# Introduction to Education Course No. 19199 Credit: .5 credits

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes: **Teaching/Training (13.0101)**

Course Description: **Introductory Level:** This course is designed to help direct students who are considering a career in teaching. The course explores the teaching profession for students as potential teachers. Throughout this course, students will become familiar with the career paths within education and related careers. They will examine developmentally appropriate practices for educational settings. Students will explore curriculum and instruction models to meet a variety of needs. Students will demonstrate skills for building positive relationships. Students will be able to engage in class discussion, hands-on activities, and meaningful reflection.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Analyze career paths within education and related careers and services.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Determine opportunities for employment within education including but notlimited to supportive, classified, and certified staff, entrepreneurial endeavors andemerging careers. |  |
| 1.2 | Summarize the skills and types of degrees or certifications needed for a variety of careers in education. |  |
| 1.3 | Create a portfolio showcasing skills and knowledge to gain employment in anentry level education position. (e.g. competitive event opportunity for FCCLA and Educators Rising) |  |
| 1.4 | Explain the role of student and professional organizations in the continuation ofteaching knowledge both generally and content specific. (e.g. CTSO’s, legislative organizations, professional organizations, unions, etc.) |  |
| 1.5 | Analyze the benefits of having a career plan to meet personal and family needsover the lifespan. |  |
| 1.6 | Predict potential impact of career path decisions on balancing work and familyresponsibilities. |  |
| 1.7 | Practice solving real-world problems related to career/life goal setting and lifebalance (e.g. meal planning, family budgeting, daily work juggling). |  |
| 1.8 | Identify local, regional and national employment trends which impact careerselection. |  |

## Benchmark 2: Analyze developmentally appropriate practices for educational settings which are responsive to a variety of cultural and socio economic backgrounds.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Demonstrate professional and appropriate communication skills in a variety ofeducational settings and modes such as written and verbal. |  |
| 2.2 | Explore intellectual and behavioral development theories and practices in relationto a classroom setting. |  |
| 2.3 | Determine developmental, social, emotional, financial and environmental factorsthat directly or indirectly impact the classroom. |  |
| 2.4 | Determine what assessment tools and methods are appropriate for specific agegroups and developmental stages. |  |
| 2.5 | Explain how the inclusive culture of a classroom impacts the educationalenvironment and methods to improve classroom culture. |  |

## Benchmark 3: Explore curriculum and instruction models to meet a variety of needs.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Identify a variety of curriculum and instructional models. |  |
| 3.2 | Demonstrate the ability to access and read the national and state standards for avariety of content areas and ages. |  |
| 3.3 | Identify the parts and structure of a quality lesson. |  |
| 3.4 | Demonstrate the ability to differentiate instruction to meet the needs of allstudents. |  |
| 3.5 | Showcase the ability to utilize a variety of educational technology to create anddeliver instructional materials. |  |
| 3.6 | Demonstrate a variety of teaching methods to meet the needs of all learners. |  |
| 3.7 | Explain the relationship of knowledge within a content area to other content areas. |  |
| 3.8 | Connect content to relevant life experiences and career opportunities. |  |
| 3.9 | Identify the role and function of assessment in education. |  |
| 3.10 | Compare and contrast formative and summative assessments. |  |
| 3.11 | Analyze which types of assessment are age or developmentally appropriate for avariety of students. |  |
| 3.12 | Compare and contrast student‐centered and teacher‐centered instructionalapproaches. |  |

## Benchmark 4: Demonstrate a safe and healthy learning environment for all learners.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Discover a variety of classroom arrangements to maximize learning. |  |
| 4.2 | Summarize the roles of federal, state and local laws and how they apply toeducational settings (IDEA, FERPA, ADA, Mandated Reporting) |  |
| 4.3 | Utilize de escalation techniques in a variety of situations. |  |
| 4.4 | Demonstrate security and emergency protocol for a variety of situations. (Fire,tornado, crisis, classroom disruption, etc) |  |

## Benchmark 5: Demonstrate skills for building positive relationships with administration, colleagues, students, parents, guardians and community.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Investigate developmentally appropriate guidelines for behavior for a variety ofstudents. |  |
| 5.2 | Demonstrate the ability to give and respond appropriately to constructivecriticism. |  |
| 5.3 | Demonstrate problem-solving and decision making skills when working withyouth, adults and peers. |  |
| 5.4 | Analyze the effects of social, economic, and technological change on work andfamily dynamics (e.g. dual career families, work at home trends, job splits andgender roles). |  |
| 5.5 | Demonstrate the ability to share responsibility for collaborative work and respectsthe thoughts, opinions and contributions of other team members. |  |

## Benchmark 6: Demonstrate professional practices and standards.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Develop a personal mission statement that summarizes one’s motivation forentering the education profession based on one’s personal experiences, valuesand goals. |  |
| 6.2 | Analyze professional ethics standards. |  |
| 6.3 | Identify ways educators can influence policy change at local, state and federallevels. |  |
| 6.4 | Understand the methods of teacher evaluation and assessment. |  |
| 6.5 | Demonstrate the ability to read and comprehend teaching and supplementalcontracts, board policies and teacher handbooks |  |
| 6.6 | Summarize educational practices and philosophy through history and how theyhave shaped current educational practices. |  |
| 6.7 | Compare personal traits with those of effective teachers. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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