



***CTE Standards Unpacking  
Introduction to Education and Training***

**Course:** Introduction to Education and Training

**Course Description:** Education is a lifelong process. There is a need for continued learning after the traditional end to formal education. Educators and trainers provide educational opportunities for these life-long learners. *Introduction to Education and Training* is designed to give high school learners an overview of the opportunities, occupations, and skills needed in the education and training career cluster.

**Career Cluster:** Education and Training

**Prerequisites:** None

**Program of Study Application:** Introduction to Education and Training is recommended as a prerequisite for the three pathways in Education & Training.  
*Administration & Administrative Support Pathway*

- Occupations whose workers provide direction, leadership, and day-to-day management and support of educational activities in schools, preschools, child care centers, colleges, universities, businesses and industries, correctional institutions, museums, and job training and community service organizations.

*Professional Support Services Pathway*

- Occupations that assist people involved in education and training systems with personal and family needs, mental health assistance, educational goals, and career decision making.

*Teaching/Training Pathway*

- Occupations that lead or assist in the delivery of instructional materials or lessons in classrooms, workshops, or via online and distance technology. Includes individual and group instruction of children, adults, and professionals.

<b>INDICATOR #ED 1: Explore career opportunities in education and training.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept):</b> Compare the career potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training.		
<b>Knowledge (Factual):</b>  What are the 3 pathways?  How to navigate and use SDMyLife or similar	<b>Understand (Conceptual):</b>  Education and training careers fall under three pathways.  There are various resources	<b>Skills (Application):</b>  Communicate with personnel from each of the education and training pathways.

<p>resource. How to interview a current professional to gain information about career readiness.</p>	<p>and tools available to utilize in South Dakota assisting in career readiness in Education and training.</p>	<p>Match careers with the respective pathways.</p>
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**Benchmarks**

*Students will be assessed on their ability to:*

- Classify Education and Training careers that fall under the three pathways.

***Academic Connections***

<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <ol style="list-style-type: none"> <li>1. ELA Reading Standards for Informational Text: *RI.9-12: Indicators 1-5</li> <li>2. ELA Writing Standards: *W. 9-12: Indicators 1- 9</li> <li>3. ELA Speaking and Listening Standards: *SL. 9-12: Indicators 1-6</li> </ol> <p><a href="http://doe.sd.gov/octe/documents/ccELA 612.pdf">http://doe.sd.gov/octe/documents/ccELA 612.pdf</a></p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>*In a cumulative research paper/project/multimedia presentation, explain/define the <u>different occupations</u> in the Administration and Administrative Support, the Professional Support Services and the Teaching/Training pathway.</p> <p>*Reflect on the experience of using SD MyLife to explore education and training careers.</p> <p>*Interview a professional from each of the three pathways, transcribe, record and reflect upon the interview.</p>
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**INDICATOR #ED 2: Analyze skills of effective educators or trainers.**

**SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking):** Evaluate concepts of effective communication skills needed in an education or training setting.

**SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):** Apply effective planning and presentation skills in an education or training setting.

***SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking):*** Compare effective instructional, organizational, and management strategies.

***SUB-INDICATOR 2.4 (Webb Level: 3 Strategic Thinking):*** Assess group processes and skills for working collaboratively in education and training.

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Skills (Application):</b>
<p>Know Your Audience - age, learning needs &amp; preferences, learning styles</p> <p>Classroom Management - discipline, active learning environments</p> <p>Team Work/Collaboration</p> <ul style="list-style-type: none"> <li>- Equitable division of work</li> <li>- Models such as: Forming, Storming, Norming, Performing steps in group development.</li> <li>- Group work preferences</li> </ul> <p>Problem-solving and Decision-Making processes</p>	<p>Communication skills are important for all educators and trainers.</p> <p>Proper grammar and spelling are essential skills needed to present a professional image.</p> <p>Age appropriate content and is important to incorporate when planning lessons for varied audiences.</p> <p>Instructional, organizational and management strategies are imperative to instruction and training.</p> <p>Group collaboration is an essential part of education and training.</p>	<p>Research learning needs for a variety of audiences.</p> <p>Develop a training and/or lesson that is age-appropriate.</p> <p>Attend and critique an education or training meeting for organizational and management strategies.</p> <p>Observe educators or trainers in a classroom/training setting</p> <p>Define expectations for performance and behavior in a group education setting.</p>

**Benchmarks**

*Students will be assessed on their ability to:*

- Determine communication skills essential for educators or trainers.
- Demonstrate professional writing techniques with proper grammar and spelling.
- Illustrate age appropriate content and teaching ideas for a chosen audience.
- Identify essential components of effective instruction and training.
- Apply concepts for effective group collaboration.

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

1. ELA Reading Standards for Informational Text:

\*RI.9-12: Indicators 1-5

2. ELA Writing Standards:

\*W. 9-12: Indicators 1- 9

3. ELA Speaking and Listening Standards:

\*SL. 9-12: Indicators 1-6

[http://doe.sd.gov/octe/documents/ccELA\\_612.pdf](http://doe.sd.gov/octe/documents/ccELA_612.pdf)

**Sample Performance Task Aligned to the Academic Standard(s):**

\*In a research paper/project/multimedia presentation, design a lesson plan that showcases the proper communication skills needed for educators and trainers. Examples: a live presentation showing “What to do” vs “What not to do”. Could incorporate video clips and media. Include verbal and written styles of communication. Project must allow participants to contribute feedback and reflect on the process. Incorporate expectations for performance and behavior in a group education setting.

