	2	1	0
40.4.1	Analyze and create a plan for promoting an effective learning environment.				
40.4.2	Create a learning atmosphere which supports effective training, coaching/advising and/or mentoring experiences.				
40.4.3	Demonstrate enthusiasm, initiative, and commitment to instructional goals.				
40.4.4	Analyze personal toolkit of effective practices, processes, activities, and routines to determine practices used (and effectiveness) in internship experiences.				
40.4.5	Evaluate ability to establish a two-way positive and effective training, coaching/advising and/or mentoring environment.				

C) **Instruction**—Implement strategies and techniques to successfully mentor, coach/advise and/or train in a variety of learning environments.

Benchmark 40.5 Develop appropriate adaptations to training materials, and instruction processes to meet learner needs within mentorships, coaching/advisor relationships and training experiences.		3	2	1	0
40.5.1	Use terms correctly within training, coaching/advising, mentoring environments.				
40.5.2	Determine and utilize appropriate materials and resources effectively.				
40.5.3	Create, implement and modify instructional plans (as needed) to create an effective learning experience for an				
40.5.4	Utilize assessment, evaluation and feedback to redirect training and learning and/or to enhance training effectiveness				

D) **Professionalism**—Determine opportunities for personal skill advancement within educational leader, mentor, coach/advisor and trainer roles.

Benchmark40.6: Understand the role of life-long learning in the educational and training industry.		3	2	1	0
40.6.1	Explore online training and certification opportunities (e.g. Apple, Microsoft, BrainPOP, etc.) to determine resources which can assist with a personal professional development plan.				

40.6.2	Identify job requirements for a variety of education and training careers that interest you (i.e. K-12 teaching, post-secondary teaching, educational trainers, mentoring, coaching/advising, and leadership)				
40.6.3	Identify personal goals for continuing training and education to gain 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)				
Benchmark 40.7 Use reflection of personal experiences to assess effectiveness as a trainer, coach/advisor and/or mentor.		3	2	1	0
40.7.1	Analyze personal experiences to refine instructional practices (e.g. formal or information)				
40.7.2	Identify leadership training opportunities which address personal weaknesses in leadership, mentoring, coaching/advising and training roles (i.e. college classes and degrees, professional development, professional organization conferences, professional mentoring opportunities)				
40.7.3	Create a personal professional development and/or career plan to advance skill set to enhance effectiveness as a trainer, coach/advisor and mentor.				
Benchmark 40.8 Interact within professional settings to improve knowledge and technical skills					
40.8.1	Participate in professional organization activities which aligns to specific educational setting and purpose (e.g. building leadership, mentoring, coaching/advising, and training) to build a network of professional				