# Technology for Teachers Course No. 19155 Credit: 0.5

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

Pathways and CIP Codes:Teaching/Training (13.0101)

Course Description: **Technical Level:** Courses introduce students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. These courses typically expose students to and train them in classroom management, student behavior, leadership, and human relations skills, assessment of student progress, teaching strategies and various career opportunities in the field of education. This course includes advanced work experience opportunities.

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: 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.).

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Explain the role of innovation in addressing instructional challenges, including role of research. |  |
| 1.2 | Analyze common methods of educational research and how to analyze the data. |  |
| 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.). |  |
| 1.4 | Examine design thinking procedures and steps and connection to innovation in educational settings (e.g.: Empathize, Ideate, Design, Prototype, Test). |  |
| 1.5 | Understand how to address an educational issue through project-based learning. |  |
| 1.6 | Analyze a data driven project which includes analysis of scope and impact effectiveness. |  |

## Benchmark 2: Examine the role of relationships and the physical environment in creating innovative spaces.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 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). |  |
| 2.2 | Compare and contrast the physical environments of learning spaces to identify traits of innovative support. |  |
| 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. |  |
| 2.4 | Demonstrate innovative thinking individually and in teams. |  |

## Benchmark 3: Practice appropriate communication skills that contribute to acceptance and respect.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Demonstrate verbal and non-verbal communication modes and strategies which build acceptance and respect in classroom settings. |  |
| 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 4: Demonstrate understanding of project-based learning in education and training settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Validate research which aligns to an identified practice setting need. |  |
| 4.2 | Demonstration understanding of preparation steps needed to solve an identified instructional problem. |  |
| 4.3 | Demonstrate ability to set and manage timelines to achieve project goals. |  |
| 4.4 | Design a problem-based project and implement the project plan. |  |
| 4.5 | Complete and evaluate an innovative project and submit impact report to appropriate stakeholders in a timely manner. |  |

## Benchmark 5: Demonstrate innovative practices.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Identify and practice activities which challenge and engage learners through innovation. |  |
| 5.2 | Explore potential solutions to educational challenges to practice perseverance in problem solving. |  |
| 5.3 | Utilize technology to enhance abilities to locate research, analyze data, apply knowledge and solve problems in education and training settings. |  |

## Benchmark 6: Identify current professional practices related to education and training.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Compare and contrast qualities of professional and ethical relationships. |  |
| 6.2 | Investigate teacher/trainer benefits received through education and training professional organization membership. |  |
| 6.3 | Develop an awareness of current and cultural trends and practices in education and industry. |  |
| 6.4 | Practices effective collaboration and communication skills with stakeholders. |  |
| 6.5 | Explore authentic assessment opportunities. |  |

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

Instructor Signature:

For more information, contact:

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