



CTE Standards Unpacking
Teaching & Training as a Profession

Course: Teaching & Training as a Profession

Course Description: Across the nation, particularly in South Dakota, schools, businesses and industries are facing a teacher or trainer shortage. The course Teaching & Training as a Profession is intended to give knowledge, skills, and experiences to high school students who are considering a profession in education (early childhood, elementary, or middle/high school) or training (business or industry).

Career Cluster: Education and Training

Prerequisites: Recommended at least one Human Development course and Introduction to Education and Training.

Program of Study Application: Teaching & Training as a Profession is a pathway course in the Education and Training career cluster. It is to be preceded by foundational courses, middle school foundation courses and cluster courses, and followed by a capstone experience.

INDICATOR #TTP 1: Evaluate personal and professional attributes essential to becoming an effective teacher or trainer.		
SUB-INDICATOR 1.1 (Webb Level: 3): Assess personal attributes as they relate to teaching and training.		
SUB-INDICATOR 1.2 (Webb Level: 3): Assess the qualities of professional and ethical behavior for teachers and trainers.		
Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
Codes of Conduct for teachers/trainers	Educators should consider biases and qualities that promote a positive teaching environment.	Debate professional and personal use of technology such as social media.
South Dakota Teacher Code of Ethics, National Education Association Code of Ethics, etc.	Professionalism and ethical behavior are important skills for educators.	Interview administrators, managers, and/or human resource personnel about acceptable conduct.
Guest speakers to share information about professional behavior - local administrators, community members, etc.	There are professional codes of conduct that educators and trainers are expected to follow.	Develop your own Professional Code of Conduct

	Technology impacts professionalism and ethics for educators.	
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Examine qualities and biases of education and training. • Demonstrate the qualities of professional and ethical behavior. • Analyze the role of technology on professionalism and ethical behavior. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA Reading Standards for Informational Text: *RI.9-12: Indicators 1-5</p> <p>ELA Writing Standards: *W. 9-12: Indicators 1- 9</p> <p>ELA Speaking and Listening Standards: *SL. 9-12: Indicators 1-6</p> <p>http://doe.sd.gov/octe/documents/ccELA 612.pdf</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Self assess your own personal qualities and bias, then explain how they will contribute to your teaching practices</p> <p>Create a personal code of conduct that you would follow in the workplace.</p> <p>Write a letter to a former or current teacher outlining the qualities/values they have that you admire.</p> <p>Poster/project outlining the qualities of a “perfect teacher”</p> <p>Research paper/multimedia project that encompasses ethics and appropriate behavior in the teaching profession. Examples: code of conduct, appropriate vs inappropriate behavior, social media and its impacts on professionalism, employee handbooks, acceptable conduct, and appropriate dress.</p>	

<p>INDICATOR #TTP 2: Analyze knowledge required for careers in education/training.</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 4): Analyze theories of development and learning to guide instruction or training.</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 4): Analyze relationships within families and communities that impact teaching and training.</p>		
<p>SUB-INDICATOR 2.3 (Webb Level: 4): Create a positive learning environment.</p>		
<p>Knowledge (Factual):</p> <p>Learning and developmental theories/theorists - social learning theory, Skinner, Bandura, K-12 and/or adult learning theories.</p> <p>Current events related to education and training</p> <p>Effective classroom policies and procedures</p> <p>Classroom design for active learning - i.e. standing desks, balance balls, technology centers</p>	<p>Understand (Conceptual):</p> <p>Development and Learning Theories are crucial in understanding instructional design.</p> <p>Educators are influenced by family, sociological and community issues.</p> <p>A positive learning environment contributes to student achievement and success.</p>	<p>Skills (Application):</p> <p>Match developmental theory and learning theory.</p> <p>Create a lesson plan or training that clearly meet the needs of intended audience.</p> <p>Plan a project that involves community and families in meeting a common goal.</p> <p>Critique facility layouts.</p> <p>Describe why classroom management is essential to a positive learning environment.</p> <p>Examine emergency and safety policies that create a safe environment.</p>
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Apply learning theories to instructional design. • Investigate how families, society, and community issues influence teaching and training. 		

- Examine the factors and purposes of a positive learning environment.
- Justify the role of emergency and safety procedures in establishing positive learning environment.

Academic Connections

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

ELA Reading Standards for Informational Text:

*RI.9-12: Indicators 1-5

ELA Writing Standards:

*W. 9-12: Indicators 1- 9

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):

Visit an existing facility and critique the layout.

