Teaching & Training as a Profession

Career Cluster	Education and Training
Course Code	19152
Prerequisite(s)	Recommended at least one Human Development course and Introduction to Education and Training.
Credit	.5
Program of Study and Sequence	Administration & Administrative Support Pathway, Professional Support Services Pathway, Teaching/Training Pathway.
Student Organization	FCCLA
Coordinating Work-Based Learning	Field experience highly recommended.
Industry Certifications	No
Dual Credit or Dual Enrollment	No
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Early Childhood Development Pathway Endorsement; FACS Endorsement
Resources	Community

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).

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.

Course Standards

Indicator # TTP 1   Evaluate personal and professional attributes essential to becoming an effective teacher or trainer.

Webb Level	Sub-indicator	Integrated Content
Three	TTP 1.1 Assess personal attributes as they relate to teaching and training. *Examples:* • Examine qualities and biases that would make you a good teacher and/or trainer. • Design a poster illustrating the perfect teacher/trainer. • Write a letter to a former teacher/trainer addressing the qualities they posses that you value.	
Three	TTP 1.2 Assess the qualities of professional and ethical behavior for teachers and trainers. *Examples:* • Research and reflect media materials for examples of inappropriate behavior. • Review Code of Conduct for teachers/trainers and develop your own Professional Code of Conduct. • Interview administrators, managers, and/or human resource personnel about acceptable conduct. • Debate professional and personal use of social media. • Construct staff or employee policy handbook for guidelines on acceptable conduct. • Create a collage/presentation of appropriate or inappropriate dress.	Social media sites, print media, etc. South Dakota Teacher Code of Ethics, National Education Association Code of Ethics, etc. Local administrators and relevant community members.

Notes:

Indicator # TTP 2   Analyze knowledge required for careers in education/training.

Webb Level	Sub-indicator	Integrated Content
Four	TTP 2.1 Analyze theories of development and learning to guide instruction or training. *Examples:* • Prepare and deliver a presentation about one theory/theorist. • Investigate scenarios (video clips, case studies, etc.) and discuss which theories are reflected in each situation. • Observe teacher/trainer for evidence of developmental theories in practice. • Complete on-line assessments of learning styles, strengths and weaknesses, multiple intelligences, etc.	SD MYLife and other relevant on-line tools.
Four	TTP 2.2 Analyze relationships within families and communities that impact teaching and training. *Examples:* • Propose a project plan that involves community and families in meeting a common goal. (Proposal could be presented to panel of community members, community development organizations, school boards, etc.) • Examine societal issues that impact teaching and training.	Current Events
Four	TTP 2. 3 Create a positive learning environment. *Examples:* • Create your own classroom rules and procedures. • Visit an existing facility and critique the layout. • Examine existing emergency and safety policies that create a safe environment. • Assist mentor or teacher in managing instructional resources (tools, equipment, supplies, etc.) • Role-play appropriate solutions to discipline issues.	Field experience in a classroom or training facility, job shadow, or worksite tour.

Notes:

Indicator # TTP 3: Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.

Webb Level	Sub-indicator	Integrated Content
Four	TTP 3.1 Analyze needs of learners or organizations. *Examples:* • Investigate modifications for developmentally gifted, delayed or disabled individuals. • Research the social/emotional, cognitive, physical, and language development influences of an individual and report through class discussion. • Develop a logical argument on why confidentiality is important in your role as a teacher/trainer. • Invite a guest speaker on special needs with student reflection.	Professionals in the field of special needs
Three	TTP 3.2 Utilize content standards or business policies to develop an education or training plan. *Examples:* • Interview work site supervisors or teachers for different approaches to instructional design. • Communicate understanding of the need for standards and policies.	Teachers or supervisors

Three	TTP 3.3 Investigate a variety of curriculum and instructional models/strategies. *Examples:* • Observe and summarize a teacher delivering a lesson and document instructional models/strategies used. • Compare and contrast teaching strategies such direct teaching, discussion, cooperative learning, on-line learning, inquiry based, flip classroom, etc. • Explain current trends (e.g. technology) in education and training. • Observe an instructional delivery and write a journal reflection assessing effectiveness.	South Dakota Department of Education Website
Four	TTP 3.4 Evaluate the components of a lesson/training plan. *Examples:* • Develop a lesson or training plan for use within a classroom or training session. • Critique a teacher/trainer delivering a lesson.	Field experience; FCCLA STAR Event – Teach & Train
Three	TTP 3.5 Assess learning of audience for a standard or performance. *Examples:* • Compare and contrast formative and summative assessments. • Analyze information based on standardized tests and performance reviews. • Develop a rubric to critique a learning activity. • Examine grading systems and performance reviews.	

Notes: Business and Industry question … what training models are used in your business or facility?