New Course/Program Proposal
New Courses: Teaching As A Career and Teaching Internship
New Pathway Proposal: Education and Training Career Cluster
Campus High School

Education and Training Pathway Levels		
Introductory Level	Focus on Careers	Course currently exists
Technical Level	Child Development	Course currently exists
	Teaching As A Career	New Class
Application Level-	**Teaching Internship**	New Class

1. **State Standards**:

Please see attached Competency Profile from the Kansas Department of Education identifying state standards and benchmarks.

2. **Identified reading standards that will be addressed in the class:**

Literacy First techniques will be incorporated into classroom instruction.

3 **Identified standard/state tested indicators of other curricular areas that are integrated with course:**

See the attached Competency Profile with the crosswalk information at the bottom of the profile.

4. **Describe a unit/sample lesson plan that will be used within the course.**

Please see attached lesson plan.

Does the unit include online and traditional resources; any project based learning activities; and/or methods for differentiation to meet the learning needs of students?

Yes. Refer to the online resources listed on the lesson plan. During this course, students will be observing a variety of classrooms and teachers, developing learning activities and will eventually teach a full lesson. Students in this course will participate in the Teach and Train STAR Event that is a part of the FCCLA competitive events program. The requirements of this competitive event directly relate to the student learning in this course.

List specific textbook requests (ISBN Number) and any additional digital/curriculum resources.

The textbook for this course is *"Teaching"* by Sharleen L. Kato ISBN 978-1-60525-291-9

5. **Estimated budget requirements requirements/documents, including necessary/additional staff.**
   No additional staff will be needed to teach this course. Textbooks will be needed to teach the course.

6. **Research and any relevant/current external review of such a program.**

Attached you will find data from the Kansas Department of Labor and the 2004-2014 Kansas Occupational Outlook Study. This data shows the list of education and training occupations, median salary for each and the employment outlook for these occupations. The Kansas Department of Education requires that a career pathway be selected on the needs of the community and that the occupations in the pathway be highly skilled, have high wages and be in high demand. As you can see from the data, all education occupations will experience an **increase** in demand through 2014 in Kansas and 2016 across the country. The need for preschool teachers in Kansas will increase by 25%, special education elementary teachers by 27% and training and developmental specialists by 28%. Adding this career pathway will help meet those needs in our community and surrounding areas in the next few years.

7. Needs assessment results—may include any comginataiotnof data as yhou feel is appropriate.

Refer to the attached Kansas Department of Labor Statistics

8. Student evaluation processes—may include sample rubrics/assessments.

Attached, please find the rubric used for the Teach and Train competitive event.

9. Minutes from dept/grade level meetings which reflect consensus about goals/objectives.

See attached

Kansas Education and Training Career Cluster

Teaching/Training Pathway-2009

Course: TEACHING AS A CAREER- TECHNICAL

CIP Code: 13.0101 Course # 19151

Rating Scale: 3 Skilled- Works Independently
2 Limited Skills- Requires Assistance
1 Skill Introduced
0 No exposure- No instruction or training

Student:		Grade:
Teacher:	School:	
Enrolled Date:	Completion Date:	Graduation Date:
Student Signature	Teacher Signature	

Directions: *Check the appropriate number to indicate the level of competency reached for student evaluation.*

Academic Foundations

		3	2	1	0
Benchmark: EDC01.01 Apply fundamental knowledge of psychology to enhance learner achievement. 6.1					
EDC01.0101	Employ fundamental knowledge of developmental theory to enhance learner achievement. (EDCP01.03.02)				
Benchmark: EDC01.03 Apply fundamental knowledge of cultural, social, ethnic, and racial groups to enhance learner achievement. 7.1, 11.1, 12.1					
EDC01.03.01	Explain the history of multiple cultural, social, ethnic, and racial groups as it relates to learning. 7.3, 11.2, 13.3				
Benchmark: EDC01.04 Apply fundamental knowledge of the relationships between education and society to enhance learner achievement.					
EDC01.04.01	Apply fundamental knowledge of economics to enhance learner achievement. 12.1, 12.3				
Benchmark: EDC01.05 Apply fundamental knowledge of instructional strategies to enhance learner achievement.					
EDC01.05.01	Explore instructional strategies to enhance learner achievement. (EDPC03.01)				
EDC01.05.02	Analyze instructional strategies to enhance learner achievement. (EDC10.02,01) (EDPC03.01)				
Benchmark: EDC06.01 Apply fundamental knowledge and skills of assessment to enhance learner achievement. 12.6					
EDC01.06.01	Examine fundamental knowledge of measurement (of assessment) to enhance learner achievement. (Math)				
EDC01.06.02	Examine fundamental knowledge of non-numeric data (of assessment) to enhance learner achievement. (Math)				

Communications

		3	2	1	0
Benchmark: EDC02.01 Apply verbal communication skills to enhance learner achievement. 3.1					
EDC02.01.01	Use motivational and engaging communication to provide information.				
EDC02.01.03	Apply and/or interpret nonverbal communication to fully understand meaning. (FACS02.3)				
Benchmark: EDC02.02 Demonstrate interactive communication to enhance learning and learner achievement. (*13.3) (21st) (FACS0.2) (EDC10.04) 1.4, 4.5					
EDC02.02.02	Utilize discussion skills. (*13.3.1) (21st) (SC P/SD1.2) (FACS0.2.1) (Domain 3.3b)				
EDC02.02.03	Utilize questioning skills.				
EDC02.02.04	Apply listening skills to enhance learning and learner achievement.				
Benchmark: EDC02.03 Write effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲) (FACS0.1.1) 3.2					
EDC02.03.01	Communicate respectfully and effectively with people of different cultures and diverse perspectives. (*13.3.5) (21st) (SC P/SD1.2) (SC CD1.2) (FACS0.2.4)				

Problem Solving and Critical Thinking

		3	2	1	0
Benchmark: EDC03.01 Apply problem solving and critical thinking skills to enhance instruction and learner achievement. (21st) (SC AD1.2) 13.1, 13.7, 2.6					
EDC03.01.01	Utilize scientific thinking to solve problems. (Science)				
EDC03.01.02	Use criteria and standards to make ethical decisions to enhance instruction and learner achievement. (21st)				
EDC03.01.03	Utilize reflection strategies to improve instructional skills and learner achievement.				

