

# Teaching & 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 12<sup>th</sup> Grade

**Topics Covered:**

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

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

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

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