

# ***EDUCATION AND TRAINING***

# EDUCATION AND TRAINING CAREER PATHWAYS

## Teaching and Learning CIP 13.0101.00

This pathway focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

### BEST PRACTICE COURSES

Complete (3) three credits:

- [331030](#) The Learning Community
- [331031](#) The Learner-Centered Classroom
- [331032](#) The Professional Educator

Choose (1) one credit from the following:

- [331033](#) Collaborative Clinical Experience
- [331034](#) Principles of Career and Technical Education
- An IB, AP, or Dual Credit course in intended teaching discipline

# EDUCATION AND TRAINING COURSES

## Collaborative Clinical Experience 331033

In this course, students will refine the required knowledge and skills to be an effective educator while also practicing the dispositions necessary for the educational profession. Specifically, students will gain an understanding of how teachers lead through individual and collaborative growth and reflection. Students participate in clinical experiences. This is a work-based learning experience where students should spend almost all their time in a classroom learning setting appropriate to their intended teaching discipline.

**Prerequisites:** The Learning Community [331030](#) **AND** The Learner-Centered Classroom [331031](#)

**Recommended Grade Level: 11 – 12**

**Recommended Credit: 1**

### **Students will:**

1. Know how their previous study from the earlier courses relates to their experiences in the clinical setting, understand how teachers use reflective practice in refining and developing new skills, dispositions, and understanding, and practice growth through reflection is critical.
2. Know the critical dispositions of teachers, understand how teachers' mindset and habits impact teaching, and practice developing and growing reflective practice and leadership in order to improve themselves, others and teams.
  - a. Improvement: growth mindset, reflective habits of mind, improvement, intention and purpose, building a professional network for support, seeking feedback, mentoring.
  - b. Leadership: common characteristics of successful leaders, credibility, unpack concept of credibility and trustworthiness, habits of effective speakers.
  - c. Collaborate with colleagues and administrators.
3. Know potential career pathways, roles and opportunities, understand the importance of quality professional development and networks of support, and practice reflecting on their personal path including researching colleges, selecting a job and being an ambassador for the profession.
4. Know the expectations of being a professional (code of ethics, unpacking the Educators Rising standards report and professional skills and terminology), understand how teachers use research to stay current and practice professional behavior and growth.

# The Learner-Centered Classroom 331031

This course will develop rising educators' awareness of their funds of knowledge, as well as their personal biases that develop from their life experiences. Using research-based methods, rising educators will develop methods to impact student equity based on culturally competent models as well as growth mindset methods. The students will be embedded in classrooms in observing and active teaching roles (any of the 5 co-teaching models). They will experience a variety of settings in order to reflect on their developing understanding and skills across the K-12 spectrum.

**Recommended Grade Level: 9 – 12**

**Recommended Credit: 1**

**Students will:**

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals.
  - a. Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media and online platforms, accountable talk including meaningful praise. Students review these topics as expectations for entering classrooms.
  - b. Improvement: growth mindset, reflective habits of mind.
  - c. Critical Thinking: responsive planning, critical thinking: my experiences, how do I know if I learned something? media literacy, resource literacy, investigating sources.
2. Know, practice and reflect on how teachers understand their students.
  - a. Students know the cognitive development: ages and stages, experiential learning, constructivism.
  - b. Students understand factors that impact relationships with students and practice planning for, developing and reflecting on how they relate to students by considering cultural competence, expectations for students, building mutual respect, establishing boundaries, embracing diversity, asset-based approach, and celebrating success.
  - c. Students know about different learning needs, understand that students' experiences are unique and practice planning for, responding to and reflecting on how to meet the needs of diverse students. (Special Education 101, differentiation, types of disabilities in IDEA (Individuals with Disabilities Education Act), supporting students facing trauma)
  - d. Engaging with Students: motivation, challenging all students and meeting all students' needs, brain-based learning, personalized learning, and deeper learning.
3. Know different classroom managements and instructional strategies, understand the purpose and results of a strategy, and practice selecting, implementing and reflecting on a variety of classroom strategies and how these strategies meet the needs of diverse learners.
  - a. Classroom Management: student engagement, culturally relevant teaching, classroom norms and routines, inclusive learning environments, anti-

bullying strategies, de-escalating and managing conflict.