(INTASC) Interstate New Teacher Assessment and Support Consortium (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (KPES) Kansas Professional Education Standards
(Domain...) Danielson, Charlotte. Enhancing Professional Practice. Components of Professional Practice (21st) 21st Century Learning Skills (www.21centuryskills.org) (SC) Kansas School Counseling Standards
(EDC...) Education and Training Career Cluster Knowledge and Skills (www.careerclusters.org (EDPC...) Teacher/Training Career Clusters Pathway (www.careerclusters.org (HGD) Human Growth and Development

EDC03.01.04	Utilize perspective-taking to enhance instruction and learner achievement.				
EDC03.01.05	Utilize conflict resolution strategies. (EDC07.02.01)				

Information Technology Applications

Benchmark: EDC04.01-EDC04.10 Use information technology applications in accordance with established business standards. 4.1, 4.4		3	2	1	0
EDC04.02.01	Use effective technological communication. (eg. Email, authoring, collaborative writing, video conferencing, publication, facsimile, Internet) (*13.3.6) (21st)				
EDC04.03.01	Use technology to analyze, manipulate, and interpret information. (21st) (S5.1.1▲)				

Safety, Health and Environmental

Benchmark: EDC06.01 Control risks to safety, health, and environment in the learning settings. (SC P/SD3.1)		3	2	1	0
EDC06.01.02	Control risks to individual health and safety in the learning setting.				
EDC06.01.03	Understand how to document and report emergency/crisis situations and outcomes to the appropriate authorities. (FACS05.4)				

Leadership and Teamwork

Benchmark: EDC07.02 Apply group processing knowledge and skills to enhance professional practice. 9.3, 9.4		3	2	1	0
EDC07.02.01	Employ interpersonal skills to enhance professional practice.				
EDC07.02.02	Employ group processes knowledge and skills to enhance professional practice.				

Ethics and Legal Responsibilities

Benchmark: EDC08.01 Explain ethical and legal rights/boundaries of professional practice in learning settings. 9.1, 9.2		3	2	1	0
EDC08.01.01	Explain major laws that govern behavior within learning settings.				
EDC08.01.02	Analyze ethical responsibilities in professional practice within learning settings.				
EDC08.02.01	Explain legal rights that apply within learning settings of students and parents/guardians.				

Employability and Career Development

Benchmark: EDC09.01 Use research skills to explore career options. (KPES 13)		3	2	1	0
EDC09.01.01	Analyze interests, aptitudes, and abilities and match them to characteristics and requirements of the profession.				
EDC09.01.02	Explore career trajectories in education and training. (e.g., employment trends, salaries, student enrollment projections, high need content areas)				
EDC09.01.03	Explore educational teaching pathways. (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education)				
EDC09.01.04	Construct an individual career plan.				

Technical Skills

Benchmark: EDC10.01-10.07 Exhibit career cluster knowledge and skills in education and training. 8.3, 10.1, 10.2,12.5		3	2	1	0
EDC10.01	Employ planning skills to enhance professional practice. (HGD) (EDC07.01) (EDPC01.04.04)				
EDC10.02	Employ instructional skills to enhance learner achievement. (HGD) (EDPC02.03.03) (EDPC03.01) (EDC01.05.02)				
EDC10.03	Employ organizational skills to enhance professional practice. (HGD) (EPC04.04.02)				
EDC10.04	Employ presentation skills to enhance professional practice. (Language Arts) (EDC02.02)				
EDC10.05	Employ research skills to enhance professional practice. (Language Arts) (SC CD 2.1) (FACS0.1.9)				
EDC10.07	Employ group management skills that enhance professional practice. (HGD) (EDPC02.04.02) (EDC02.03.01)				

Technical Skills in Teaching/Training Pathway

Planning and Preparing

Benchmark: EDPC01.01 Interpret fundamental knowledge of content to plan/prepare instruction. (KPES 1 & 11) (Domain 1.1a) 12.4		3	2	1	0
EDPC01.01.01	Use resources and processes to update knowledge and skills on an ongoing basis.				
EDPC01.01.02	Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.				
EDPC01.01.05	Explain connections to life and career applications to make content relevant to learners.				
Benchmark: EDPC01.03 Utilize knowledge of learning and developmental theory to describe individual learners. (KPES 2 & 3) (Domain 1.1.b) 11.4		3	2	1	0

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(Domain...) Danielson, Charlotte. Enhancing Professional Practice. Components of Professional Practice (21st) 21st Century Learning Skills (www.21centuryskills.org) (SC) Kansas School Counseling Standards
(EDC...) Education and Training Career Cluster Knowledge and Skills (www.careerclusters.org (EDPC...) Teacher/Training Career Clusters Pathway (www.careerclusters.org (HGD) Human Growth and Development

EDPC01.03.01	Explore information to describe diverse learners.				
Benchmark: EDPC01.04 Use content knowledge and instructional skills to construct standards based educational outcomes. (KPES 1) (Domain 1.1c) (EDC10.01) 13.2		3	2	1	0
EDPC01.04.01	Use knowledge of learners to align outcomes with learners' developmental level, abilities, interests, and future objectives. (EDC07.01) (EDC10.01)				
EDPC01.04.03	Identify clear outcomes. (EDC07.01) (EDC10.01)				
Benchmark: EDPC01.05 Explore knowledge of teaching/learning and instructional skills to plan educational strategies. (KPES 7) (Domain 1.1b) 14.2		3	2	1	0
EDPC01.05.01	Use knowledge of learners to align instructional strategies to learners' characteristics.				
EDPC01.05.03	Use multiple ways to group learners to enhance instruction.				
Benchmark: EDPC01.06 Identify needed materials and resources to support instructional planning. (KPES 4) (Domain 1.1d) 14.4		3	2	1	0
EDPC01.06.01	Identify materials and resources needed to enhance instruction.				
EDPC01.06.02	Identify resources to aid learners in learning.				
Benchmark: EDPC01.07 Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies. (KPES 8) (Domain 1.1f) 14.3		3	2	1	0
EDPC01.07.01	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				

Learning Environment

Benchmark: EDPC02.01 Establish a positive climate to promote learning. (KPES 5) (Domain 2.2a) 15.1					
EDPC02.01.01	Establish respect and rapport to foster positive social and intellectual interactions. (Domain 2.2a)				
Benchmark: EDPC02.04 Adapt the physical elements in the environment to optimize learning. (KPES 5) (Domain 2.2c)					
EDPC02.04.01	Use arrangement of space, equipment, and furniture to optimize learning. (EDC10.07)				

Instruction

Benchmark: EDPC03.01 Utilize instructional strategies to advance learning. (KPES 4 & 6) (Domain 3.3c) (EDC10.02.01) 14.1		3	2	1	0
EDPC03.01.02	Use learning activities and assignments to challenge and engage learners. (Domain 3.3c)				
EDPC03.01.04	Select instructional materials and resources to enhance learning. (Domain 3.3c) (EDC10.02)				
EDPC03.01.07	Select educational technology to enhance learning. (KPES 12) (Domain 3.3c)				
Benchmark: EDPC03.02 Explore appropriate in-process adaptations in instructional plans. (KPES 4 & 7) (Domain 3.3b) 5.1		3	2	1	0
EDPC03.02.01	Determine needed adjustments in instructional plan based on learner performance.				
EDPC03.02.02	Incorporate learner questions and interests to make instruction relevant and responsive to learners. (Domain 3.3b)				
Benchmark: EDPC03.03 Use assessment/evaluation to advance student learning. (KPES 8) (EDC10.08) 14.5		3	2	1	0
EDPC03.03.02	Use feedback provided to student learners to enhance student learning. (Domain 3.3d) (EDC02.01) (EDC10.08)				

Professional Responsibilities

Benchmark: EDPC04.01 Use reflection on past performance to assess effectiveness of instructional practice. (KPES 9) (Domain 4.4a) 6.5		3	2	1	0
EDPC04.01.01	Construct a philosophy of education that reflects effective instructional practice.				
EDPC04.01.03	Analyze past actions to refine instructional practice.				
Benchmark: EDPC04.02 Locate professional resources and opportunities to improve knowledge and skills. (KPES 9) (Domain 4.4e) 6.2		3	2	1	0
EDPC04.02.01	Participate in professional student organizations (CTSO or FEA) to improve knowledge and skills.				