\*Create and implement a trust building activity that could be used in a classroom environment

\*Develop a lesson ( daily or weekly ) that addresses something in a specific content area. Must include a specific activity for the students to learn. Include a plan that allows for at least two learning styles or intelligences.

\*Create an activity that asks participants to solve a problem in a new creative way. Ex: A case study, lesson plan, students with special needs.

\*View a recorded or live teaching situation. Ask viewers to reflect on the experience. Describe setting, teachers and students. Reflect on specific actions of teachers and students. Offer alternative perspectives and solutions.

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**INDICATOR #ED 3: Investigate influences on education and training.**

**SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking):** Appraise knowledge about the history and belief systems of multiple cultural groups to enhance learner achievement.

**SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking):** Assess the influence of learning styles on education or training.

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Skills (Application):</b>
stereotypes  Visual Learners Auditory Learners Kinesthetic Learners Tertiary Learners  Multiple Intelligences	Cultural stereotypes have an impact on student achievement.  Lessons that meet various learning styles will facilitate a more effective lesson plan.	Identify stereotypes in education and training materials.  Develop a plan that integrates various learning styles.

**Benchmarks**

*Students will be assessed on their ability to:*

- Investigate stereotypes of cultural groups and how that impacts learners achievement.
- Classify learning styles and how they affect Education and Training.

**Academic Connections**

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
1. ELA Reading Standards for Informational Text: *RI.9-12: Indicators 1-5  2. ELA Writing Standards: *W. 9-12: Indicators 1- 9  3. ELA Speaking and Listening Standards: *SL. 9-12: Indicators 1-6	*Discuss/reflect on classroom practices and stereotypes. Reflect on possible classroom practices that include diversity and tolerance.  *View a recorded or live teaching situations. Ask viewers to reflect on the experience. Describe setting, teachers and students, include specific observations on diversity, learning styles and multi-sensory. Reflect on specific actions of teachers and students.

<a href="http://doe.sd.gov/octe/documents/ccE_LA_612.pdf">http://doe.sd.gov/octe/documents/ccE_LA_612.pdf</a>	Offer alternative perspectives and solutions.
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<b>INDICATOR #ED 4: Analyze professional ethics and legal responsibilities in education and training.</b>		
<b>SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking):</b> Connect goals, policies, and procedures to ensure a positive learning environment.		
<b>SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept):</b> Interpret emergency and safety procedures in an education or training settings.		
<b>SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept):</b> Collect and display professional ethics as they relate to education and training.		
<b>SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking):</b> Assess appropriate confidentiality regarding educational and occupational information.		
<b>Knowledge (Factual):</b>  Review professional practices/standards -i.e. SD Code for Professional Ethics (teachers, trainers, administrators)  Policy handbooks and guidelines (i.e. Board of Education policies)  Examples of ethical and confidentiality violations  OSHA Safety & emergency policies and procedures Privacy Acts Child's Online Privacy Protection Act	<b>Understand (Conceptual):</b>  Policies, procedures and professional goals vary in different education and training environments.  Safety procedures are an important factor to consider in education and training settings.  Ethical knowledge and behavior is important for educational settings.  Confidentiality and legal implications for educators guides professional practice.	<b>Skills (Application):</b>  Investigate the goals, policies, and procedures that contribute to a positive learning environment.  Explore consequences that detract from a positive learning environment  Create a safety plan for training and education settings  Give examples of ethical behaviors as they relate to education and training pathways.  Explore case studies that demonstrate ethical and unethical practices

		associated with confidentiality.
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**Benchmarks**

*Students will be assessed on their ability to:*

- Compare the goals, policies, and procedures of different instructional settings.
- Interpret the importance of various emergency and safety procedures in education and training settings.
- Explain the importance of professional ethics in education and training..
- Summarize legal implications of a violation of confidentiality.

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

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2. ELA Writing Standards:

\*W. 9-12: Indicators 1- 9

3. ELA Speaking and Listening Standards:

\*SL. 9-12: Indicators 1-6

<http://doe.sd.gov/octe/documents/ccELA 612.pdf>

**Sample Performance Task Aligned to the Academic Standard(s):**

\*View a recorded or live teaching situations. Ask viewers to reflect on the experience. Describe setting, teachers and students. Reflect on specific actions of teachers and students. Focus on negative and positive student behaviors and teacher reactions to the behaviors Offer alternative perspectives and solutions.

\*Research/reflect on attendance policies and how they affect classroom behaviors.

\*Research health and safety procedures that need to be followed in a classroom setting. Create a live/recorded presentation highlighting do's and don'ts of health and safety in the classroom. Discuss what a 504 is and how that applies in a classroom setting.

\*Take the national OSHA, CPR and First-Aid certification tests

\*Reflect on ethical and unethical

	<p>teaching practices.</p> <p>*View/analyze/reflect on case studies/that offer examples of ethical and unethical classroom practices associated with confidentiality. Include legal implications.</p>
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### **Additional Resources**

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

FCCLA Programs, decision-making models,

<http://www.doe.sd.gov/oatq/teachercert.aspx>

<http://doe.sd.gov/topics.aspx#S>

<http://www.ncpublicschools.org/docs/curriculum/bpractices2.pdf>

<http://www.usd.edu/education>

<http://www.nea.org/home/30442.htm>

<http://work.chron.com/professional-code-ethics-teachers-4132.html>