- b. High Leverage Practices: eliciting and interpreting individual students' thinking, coordinating and adjusting instruction during a lesson, interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments, analyzing instruction for the purpose of improving it, setting short- and long-term learning goals for students, checking student understanding during and at the conclusion of lessons, selecting and designing formal assessments of student learning.

## The Learning Community 331030

In this course, students develop an understanding of the various responsibilities and systems involved in the K-12 educational system. Specifically, students will acquire the knowledge of education through the perspective of classroom, school, district, state, and federal roles. In clinical experiences, students are embedded in observational and small group or individual teaching settings. They engage with students, schools, and stakeholders across the community to better understand how the community functions as a system, noting how elements within the system relate and interact and the impact of students.

**Recommended Grade Level: 9 – 12**

**Recommended Credit: 1**

### **Students will:**

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals.
  - a. Self-Awareness: my identity, understanding bias, understanding equity, my values, StrengthsFinder, empathy, teacher impact, teacher persona.
  - a. Personal Expectations: professionalism, becoming a change agent.
  - b. Leadership: common characteristics of successful leaders, credibility, unpack concept of credibility and trustworthiness, habits of effective speakers.
  - c. Connecting with Students: cultural competence, expectations for students, building mutual respect, establishing boundaries.
2. Know the language of the work of teaching, understand the cycle of planning, implementing evaluating and reflecting on a lesson, and practice planning, implementing, reflecting on and revising classroom practice.
  - a. Planning: Standards 101, Curriculum 101, understanding by design.
  - b. Assessing: Assessment 101 formative assessment summative assessment.
3. Know the structure of communities within and beyond the school, understand how these communities form and interconnected system of systems, and practice connecting and reflecting on these communities.
  - a. Partners: understanding the roles of stakeholders, building relationships with families and caregivers, talking about a student with families and caregivers, mapping resources available to support students.
  - b. Colleagues: collaboration with colleagues, working with administrators, extracurricular activities.
  - c. Local Community: civic engagement, community organizations, supporting social justice at home, researching your community, local/regional culture, identifying equity.
4. Know the structures that govern a school and school systems, understand the role of the professional educator within these systems, and practice developing a personal professional identify and career path.
  - a. Understanding the School System: purpose of school, school system: federal vs. state vs. local, local governance, policy making, school funding including Title I of ESEA (Elementary and Secondary Education Act), district and school budgets,

accountability systems, salary schedules and trends, types of schools.

- b. Planning a Path: career pathways, roles, and opportunities, being a professional, unpacking the Educators Rising standards report.
- c. Context for Great Teaching: profiles of effective educators, edTPA101, National Board 101: five core propositions, myth busting: superhero teachers, the history of teaching, unions, collective bargaining, due process, professional associations and organizations for educators.

## The Professional Educator 331032

In this course, students will develop an understanding of how educators advance their profession within the classroom. Specifically, students will gain both the knowledge and skills to plan, deliver, and reflect on the process of teaching and learning. In clinical experiences, students are deeply embedded in classroom settings, actively practicing the skills they are studying and reflecting on the results to deepen their understanding. The extended time in the classroom provides an opportunity to study at length a particular group of students and the discipline.