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Kansas Education and Training Career Cluster

Teaching/Training Pathway - 2009

Course: TEACHING INTERNSHIP - APPLICATION

CIP Code: 13.0101 Course # 19152G1.0011

Rating Scale: **3 Skilled- Works Independently**
2 Limited Skills- Requires Assistance
1 Skill Introduced
0 No exposure- No instruction or training

Student:		Grade:
Teacher:	School:	
Enrolled Date:	Completion Date:	Graduation Date:
Student Signature		Teacher Signature

Directions: *Check the appropriate number to indicate the level of competency reached for student evaluation.*

Academic Foundations

Benchmark: EDC01.01 Apply fundamental knowledge of psychology to enhance learner achievement. 6.1		3	2	1	0
EDC01.0101	Employ fundamental knowledge of developmental theory to enhance learner achievement. (EDCP01.03.02)				
Benchmark: EDC01.03 Apply fundamental knowledge of cultural, social, ethnic, and racial groups to enhance learner achievement. 7.1, 11.1, 12.1		3	2	1	0
EDC01.03.01	Explain the history of multiple cultural, social, ethnic, and racial groups as it relates to learning. 7.3, 11.2, 13.3				
Benchmark: EDC01.04 Apply fundamental knowledge of the relationships between education and society to enhance learner achievement.		3	2	1	0
EDC01.04.01	Apply fundamental knowledge of economics to enhance learner achievement. 12.1, 12.3				
Benchmark: EDC01.05 Apply fundamental knowledge of instructional strategies to enhance learner achievement.		3	2	1	0
EDC01.05.01	Explore instructional strategies to enhance learner achievement. (EDPC03.01)				
EDC01.05.02	Analyze instructional strategies to enhance learner achievement. (EDC10.02.01) (EDPC03.01)				
Benchmark: EDC06.01 Apply fundamental knowledge and skills of assessment to enhance learner achievement. 12.6		3	2	1	0
EDC01.06.01	Examine fundamental knowledge of measurement (of assessment) to enhance learner achievement. (Math)				
EDC01.06.02	Examine fundamental knowledge of non-numeric data (of assessment) to enhance learner achievement. (Math)				

Communications

Benchmark: EDC02.01 Apply verbal communication skills to enhance learner achievement. 3.1		3	2	1	0
EDC02.01.01	Use motivational and engaging communication to provide information.				
EDC02.01.03	Apply and/or interpret nonverbal communication to fully understand meaning. (FACS02.3)				
Benchmark: EDC02.02 Demonstrate interactive communication to enhance learning and learner achievement. (*13.3) (21st) (FACS0.2) (EDC10.04)1.4, 4.5		3	2	1	0
EDC02.02.02	Utilize discussion skills. (*13.3.1) (21st) (SC P/SD1.2) (FACS0.2.1) (Domain 3.3b)				
EDC02.02.03	Utilize questioning skills.				
EDC02.02.04	Apply listening skills to enhance learning and learner achievement.				
Benchmark: EDC02.03 Write effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲) (FACS0.1.1) 4.2, 4.3		3	2	1	0
EDC02.03.01	Communicate respectfully and effectively with people of different cultures and diverse perspectives. (*13.3.5) (21st) (SC P/SD1.2) (SC CD1.2) (FACS0.2.4)				

Problem Solving and Critical Thinking

Benchmark: EDC03.01 Apply problem solving and critical thinking skills to enhance instruction and learner achievement. (21st) (SC AD1.2) 13.1 13.7, 2.6		3	2	1	0
EDC03.01.01	Utilize scientific thinking to solve problems. (Science)				
EDC03.01.02	Use criteria and standards to make ethical decisions to enhance instruction and learner achievement. (21st)				
EDC03.01.03	Utilize reflection strategies to improve instructional skills and learner achievement.				

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(EDC...) Education and Training Career Cluster Knowledge and Skills (www.careerclusters.org (EDPC...) Teacher/Training Career Clusters Pathway (www.careerclusters.org (HGD) Human Growth and Development

EDC03.01.04	Utilize perspective-taking to enhance instruction and learner achievement.				
EDC03.01.05	Utilize conflict resolution strategies. (EDC07.02.01)				

Information Technology Applications

Benchmark: EDC04.01-EDC04.10 Use information technology applications in accordance with established business standards. 4.1, 4.4		3	2	1	0
EDC04.02.01	Use effective technological communication. (e.g. Email, authoring, collaborative writing, video conferencing, publication, facsimile, Internet) (*13.3.6) (21st)				
EDC04.03.01	Use technology to analyze, manipulate, and interpret information. (21st) (S5.1.1▲)				

Safety, Health and Environmental

Benchmark: EDC06.01 Control risks to safety, health, and environment in the learning settings. (SC P/SD3.1)		3	2	1	0
EDC06.01.02	Control risks to individual health and safety in the learning setting.				
EDC06.01.03	Understand how to document and report emergency/crisis situations and outcomes to the appropriate authorities. (FACS05.4)				

Leadership and Teamwork

Benchmark: EDC07.02 Apply group processing knowledge and skills to enhance professional practice. 9.3, 9.4		3	2	1	0
EDC07.02.01	Employ interpersonal skills to enhance professional practice.				
EDC07.02.02	Employ group processes knowledge and skills to enhance professional practice.				

Ethics and Legal Responsibilities

Benchmark: EDC08.01 Explain ethical and legal rights/boundaries of professional practice in learning settings. 9.1, 9.2		3	2	1	0
EDC08.01.01	Explain major laws that govern behavior within learning settings.				
EDC08.01.02	Analyze ethical responsibilities in professional practice within learning settings.				
EDC08.02.01	Explain legal rights that apply within learning settings of students and parents/guardians.				

