

Teaching and Training as a Profession 19152

Rationale:

Across the nation communities are facing a teacher shortage. The course *Teaching and Training as a Profession* is intended to give experience to high school students who are considering a profession in education (early childhood, elementary, or middle/high school) or a profession as a trainer.

Course is designed to be a year long course.

Suggested Grade Level: 11 and 12th Grade

Topics Covered:

- Theories of development
- Curriculum instructional models
- Learning environment
- Importance of parental and community involvement
- Standards and Goals
- Learning activities
- Reflection techniques

Indicator #1 Analyze knowledge required for careers in education and training.	
Revised Bloom's Taxonomy	Standards and Examples
Analyze	<p>TTP 1.1 Analyze theories of development and learning to guide instruction or training.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Write a research paper which compares and contrasts the major existing theories of development. • Use a web-quest to explore human development theories. • Prepare and present a PowerPoint presentation about one of the theorists. • Observe classrooms for evidence of developmental theories in practice, may substitute with a training opportunity.
Apply	<p>TTP 1.2 Compare and contrast a variety of curriculum and instructional models/ strategies.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Define curriculum, instructional models and instructional strategies. • Research curriculum and instructional models in education and create a Venn diagram. • Utilize one of the curriculum models to develop an activity for a library, daycare center, or preschool. • Observe and summarize a teacher delivering a lesson and

	document instructional models/ strategies used.
Apply	<p>TTP 1.3 Examine the arrangement of space, equipment, and furniture to optimize learning environment.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Interview a librarian, child care provider, or preschool teacher about ideal space for equipment and furniture needs. May also evaluate a training or workshop layout. • Visit an existing facility and critique the layout. • Create a floor plan for use at a library, community center, preschool, elementary, or child care center. • Research different settings/environments for a training event. • Review the setting of online course delivery software. • Interview someone who has taken, taught, or designed an online course.
Apply	<p>TTP 1.4 Analyze the relationship between parent/community and school to ensure quality education.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Interview administrators and parents about the need for involvement. • Prepare a presentation for adults that provide reasons for community involvement. • Attend and reflect on a school strategic planning meeting in which parents and community members participate in.
Evaluate	<p>TTP 1.5 Assess the qualities of personal and professional behavior.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Review the South Dakota Code of Ethics for educators or trainers. • Interview administrator(s) for expectation of acceptable conduct and professional dress. • Construct staff handbook for guidelines on acceptable conduct and professional dress. • Research newspaper articles for examples of inappropriate behavior and develop presentation materials. • Determine through guest speaker or research professional and personal use of technology.
Indicator #2 Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.	
Analyze	<p>TTP 2.1 Analyze needs of learners or organization to select design courses or programs.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Research the influences social/emotional, cognitive, physical, and language development on an individual and report through class discussion.

	<ul style="list-style-type: none"> • Observe a class and create a chart that classifies the development needs of the students. • Create an advertisement that shows how all aspects of development are integrated for individual learning.
Apply	<p>TTP 2.2 Utilize content standards to develop an educational or training plan.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Interview work site supervisors or teachers for different approaches to instructional design. • Explore the role of assessment in instructional design. • Research differentiated instruction to adapt activities for developmentally delayed or disabled students.
Create	<p>TTP 2.3 Evaluate the components of a lesson plan to ensure strategies or activities address the standard(s).</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Adapt a lesson for a student that uses an Individual Education Plan. • Observe a teacher (or trainer) delivering a lesson (or workshop) and write a critique. • Develop an Internet based home page that illustrates the components of a lesson plan. • Develop a web based home page that illustrates the components of a lesson or training plan.
Create	<p>TTP 2.4 Support use of content knowledge and instructional skills to construct standards based educational goals.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Create and present a PowerPoint presentation that summarizes the characteristics of effective practices. • Develop a rubric to critique a learning activity presented or developed by another student. • Observe an instructional delivery and write a journal reflection assessing effectiveness.