Research paper/multimedia project that encompasses theories, development, family, communities, and a positive learning environment in the classroom. Examples: theorists, case studies of developmental learning, family impact on education, community impact on education, positive learning environments and society issues that impact learning..

Analyze and reflect on case studies or examples of classroom practice and their impact on learning.

Design a set of classroom rules and procedures.

Visit and analyze several classrooms and learning environments. Review and rate each.

Live skit or recorded presentations on managing discipline issues in the classroom.

Project that involves community, family and school in meeting a common goal: feeding students in low income households, graduation rate success.

<p>INDICATOR #TTP 3: Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 4): Analyze needs of learners or organizations.</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 3): Utilize content standards or business policies to develop an education or training plan.</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 3): Investigate a variety of curriculum and instructional models/strategies.</p>		
<p>SUB-INDICATOR 3.4 (Webb Level: 4): Evaluate the components of a lesson/training plan.</p>		
<p>SUB-INDICATOR 3.5 (Webb Level: 3): Assess learning of audience for a standard or performance.</p>		
<p>Knowledge (Factual):</p> <p>Social, emotional, physical and cognitive development</p> <p>Educational Models</p> <p>Curriculum development ,instructional design, lesson planning, content standards, policies</p> <p>Classroom management - discipline, procedures</p> <p>Assessments</p> <ul style="list-style-type: none"> - Formative vs summative - Rubrics - Checklists - Score sheets 	<p>Understand (Conceptual):</p> <p>Social, emotional, cognitive and physical development contributes to various learners needs.</p> <p>There are multiple approaches to instructional design.</p> <p>A variety of curriculum and educational models help with the development and delivery of a lesson.</p> <p>An effective lesson plan incorporates many facets and components including content standards.</p> <p>There are multiple benefits to the educator when they have a lesson plan critiqued.</p> <p>Assessments, rubrics and grading techniques contribute to student performance.</p>	<p>Skills (Application):</p> <p>Research the social/emotional, cognitive, physical, and language development influences of an individual and report through class discussions.</p> <p>Investigate modifications for developmentally gifted, delayed or disabled individuals.</p> <p>Communicate understanding of the need for standards and policies.</p> <p>Compare and contrast teaching strategies such as direct teaching, discussion, cooperative learning, online learning, inquiry based, flip classroom, etc.</p>

		<p>Develop a lesson or training plan for use within a classroom or training session.</p> <p>Compare and contrast formative and summative assessments.</p> <p>Develop a rubric to assess a learning activity.</p> <p>Examine grading systems and performance reviews.</p>
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Benchmarks

Students will be assessed on their ability to:

- Evaluate how social, emotional, physical and cognitive development impacts learners needs.
- Examine different approaches and strategies to instructional design.
- Describe the importance of content standards and business policies.
- Critique the importance of utilizing a variety of curriculum and educational models in delivering a lesson.
- Identify components of an effective lesson plan.
- Critique the delivery of a lesson plan.
- Examine assessment techniques and student performance based on rubrics and grading systems.

Academic Connections

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

ELA Reading Standards for Informational Text:

*RI.9-12: Indicators 1-5

ELA Writing Standards:

*W. 9-12: Indicators 1- 9

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

Take a lesson plan geared toward the “average student” and modify it to reach the needs of gifted, delayed and students with special needs.

<p> ELA Speaking and Listening Standards: *SL. 9-12: Indicators 1-6 http://doe.sd.gov/octe/documents/ccELA 612.pdf </p>	<p> Invite a teacher with special needs to speak to the class in regards to the social, emotional, cognitive, physical and language issues that students and teachers encounter in the classroom. Create questions to ask the speaker and reflect on the presentation. </p> <p> Research paper/multimedia project that discusses learning styles of the gifted, delayed and students with special needs. Include instructional modifications to lessons that address students with exceptional and special needs. </p> <p> Research paper/multimedia project over instructional styles/methods, teaching strategies, current trends in education, rubrics, assessments, grading procedures and policies, performance reviews. </p> <p> Develop a lesson plan for a learning objective. Create goals, timeline of activities, how it addressing students with different learning needs, create an assessment then reflect on the success of the lesson plan. </p> <p> Observe a live or recorded lesson being given. Analyze and reflect on the teacher's delivery of learning targets and classroom management </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.

- South Dakota Teacher Code of Ethics
- National Education Association Code of Ethics
- Local administrators and relevant community members.



SD MyLife or relevant online tools

Field experience in a classroom or training facility, job shadow, or worksite tour.

Professionals in the field of special needs

Teachers or supervisors

South Dakota Department of Education Website

Field experience; FCCLA STAR Event – Teach & Train