Employability and Career Development

Benchmark: EDC09.01 Use research skills to explore career options. (KPES 13) 6.3, 8.3,10.1, 10.2, 12.5		3	2	1	0
EDC09.01.01	Analyze interests, aptitudes, and abilities and match them to characteristics and requirements of the profession.				
EDC09.01.02	Explore career trajectories in education and training. (e.g., employment trends, salaries, student enrollment projections, high need content areas)				
EDC09.01.03	Explore educational teaching pathways. (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education)				
EDC09.01.04	Construct an individual career plan.				

Technical Skills

Benchmark: EDC10.01-10.07 Exhibit career cluster knowledge and skills in education and training. 1.1, 1.3, 10.3, 13.8		3	2	1	0
EDC10.01	Employ planning skills to enhance professional practice. (HGD) (EDC07.01) (EDPC01.04.04)				
EDC10.02	Employ instructional skills to enhance learner achievement. (HGD) (EDPC02.03.03) (EDPC03.01) (EDC01.05.02)				
EDC10.03	Employ organizational skills to enhance professional practice. (HGD) (EPC04.04.02)				
EDC10.04	Employ presentation skills to enhance professional practice. (Language Arts) (EDC02.02)				
EDC10.05	Employ research skills to enhance professional practice. (Language Arts) (SC CD 2.1) (FACS0.1.9)				
EDC10.07	Employ group management skills that enhance professional practice. (HGD) (EDPC02.04.02) (EDC02.03.01)				

Technical Skills in Teaching/Training Pathway

Planning and Preparing

Benchmark: EDPC01.01 Interpret fundamental knowledge of content to plan/prepare instruction. (KPES 1 & 11) (Domain 1.1a) 8.2, 2.1, 12.4		3	2	1	0
EDPC01.01.02	Explain prerequisite knowledge that will provide a bridge between past and future knowledge for learners.				
EDPC01.01.05	Explain connections to life and career applications to make content relevant to learners.				
Benchmark: EDPC01.03 Utilize knowledge of learning and developmental theory to describe individual learners. (KPES 2 & 3) (Domain 1.1.b)		3	2	1	0
EDPC01.03.01	Locate information to describe contextual factors of individual learners.				

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(Domain...) Danielson, Charlotte. Enhancing Professional Practice. Components of Professional Practice (21st) 21st Century Learning Skills (www.21centuryskills.org) (SC) Kansas School Counseling Standards
(EDC...) Education and Training Career Cluster Knowledge and Skills (www.careerclusters.org (EDPC...) Teacher/Training Career Clusters Pathway (www.careerclusters.org (HGD) Human Growth and Development

Benchmark: EDPC01.04 Use content knowledge and instructional skills to construct standards based educational outcomes. (KPES 1) (Domain 1.1c) (EDC10.01) 2.3		3	2	1	0
EDPC01.04.01	Use knowledge of learners to align outcomes with learners' developmental level, abilities, interests, and future objectives. (EDC07.01) (EDC10.01)				
EDPC01.04.03	Identify clear outcomes. (EDC07.01) (EDC10.01)				
Benchmark: EDPC01.05 Apply knowledge of teaching/ learning and instructional skills to plan educational strategies. (KPES 7) (Domain 1.1b) 2e, 5.3, 3.3		3	2	1	0
EDPC01.05.01	Use knowledge of learners to align instructional strategies to learners' characteristics.				
EDPC01.05.03	Use multiple ways to group learners to enhance instruction.				
Benchmark: EDPC01.06 Prepare needed materials and resources to support instructional planning. (KPES 4) (Domain 1.1d) 6.4, 3.4		3	2	1	0
EDPC01.06.01	Prepare materials and resources needed to enhance instruction.				
EDPC01.06.02	Prepare resources to aid learners in learning.				
Benchmark: EDPC01.07 Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies. (KPES 8) (Domain 1.1f) 8.1		3	2	1	0
EDPC01.07.01	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				

Learning Environment

Benchmark: EDPC02.01 Establish a positive climate to promote learning. (KPES 5) (Domain 2.2a) 5.1, 13.5		3	2	1	0
EDPC02.01.01	Establish respect and rapport to foster positive social and intellectual interactions. (Domain 2.2a)				
EDPC02.01.02	Explain the importance of content to promote interest in learning. (Domain 2.2b)				
Benchmark: EDPC02.02 Employ motivational, social, and psychological theory and effective practices to guide learners' behavior. (KPES 5) (Domain 2.2d) 7.2		3	2	1	0
EDPC02.02.01	Document expectations to make standards of conduct clearly known.				
EDPC02.02.02	Use various strategies to monitor learners' behavior.				
EDPC02.02.03	Provide appropriate feedback to respond to learners' behavior.				
Benchmark: EDPC02.03 Use organizational and relationship-building skills to manage instructional activities and procedures. (KPES 5) (Domain 2.2c) 1.2		3	2	1	0
EDPC02.03.02	Employ time management skills to effectively manage instructional transitions. (EDC10.01.03)				
EDPC02.03.03	Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials). (EDC10.02.03)				
EDPC02.03.05	Employ organizational and relationship-building skills to supervise learners.				

Instruction

Benchmark: EDPC03.01 Implement instructional strategies to advance learning. (KPES 4 & 6) (Domain 3.3c) (EDC10.02.01) 11.3, 13.7, 4.3, 2.4, 12.2		3	2	1	0
EDPC03.01.01	Use appropriate instructional strategies to make content meaningful to learners.				
EDPC03.01.02	Use learning activities and assignments to challenge and engage learners. (Domain 3.3c)				
EDPC03.01.03	Use content and knowledge of teaching/learning to deliver instruction coherently. (Domain 3.3c)				
EDPC03.01.04	Employ instructional materials and resources to enhance learning. (Domain 3.3c) (EDC10.02)				
EDPC03.01.05	Use questioning techniques to encourage higher-order thinking. (Domain 3.3b) (EDC02.02)				
EDPC03.01.07	Select educational technology to enhance learning. (KPES 12) (Domain 3.3c)				
EDPC03.01.08	Use cooperative learning techniques to engage learners. (Domain 3.3c)				
Benchmark: EDPC03.02 Make appropriate adaptations in instructional plans. (KPES 4 & 7) (Domain 3.3b)		3	2	1	0
EDPC03.02.02	Incorporate learner questions and interests to make instruction relevant and responsive to learners. (Domain 3.3b)				
Benchmark: EDPC03.03 Use assessment/evaluation to advance student learning. (KPES 8) (EDC10.08)		3	2	1	0
EDPC03.03.02	Use feedback provided to student learners to enhance student learning. (Domain 3.3d) (EDC02.01) (EDC10.08)				

(INTASC) Interstate New Teacher Assessment and Support Consortium (CC K&S) Career Cluster Knowledge and Skills (www.careerclusters.org) (KPES) Kansas Professional Education Standards
(Domain...) Danielson, Charlotte. Enhancing Professional Practice, Components of Professional Practice (21st) 21st Century Learning Skills (www.21centuryskills.org) (SC) Kansas School Counseling Standards
(EDC...) Education and Training Career Cluster Knowledge and Skills (www.careerclusters.org (EDPC...) Teacher/Training Career Clusters Pathway (www.careerclusters.org (HGD) Human Growth and Development