**Prerequisites:** The Learning Community [331030](#) **AND** The Learner-Centered Classroom [331031](#)

**Recommended Grade Level: 10 – 12**

**Recommended Credit: 1**

### **Students will:**

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals, developing a personal professional identity.
  - a. Self-Awareness: my identity, understanding bias, understanding equity.
  - b. Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media and online platforms, accountable talk including meaningful praise. Students have studied the topic above in previous courses but will engage further in these as they enter classrooms as Rising Educators.
  - c. Improvement: growth mindset, reflective habits of mind, how to get better, intention and purpose, building a professional network for support, seeking feedback and mentoring.
  - d. Critical thinking: responsive planning, resource literacy, investigating sources.
2. Know different classroom managements and instructional strategies, understand the purpose and results of a strategy, and practice selecting, implementing and reflecting on a variety of classroom strategies.
  - a. Introducing Teaching: developing pedagogical knowledge, the importance of content knowledge.
  - b. Classroom Management: student engagement, culturally relevant teaching, classroom norms and routines, inclusive learning environment, anti-bullying strategies, de-escalating and managing conflict.
  - c. High Leverage Practices: leading a group discussion, explaining and modeling content, practices and strategies, eliciting and interpreting individual students' thinking, diagnosing particular common patterns of student thinking and development in a subject-matter domain, implementing norms and routines for classroom discourse and work, specifying and reinforcing productive student behavior, setting up and managing small group work, designing single lessons and sequences of lessons, providing oral and written feedback to students, analyzing instruction for the purpose of improving it.
3. Know the expectations of being a professional (code of ethics, unpacking the Educators



Rising standards report and professional skills and terminology), understand how teachers use research to stay current and practice professional behavior and growth.

## Principles of Career and Technical Education 331034

This course is designed to provide a general overview of career and technical education including program areas, components, philosophy, and current trends and issues. Students will examine a variety of topics including history of Career and Technical Education (CTE), work-based learning, career and technical student organizations, advisory councils, professional organizations as well as the influence of legislation on Career and Technical Education (CTE).

**Recommended Grade Level: 11 – 12**

**Recommended Credit: 1**

### **Students will:**

1. Understand career and technical education, including its essential characteristics, components, and effect in a multicultural society.
2. Develop a basic philosophy of Career and Technical Education (CTE).
3. Explain the historical foundations of CTE (Career and Technical Education), its evolution over time, its mission, and strategies.
4. Understand the development of career and technical education and the federal legislation effecting career and technical education.
5. Understand the administration and financing of career and technical education.
6. Explore the nature and purpose of the program areas in CTE (Career and Technical Education).
7. Analyze career opportunities in each of the program areas.
8. Understand equity, career guidance, and special needs (including exceptional children) programs and their interaction with CTE (Career and Technical Education).
9. Understand the integration of academic and career and technical education.
10. Determine the role student organizations play as an integral part of CTE (Career and Technical Education).
11. Analyze organizational structures and their components including bylaws, officers, committees, and program of work.
12. Explain the procedures of parliamentary law using Robert's Rules of Order.
13. Demonstrate the use of proper parliamentary procedure skills.
14. Understand the role and functions of CTE (Career and Technical Education) advisory councils.
15. Assess the importance of professional organizations available to career and technical education teachers and their functions in influencing policy, legislation, and practices in CTE (Career and Technical Education).
16. Explore the role that business and industry plays in CTE (Career and Technical Education) programs.
17. Investigate work-based learning opportunities.
18. Identify appropriate industry certifications for secondary students.
19. Demonstrate appropriate professional etiquette.
20. Understand the importance of an ethical climate in the workplace.
21. Develop a tool to increase time management, planning skills, and organization in the workplace.

22. Justify the value of diversity in the workplace (cultural, socio-economic, ethnicity, disability, gender).
23. Determine impact of social, economic, cultural, and technological forces on employee development and performance through evaluation tools.
24. Practice confidentiality and other workplace policies in work-based learning placements.
25. Integrate new technology trends in the workplace utilizing digital tools, new software programs and hardware.
26. Apply math, science, communication skills, problem solving, and decision making within technical content.
27. Utilize activities of the CTSOs (Career and Technical Student Organizations) as an integral component of course content and leadership development.