# Introduction to Teaching Course No. 19199 Credit: .5 credits

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

Pathways and CIP Codes: **Teaching/Training (13.0101)**

Course Description: **Introduction Level:** This course is designed to help direct students who are considering a career in teaching. The course explores the teaching profession for students as potential teachers. Throughout this course, students will become familiar with the career paths within education and related careers. They will examine developmentally appropriate practices for educational settings. Students will explore curriculum and instruction models to meet a variety of needs. Students will demonstrate skills for building positive relationships. Students will be able to engage in class discussion, hands-on activities, and meaningful reflection.

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 career paths within education and related careers and services.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Determine opportunities for employment within education including but not  limited to supportive, classified, and certified staff, entrepreneurial endeavors and  emerging careers. |  |
| 1.2 | Summarize the skills and types of degrees or certifications needed for a variety of careers in education. |  |
| 1.3 | Create a portfolio showcasing skills and knowledge to gain employment in an  entry level education position. (e.g. competitive event opportunity for FCCLA and Educators Rising) |  |
| 1.4 | Explain the role of student and professional organizations in the continuation of  teaching knowledge both generally and content specific. (e.g. CTSO’s, legislative organizations, professional organizations, unions, etc.) |  |
| 1.5 | Analyze the benefits of having a career plan to meet personal and family needs  over the lifespan. |  |
| 1.6 | Predict potential impact of career path decisions on balancing work and family  responsibilities. |  |
| 1.7 | Practice solving real-world problems related to career/life goal setting and life  balance (e.g. meal planning, family budgeting, daily work juggling). |  |
| 1.8 | Identify local, regional and national employment trends which impact career  selection. |  |

## Benchmark 2: Analyze developmentally appropriate practices for educational settings which are responsive to a variety of cultural and socio economic backgrounds.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Demonstrate professional and appropriate communication skills in a variety of  educational settings and modes such as written and verbal. |  |
| 2.2 | Explore intellectual and behavioral development theories and practices in relation  to a classroom setting. |  |
| 2.3 | Determine developmental, social, emotional, financial and environmental factors  that directly or indirectly impact the classroom. |  |
| 2.4 | Determine what assessment tools and methods are appropriate for specific age  groups and developmental stages. |  |
| 2.5 | Explain how the inclusive culture of a classroom impacts the educational  environment and methods to improve classroom culture. |  |

## Benchmark 3: Explore curriculum and instruction models to meet a variety of needs.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Identify a variety of curriculum and instructional models. |  |
| 3.2 | Demonstrate the ability to access and read the national and state standards for a  variety of content areas and ages. |  |
| 3.3 | Identify the parts and structure of a quality lesson. |  |
| 3.4 | Demonstrate the ability to differentiate instruction to meet the needs of all  students. |  |
| 3.5 | Showcase the ability to utilize a variety of educational technology to create and  deliver instructional materials. |  |
| 3.6 | Demonstrate a variety of teaching methods to meet the needs of all learners. |  |
| 3.7 | Explain the relationship of knowledge within a content area to other content areas. |  |
| 3.8 | Connect content to relevant life experiences and career opportunities. |  |
| 3.9 | Identify the role and function of assessment in education. |  |
| 3.10 | Compare and contrast formative and summative assessments. |  |
| 3.11 | Analyze which types of assessment are age or developmentally appropriate for a  variety of students. |  |
| 3.12 | Compare and contrast student‐centered and teacher‐centered instructional  approaches. |  |

## Benchmark 4: Demonstrate a safe and healthy learning environment for all learners.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Discover a variety of classroom arrangements to maximize learning. |  |
| 4.2 | Summarize the roles of federal, state and local laws and how they apply to  educational settings (IDEA, FERPA, ADA, Mandated Reporting) |  |
| 4.3 | Utilize de escalation techniques in a variety of situations. |  |
| 4.4 | Demonstrate security and emergency protocol for a variety of situations. (Fire,  tornado, crisis, classroom disruption, etc) |  |

## Benchmark 5: Demonstrate skills for building positive relationships with administration, colleagues, students, parents, guardians and community.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Investigate developmentally appropriate guidelines for behavior for a variety of  students. |  |
| 5.2 | Demonstrate the ability to give and respond appropriately to constructive  criticism. |  |
| 5.3 | Demonstrate problem-solving and decision making skills when working with  youth, adults and peers. |  |
| 5.4 | 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 and  gender roles). |  |
| 5.5 | Demonstrate the ability to share responsibility for collaborative work and respects  the thoughts, opinions and contributions of other team members. |  |

## Benchmark 6: Demonstrate professional practices and standards.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Develop a personal mission statement that summarizes one’s motivation for  entering the education profession based on one’s personal experiences, values  and goals. |  |
| 6.2 | Analyze professional ethics standards. |  |
| 6.3 | Identify ways educators can influence policy change at a local, state and federal  levels. |  |
| 6.4 | Understand the methods of teacher evaluation and assessment. |  |
| 6.5 | Demonstrate the ability to read and comprehend teaching and supplemental  contracts, board policies and teacher handbooks |  |
| 6.6 | Summarize educational practices and philosophy through history and how they  have shaped current educational practices. |  |
| 6.7 | Compare personal traits with those of effective teachers. |  |

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

Instructor Signature:

For more information, contact:

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