Professional Responsibilities

Benchmark: EDPC04.01 Use reflection on past performance to assess effectiveness of instructional practice. (KPES 9) (Domain 4.4a) 6.5, 12.7		3	2	1	0
EDPC04.01.01	Construct a philosophy of education that reflects effective instructional practice.				
EDPC04.01.03	Analyze past actions to refine instructional practice.				
Benchmark: EDPC04.02 Demonstrate use of professional resources and opportunities to improve knowledge and skills. (KPES 9) (Domain 4.4e) 15.5		3	2	1	0
EDPC04.02.01	Participate in professional student organizations (CTSO or FEA) to improve knowledge and skills.				
Benchmark: EDPC04.04 Use organizational skills to record and maintain records. (KPES 12) (Domain 4.4b) (EDC10.03) 14.6		3	2	1	0
EDPC04.04.01	Use organizational skills to record learner assignments. (EDC10.03)				
EDPC04.04.03	Use organizational skills to record non-instructional data. (EDC10.03)				

Anatomy of a Lesson for Effective & Efficient use of Academic Learning Time

Objectives:
Students will explore the various areas teachers are needed. Students will identify the qualities needed to become a successful teacher. Students will compare and contrast current teaching practices to those in the past.

What will students learn in class today (Learning Goal)?
Students will differentiate between the areas of teaching at various levels.
Students will also read an article from the New Hampshire Historical Society Website
http://www.nhhistory.org/edu/support/nhgrowingup/teacherrules.pdf

What learning activities will we do today (Agenda)?
Students will have a journaling question waiting for them on the screen as they enter class. Question will be the reaction they have from the poem "Why I teach" by Sara Pralle
Students will work in a group of 4 students, each reading a section from Chapter 1 out of Teaching written by Sharleen L. Kato. After sections are read and discussed, students will access the United States Department of Labor Bureau at https://stats.bls.gov/oco and choose two career profiles for two types of teachers. Students will create a powerpoint including: summary, career description, typical working conditions, job outlook, and expected earnings.

Why are we learning this (Purpose)?
We are learning this because effective teachers are always needed and a career in teaching can be very rewarding, and this will help the student get a better insight of the profession of teaching to see if it something for them.

Marzano:	
1. Similarities & Differences 2. Reinforcing effort & providing recognition	**Activate & Assess Prior Knowledge:** Tie in to previous learning & explain relevance, approximately 20% of class time *Students will read the poem "Why I teach" by Sara Pralle and write their reaction to it as well as answer these questions:* *Has a teacher ever emotionally touched you? How so?* *What were the characteristics of your favorite teacher? Least favorite?* *What are some of your favorite classroom learning activities?*
3. Summarizing/ note-taking 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning	**Teacher Input** (approx. 20% of class time) & **Student Active Participation** (approx. 45% of class time)**:** *Teacher will introduce Chapter 1- "Teaching as a Profession" and group students up in groups of 4. Each student will read, recall, and teach the rest of the group about their section.* *When completed, students will go to the website https://stats.bls.gov/oco and choose 2 career profiles and create a powerpoint outlining each career comparing and contrasting the descriptions, typical working conditions, job outlooks, and expected earnings.*
7. Setting Objectives & Providing Feedback	**Identify Student Success:** Give feedback, ensure that 75% of students or more can meet the objective independently, approximately 15% of class time *Students will print off a copy of their powerpoint when completed for grading.* *To tie up the class, teacher will put up the 1872 and 1915 "Rules of Teaching" on the board and just talk about how things are different today.*

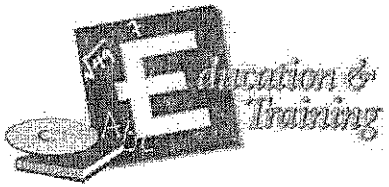
#4

Anatomy of a Lesson for Effective & Efficient use of Academic Learning Time

8. Generating & Testing Hypothesis 9. Cues, Questions & Advance Organizers	

Reflection: Personal and Collaborative

- Can students tell you what they learned?
- What did you do to cause Academic Learning Time to happen?
- What evidence do you have to show student learning and success?
- If you were to teach this lesson again, what changes would you make?



EDUCATION & TRAINING CAREER CLUSTER
PATHWAY: TEACHING/TRAINING

DEGREE/TRAINING REQUIRED Standard Occupational System (SOC) Code	OCCUPATION	KANSAS MEDIAN SALARY[i]	% CHANGE / EMPLOYMENT PROSPECTS	
			KANSAS 2004-2014[ii]	USA 2006-2016[iii]
-Associate Degree -Certifications -On the Job Training -2 Yr. Community/Technical Colleges -Registered Apprenticeship				
27-2022	Coaches and Scouts	$12.15/hr.	+17%	+15%
39-9031	Fitness Trainer and Aerobics Instructor: Physical Trainer	$9.97/hr.	+23%	+27%
25-2011	Preschool Teacher, Except Special Education: Preschool Teacher / Early Childhood Teacher	$10.92/hr.	+25%	+26%
39-9011	Child Care Worker: Child Life Specialist / Nanny	$7.94/hr.	+16%	+18%
25-9041	Teacher Assistant: Preschool, Kindergarten, Early Childhood Elementary, Secondary, or Special Education Teacher Aid	N/A	+18%	+10%
Bachelor's Degrees Colleges / Universities				
25-2032	Vocational Education Teacher, Secondary School	N/A	+13%	-5%
25-2023	Vocational Education Teacher, Middle School	N/A	N/A	-5%
13-1079	Training and Development Specialists: Human Resource Trainer	$25.30/hr.	+28%	+16%

[i] Salary data from the Kansas Department of Labor, 2007 Kansas Wage Survey
[ii] 2004-2014 Kansas Occupational Outlook Study, http://www.dol.ks.gov
[iii] 2008-2009 National Employment Occupational Outlook Handbook, http://www.bls.gov/oco

DEGREE/TRAINING REQUIRED Standard Occupational System (SOC) Code	OCCUPATION	KANSAS MEDIAN SALARY[i]	% CHANGE / EMPLOYMENT PROSPECTS	
			KANSAS 2004-2014[ii]	USA 2006-2016[iii]
25-2043	Special Education Teacher, Secondary School	N/A	+19%	+9%
25-2042	Special Education Teacher, Middle School	N/A	N/A	+16%
25-2041	Special Education Teacher, Preschool, Kindergarten, and Elementary School	N/A	+27%	+20%
25-2022	Middle School Teacher, Except Special and Vocational Education	N/A	+10%	+11%
25-2031	Secondary School Teacher, Except Special and Vocational Education	N/A	+13%	+6%
25-2021	Elementary School Teacher, Except Special Education	N/A	+15%	+14%
25-2012	Kindergarten Teacher, Except Special Education	N/A	+20%	+16%
11-9031	Education Administrator, Preschool and Child Care Center/Program: Child Care Director	$19.11/hr.	+19%	+24%
39-9032	Recreation Workers: Group Worker and Assistant	$9.92/hr.	+19%	+13%
Graduate Degrees Colleges/Universities				
25-1000	Postsecondary Teachers: College/University Lecturers, Professors (Wide salary range depending on area of study)	N/A	+20/30% depending on subject area	+23%

N/A = Data Not Available

Teach and Train

Teach and Train, an *individual event,* recognizes participants who demonstrate their ability to explore and experience the career of teaching or training. Participants must prepare a ***portfolio*** of the teaching/training career, prepare and execute a complete lesson/workshop plan and an ***oral presentation.*** Senior and occupational participants will also complete a **shadowing experience** of a "best practices" educator.

