# Educational Leadership Course No. 19198 Credit: 0.5

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

Pathways and CIP Codes:Teaching/Training (13.0101)

Course Description: **Application Level:** Education—Workplace Experience courses provide students with work experience in fields related to education. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

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: Demonstrate leadership and coach/advisor, and training skills.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Demonstrate ethical and culturally responsive behaviors as expected through established guidelines in workplace settings.  |  |
| 1.2 | Create goals for personal experiences in leadership, mentorship and coaching/advising.  |  |
| 1.3 | Demonstrate knowledge and technical skills in coaching/advising and training situations.  |  |
| 1.4 | Collaborate with a variety of audiences to demonstrate leadership and teamwork skills successfully. |  |

## Benchmark 2: Practice mentoring with specific audiences.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Explain personal expectations as a mentor and plans to implement the mentoring process with mentees effectively. |  |
| 2.2 | Record platforms used and effectiveness of training and mentoring opportunities (e.g. face to face, online, synchronous, asynchronous, etc.). |  |
| 2.3 | Demonstrate skills for building and maintaining positive, collaborative relationships with colleagues to practice mentoring and advising skills.  |  |

## Benchmark 3: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies within training, mentoring, and coaching/advising settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Document alignment of assessment/evaluation strategies used to assess educational outcomes of instructional experiences. |  |
| 3.2 | Analyze assessment data to identify needed changes to future trainings, and mentoring, coaching/advising interactions.  |  |

## Benchmark 4: Establish a positive climate to promote effective coaching/advising and mentoring opportunities in identified settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Analyze and create a plan for promoting an effective learning environment. |  |
| 4.2 | Create a learning atmosphere which supports effective training, coaching/advising and/or mentoring experiences. |  |
| 4.3 | Demonstrate enthusiasm, initiative, and commitment to instructional goals. |  |
| 4.4 | Create personal toolkit of effective practices, processes, activities, and routines to determine practices used (and effectiveness) in internship experiences.  |  |
| 4.5 | Demonstrate the ability to establish a two-way positive and effective training, coaching/advising and/or mentoring environment.  |  |

## Benchmark 5: Develop appropriate adaptations to training materials, and instruction processes to meet learner needs within mentorships, coaching/advisor relationships and training experiences.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Use terms correctly within training, coaching/advising, mentoring environments. |  |
| 5.2 | Determine and utilize appropriate materials and resources effectively. |  |
| 5.3 | Create, implement and modify instructional plans (as needed) to create an effective learning experience for an identified audience or learner.  |  |
| 5.4 | Utilize assessment, evaluation and feedback to redirect training and learning and/or to enhance training effectiveness. |  |
| 5.5 | Utilize learner interests to make instruction relevant. |  |

## Benchmark 6: Understand the role of life-long learning in the educational and training industry.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Locate online training and certification opportunities to determine resources which can assist with a personal professional development plan.  |  |
| 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). |  |
| 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 7: Use reflection of personal experiences to assess effectiveness as a trainer, coach/advisor and/or mentor.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Analyze personal experiences to refine instructional practices (e.g. formal or informal). |  |
| 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, professionalorganization conferences, professional mentoring opportunities). |  |
| 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 8: Interact within professional settings to improve knowledge and technical skills.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 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 support. |  |

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



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

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

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