CAREER CLUSTER/CAREER PATHWAY

Education and Training—Teaching/Training Pathway

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services and related learning support systems.

Connection to National Standards for Family and Consumer Sciences	
4.0	**Education and Early Childhood** Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in education, and services.
Content Standards/Competencies	
4.1	Analyze career paths within education & related services.
4.3.1	Apply and Analyze a variety of curriculum and instructional models.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit two entries in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Junior category: participants must have completed a course or unit of study in child or human development knowledge areas.

   Senior/Occupational category: participants must be or have been enrolled in a Family and Consumer Sciences course or foundational courses preparing them for education careers, training careers, or child or human development knowledge areas.
4. The Teach and Train project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. While Family and Consumer Science Coursework and FCCLA leadership opportunities will provide the participant with skills for the teaching and training profession, the project developed for the Teach and Train event does not have to relate to a Family and Consumer Sciences curriculum area.
6. The Teach and Train project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

PROCEDURES & TIME REQUIREMENTS

1. Each participant will submit a *portfolio* (*hardcopy* or *electronic*) to the event room consultant at the designated participation time and inform evaluators of their chosen career area.
2. The participant will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* (*hardcopy* or *electronic*). *The participant must make the electronic portfolio accessible to evaluators.*

#8

4. The presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. Following the presentation, evaluators will have 5 minutes to interview the participant.
6. Evaluators will use the rubric to score and write comments for each participant. The evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
7. The *portfolio,* including the career exploration and self assessment summary, lesson/ workshop plan, and samples of the equipment, materials or supplies used are permitted to be used as visual aids during the *oral presentation.*
8. The total time required for this event is approximately 30 minutes.

GENERAL INFORMATION

1. A table will be provided.
2. The *portfolio* may be an *electronic* or *hardcopy portfolio*. The evaluators must be able to access the *hardcopy* or *electronic portfolio* (if electronic-on computer, or as a printed handout) prior to the presentation.
3. If presenting an electronic *portfolio*, participants may bring equipment needed.
4. Spectators may not observe any portion of this event.
5. **Presentation Elements:**
   Allowed: *Audio, Easel(s), Flip Chart(s), Portfolios, Props/Pointers, Visual Equipment, Visuals.*
   Not Allowed: *Costumes/Uniforms, File Folder, Manuals, Skits.*

Hardcopy Portfolio

The *hardcopy portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder/notebook obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. The binder/notebook must contain no more than 35 pages: 1 *project identification page*, 1 Table of Contents page, 1 *Planning Process* summary page, 0-7 *divider pages*, and up to 25 *content pages* including documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except *divider pages* must be 8½" x 11". The *portfolio* will be turned in to the room consultant at the designated participation time.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 35 pages or 45 slides, because slides have less content than document pages. 1 *Project Identification page*, 1 Table of Contents, and up to 25 *content pages* or 35 content slides including the documents listed below. Divider or section slides may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (*i.e. equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*.

Project Identification Page or *Slide*	One slide or one 8½" x 11" page on *plain paper*, which must include participant's name, chapter name, school, city, state, FCCLA national region, and career investigated.
FCCLA *Planning Process* Summary Page	Two slides or one 8½" x 11" summary page of how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* may also be described in the oral presentation.
Career Exploration Summary	Pages or slides that provide detailed research including job description; duties and responsibilities; qualifications; entry-level position and advancement opportunities; and job outlook. Refer to the Career Exploration and Self Assessment Summary Page instruction sheet.
Self-Assessment Document	Pages or slides that include examining personal interests, values, aptitudes, skills, personality traits, and learning styles. Refer to the Career Exploration and Self Assessment Summary Page instruction sheet.
Evidence of Prior Presentations	Pages or slides that show photos, written evidence, comments, evaluations, thank you notes, etc. that indicate the lesson or workshop was presented and the outcomes (include in Shadowing Experience for Senior and Occupational).
Lesson Plan or Workshop Plan	**Planning:** Indicate for whom the lesson or workshop is intended and describe the audience special needs and interests in selection of this lesson. Describe desired outcomes. **Organization:** Describe the flow of the lesson or workshop including the introduction, content, and conclusion. Maintain audience attention and productive learning. Include use of technology and supplies needed. **Activity:** Describe the activity(s), define *resources* and supplies needed. Develop the handouts. **Follow Up:** Evaluate the lesson or workshop using multiple methods and include ways to improve content and/or delivery.
Evidence of Technology Used	Explain how technology was used to enhance the lesson or workshop planning and/or execution.
Works Cited/*Bibliography*	Use the MLA or APA citation style to cite all references. Resources used should be reliable and current.
Appearance	*Portfolio* must be neat, legible, *professional* and use correct grammar and spelling.

Shadowing Experience (Senior and Occupational Categories Only)

Shadowing Experiences with a *Best Practices Educator*	Document experience of shadowing and interviewing an educator who is competent and professionally excellent in selected career field. Include examples of documentation of the shadowing experience. This may include, but is not limited to, written summaries of interviews from business, industry, agency, and organizations personnel; written narrative of job shadowing; and photographs of shadowing experience (include above Evidence of Prior Presentations).

Oral Presentation

The oral presentation **may be up to** 10 minutes in length and is delivered to evaluators. The presentation is to describe research and career exploration, and lesson/workshop plan efforts in detail. The *portfolio* will be used by the participant during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Selected Career	Present current data and show evidence of knowledge of selected career.
Relationship of Family and Consumer Sciences Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career.
Use of *Portfolio* and *Visuals*	Use *portfolio* to describe all phases of the project. Use original, creative, and appealing *visuals* to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

STAR Events Point Summary Form
TEACH AND TRAIN

Name of Participant_____

State _____ Team # _____ Group # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				Points
Registration 0 *or* 5 points	**0** Did not attend		**5** The individual attended	
Hardcopy Portfolio 0–1 points *OR* **Electronic Portfolio** 0–1 points	**0** Binder is not the official FCCLA binder **0** Electronic Portfolio not in viewable format to the evaluators		**1** Binder is the official FCCLA binder **1** Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–1 points	**0** Portfolio exceeds the page limit/not all required pages are present or completed correctly		**1** Portfolio contains no more than 35 single-sided pages or 45 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides • Evidence of prior presentation	
Project Identification Page 0–2 points	**0** Project ID page is missing	**1** Project ID page is present but includes incorrect information	**2** Project ID page is present and completed correctly	
Punctuality 0–1 points	**0** Participant was late for presentation		**1** Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

_____ **= AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____

TEACH AND TRAIN—Senior and Occupational
Rubric

Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	**0** Planning Process summary not provided	**1** Inadequate steps in the Planning Process are presented	**2** All Planning Process steps are presented but not summarized	**3** All Planning Process steps are summarized	**4** Evidence that the Planning Process was utilized to plan project	**5** The Planning Process is used to plan the project. Each step is fully explained	
Career Exploration 0–5 points	**0** Not included	**1** Research is not current, and missing more than 3 topics	**2** Research is current but from unreliable sources, missing 1–2 required topics	**3** Research is current but only partially describes job or other topics	**4** Research is current, appropriate for topic; from reliable sources	**5** Research is current, documented correctly, and includes all six required topics	
Self Assessment 0–5 points	**0** Not included	**1** Missing analysis of learning or thinking styles, personality traits analysis, and no career value stated	**2** Covers areas of self assessment with limited information and detail	**3** Adequately addresses all areas of self assessment	**4** Examined personal interests in detail, and states career value, and analyzed styles	**5** Examined personal interests in detail, clearly states career value, and analyzed styles	
Lesson/ Workshop Plan: **Planning** 0–5 points	**0** Shows no evidence of advance planning	**1** Plan shows some consideration for audience members	**2** Plan includes a rationale and shows an adequate understanding of the audience	**3** Plan includes a rationale, uses predictable teaching methods, and shows understanding of the audience	**4** Plan includes a thoughtful rationale and predictable teaching methods, shows understanding of audience, and indicates a connection to curriculum	**5** Plan includes a thoughtful rationale and varied teaching methods, shows understanding of the audience, and completely connects the lesson to curriculum, describes desired outcomes	
Lesson/ Workshop Plan: **Organization** 0–5 points	**0** Shows no organization	**1** Plan does not include an introduction and/or conclusion and content is difficult to follow	**2** Plan includes an adequate introduction and conclusion with unorganized content	**3** Plan includes a solid introduction and conclusion, but the content is somewhat unorganized. Includes some effort to include technology	**4** Plan follows a logical organization with a creative and effective introduction and conclusion. Includes an effective use of technology	**5** Plan includes a creative, attention getting introduction, excellently placed content and activities, and a solid, effective conclusion. The shows superb effort to maintain audience attention and produce a high level of learning. Includes an effective use of technology	
Lesson/ Workshop Plan: **Activity** 0–5 points	**0** No activity included	**1** Activity plans are missing logistical and resource information. The activity is not creative or interesting and does not relate well to lesson/workshop	**2** Activity plans include some logistical and resource information. The activity is not creative and does not tie to the lesson/workshop well	**3** Activity plans include adequate logistical and resource information. Activity is interesting.	**4** Activity plans include excellent logistical and resource information. The activity(s) is interesting and beneficial to most audience members	**5** Activity plans include logistical information and an extensive list of resources. Activity(s) is creative, interesting and enhances the quality of the lesson. All audience members would benefit from the activity	
Lesson/ Workshop Plan: **Follow Up** 0–5 points	**0** No follow up was done	**1** Outcomes are inadequately stated. No evaluation was used	**2** Outcomes are inadequately stated. An evaluation method was used, but results are not presented	**3** Outcomes are measurable and complete. A single evaluation method was used and results are explained	**4** Outcomes are measurable, complete and thoughtfully done Multiple evaluation methods were used and results are explained well	**5** Outcomes are measurable, complete and thoughtfully done. Multiple evaluation methods were used and results are explained well. Plans to improve the lesson/workshop are included	

Teach and Train—Senior and Occupational Rubric (continued)

							Points
Shadowing Experience 0–5 points	**0** No shadowing experience done	**1** Shadowing experience was done without a best practices educator	**2** Shadowing experience done with a best practices educator but is documented minimally	**3** Shadowing experience with a best practices educator is documented extensively	**4** Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans	**5** Shadowing experience with a best practices educator is documented extensively. Participant indicates the effect of the experience on their future career plans. The lesson/workshop plan was presented by the participant during their shadowing experience	
Evidence of Technology Used 0–5 points	**0** No technology used in lesson/workshop planning or execution	**1** Technology used to develop or execute lesson/workshop not explained	**2** Technology used to develop or execute lesson/workshop but not explained in portfolio	**3** Technology and techniques used to develop or execute lesson/workshop are explained	**4** Technology used to develop or execute lesson/workshop was explained thoroughly	**5** Technology used to develop or execute lesson/workshop was explained thoroughly and materials were developed to document project	
Works Cited/ Bibliography 0–3 points	**0** No resources listed		**1** Incomplete list of resources/ resources listed are not current or appropriate for project		**2** Complete list of resources but incorrect style	**3** Complete list of appropriate resources, in a MLA or APA style	
Appearance 0–3 points	**0** Portfolio is illegible and unorganized		**1** Portfolio is neat, but contains grammatical or spelling errors and is organized poorly		**2** Portfolio is neat, legible, and professional, with correct grammar and spelling	**3** Neat and professional, correct grammar and spelling used; effective organization	
ORAL PRESENTATION							
Organization/ Delivery 0–10 points	**0** Presentation is not done or speaks briefly and does not cover components of the project	**1–2** Presentation covers some topic elements	**3–4** Presentation covers all topic elements but with minimal information	**5–6** Presentation gives complete information but does not explain the project well	**7–8** Presentation covers information completely but does not flow well	**9–10** Presentation covers all relevant information with a seamless and and logical delivery	
Knowledge of Selected Career 0–5 points	**0** Little or no evidence of knowledge	**1** Minimal evidence of knowledge	**2** Some evidence of knowledge	**3** Knowledge of selected career is evident but not shared in presentation	**4** Knowledge of selected career is evident and shared at times in presentation	**5** Knowledge of selected career is evident and incorporated throughout the presentation	
Relationship of Family and Consumer Sciences Coursework 0–5 points	**0** No evidence of relationship to FACS	**1** Minimal evidence of FACS knowledge and coursework	**2** Some evidence of FACS knowledge and coursework	**3** FACS knowledge and coursework is evident but not shared	**4** Coursework and knowledge of the relationship to FACS is evident and shared	**5** Coursework and knowledge of FACS relationship is evident and explained well	
Use of Portfolio and Visuals during Presentation 0–5 points	**0** Portfolio and visuals are not used during presentation	**1** Portfolio and visuals used to limit amount of speaking time	**2** Portfolio and visuals used minimally during presentation	**3** Portfolio and visuals incorporated throughout presentation	**4** Portfolio and visuals used effectively throughout presentation	**5** Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch, tempo, volume 0–3 points	**0** No voice qualities are used effectively		**1** Voice quality is adequate		**2** Voice quality is good, but could improve	**3** Voice quality is outstanding and pleasing to listen to	
Body Language/ Clothing Choice 0–3 points	**0** Body language shows nervousness and unease/inappropriate clothing		**1** Body language shows minimal amount of nervousness/ clothing is appropriate		**2** Body language is good and clothing is professional	**3** Body language and clothing choice both enhance the presentation	
Grammar/Word Usage/Pronunciation 0–3 points	**0** Extensive (more than 5) grammatical and pronunciation errors		**1** Some (3–5) grammatical and and pronunciation errors		**2** Few (1–2) grammatical and pronunciation errors	**3** Presentation has no grammatical or pronunciation errors	
Responses to Evaluators' Questions 0–5 points	**0** Did not answer evaluators' questions	**1** Unable to answer some questions	**2** Responded to all questions, but without ease or accuracy	**3** Responded adequately to all questions	**4** Gave appropriate responses to evaluators' questions	**5** Responses to questions were appropriate and given without hesitation	

Evaluator's Comments: **Evaluator Initial** _____ **Room Consultant Initial** _____

TOTAL (90 points possible)

TEACH AND TRAIN
Career Exploration and Self Assessment Summary Page

Name of Participant_____

DIRECTIONS:

Career Exploration and Self Assessment summary should not exceed 2 pages in length. Use this outline with these headings, in this order, when preparing Career Exploration and Self Assessment summary pages. Answers to these questions may be comprehensive and include data and resources for the information.

CAREER EXPLORATION:

1. What are the education path and qualifications necessary for a career in the education/training field in which you are interested?

2. Please list a sample job description for your ideal education/training career.

3. What skills are needed for this career?

4. What is the current and future job outlook for this career?

5. Mentorship is a big component in education/training job sustainability. Who could be a mentor to you and what other measures could you take to ensure a long, enjoyable, and successful career?

6. What are the entry-level positions and opportunities for professional advancements in this career field?

SELF ASSESSMENT:

1. Why are you personally interested in this career?

2. What personal skills and learning style do you have that indicate that you might be suited for this career choice?

3. Describe what appeals to you about a career in education or training?

4. What other aspects of your self assessment have you considered?

TEACH AND TRAIN
Shadowing Reflection Summary
Senior and Occupational

Name of Participant _____

DIRECTIONS:

Write a reflection on the shadowing experience of a best practices teacher or a corporate trainer. The Shadowing Reflection Summary should not exceed 2 pages in length. Use this outline in this order. Include this in the electronic or hardcopy portfolio.

I. Describe the shadowing experience, where, when, length of shadowing, why you chose this person to shadow, and the setting and classrooms or trainings sessions you observed.

II. Observations:

1. What observations did you make about room management techniques?
2. What observations did you make about the content/curriculum being taught?
3. How did the teacher or trainer manage the lesson?
4. What evidence did you see of planning?
5. Discuss with the teacher/ trainer the following.
   - The school's or organization's mission statement
   - The curriculum standards or guidelines.
   - The career of teaching/ training.
   - Maintaining a professional motivation for the career.
   - Their "best advice" to a new teacher/ trainer or a potential teacher/trainer.
   - Why did they choose the presentation strategies methods that were used?
   - How did they choose the activities?
   - How did they accommodate diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/ training?
6. Include other applicable observations.

III. Document evidence of prior presentations, including outcomes.

TEACH AND TRAIN
Lesson/Workshop Plan

Use this outline with these headings in this order when preparing lesson.
The lesson/workshop plan may not exceed two pages in length.

1. Presenter Name
2. Lesson/Workshop Title
3. Objective(s)
4. Audience Description
5. Location of Presentation(s)
6. Length of Lesson/Workshop

Timing	Content	Activity Instructional Methods	Technology	Supplies, Resources, Handouts
	Introduction			
	Activities/Lesson			
	Conclusion			
Curriculum Standard or Corporate Strategy addressed:				
Describe how you would address these areas when presenting your workshop/lesson plan: cultural differences, diverse learning styles, or accommodations needed, learning styles, language, cultural values, and ethical standards of teaching/training.				
Evaluation Methods				

Jan Tamson

From: Jan Tamson <jtamson@usd261.com>
Sent: Friday, October 07, 2011 3:44 PM
To: mregier@usd261.com
Subject: FACS Collaboration 7-Oct-2011

Mr. Regier,

Today during collaboration time we discussed the upcoming test policy. We would prefer the final exam being 25%, tests, projects, and other assessments being 25%, and the remainder daily work, PRIDE, etc., but can live with the final exam 20%, test, projects and other assessments being 30% and daily work, PRIDE, etc. 50%.

We also started working on assembling material for new course proposals: Baking and Pastry (1 semester), Teaching as a Career A and B (one semester each), and Teaching Internship (one year). The Teaching Internship course can be "nested" or combined with FACS Internship and the Early Childhood III course. The Early Childhood III course needs to be expanded to one year, from the current one semester. We think the current Culinary Arts classes will need to be re-named due to possible confusion for the auditors between the state's names and ours. In the state pathway materials, the classes are called Culinary Essentials, and Culinary I (one year). We are proposing the names be changed to Introduction to Culinary Arts, Intermediate Culinary Arts, and Advanced Culinary Arts.

Jan Tamson

#9

FACS Advisory Council Meeting 9-20-2011

Mrs Spangler and Mrs. Tamson discussed the different pathways that are available for Campus students.

Pathways: Consumer services, Family Community Service, Early Childhood

The teacher training; hospitality is in place; Mrs. Tamson advises adding baking and pastry.

Hospitality Pathways:

Level 1 Focus on Career

Level 2 Culinary essentials (Cul 1)

Baking and Pastry (this will be added as new) added by October 15th

Nutrition and wellness

Professional cooking

Professional chef

Level 3 Career and Community Corrections (1 yearlong) job shadow and make a portfolio

Education and Training:

Level 1 Focus on Careers

Level 2 Teaching as a career (1 year) this will be new.

Orientation to Early Childhood (ECH)

Human and Growth and Development (CD)

Level 3 Teaching Internship this is about teaching and training (new).

#9

Visual Arts:

Level 1 Focus on Careers

Intro to Drawing → Graphic Design
Intro to Computer Arts
↓

Level 2: Intro Textile Design Strand
Trends and interior textile design (1 year)
Interior textile merchandising

Level 3: Interior Design (1 yearlong class) or
Career and Community Connections
A lot of students don't take the upper level courses