WHITEWATER CAREER CENTER

Education Careers Program Elements
January 2023

Career Cluster: Education and Training - Pathway: Education Professions							
Principles		**CTE Concentrator A**		**CTE Concentrator B**		**Pathway Capstone**	
7161	Principles of Teaching	7157	Child and Adolescent Development	7162	Teaching and Learning	7267	Education Professions Capstone

7161 Principles of Teaching	
Course Description	*This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.*
Pre/Co Req	None
Credits	Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
Counts Toward	Counts as a directed elective or elective for all diplomas
ITCC Courses	EDUC 101: Introduction to Teaching

CONTENT STANDARDS AND COMPETENCIES	
Competency #	**Competency**
Domain	*Introduction to Teaching*
7161.D1.1	Identify and appreciate the essential qualifications and personal demands of teaching.
7161.D1.2	Define and evaluate his/her own teaching dispositions and learning style.
7161.D1.3	Recognize the essential function of professional ethics, personal morals, and a strong value system in the role of the teacher, including the importance of confidentiality and liability issues pertaining to family/school relationships.
7161.D1.4	Reflect on personal reasons for entering the teaching profession and write an initial statement of educational philosophy.
7161.D1.5	Review current teacher licensure laws in the State of Indiana. Compare this licensure process with requirements for teaching in a variety of global locations.
7161.D1.6	Recognize and identify strategies to support the family's role as the child's first teacher and to support the family/teacher partnership in a culturally competent manner.
7161.D1.7	Identify career choices within the field of education, including opportunities to teach abroad. Explore programs for professional preparation.
7161.D1.9	Define and describe the nature, purpose and responsibilities of the public education system in a democratic society. Compare and contrast with the role of public education in other countries.

7161.D1.10	Review the history of American education and identify the philosophical foundations of education and their global roots.
7161.D1.11	Identify and observe in the classroom various elements of diversity that affect K-12 student learning and accomplishment.
7161.D1.12	Recognize and examine the diversity in schools in the United States and globally.
7161.D1.13	Identify and observe in the classroom the cultural, family, and environmental factors that affect students in schools.
7161.D1.14	Complete a minimum of twenty (20) hours of supervised service learning/field work experience in a classroom and reflect on the experience in relation to personal skills, dispositions, and future professional decisions.
Domain	**Teaching and Learning Concepts**
7161.D2.1	Explain how schedules, activities, routines, and transitions promote learning
7161.D2.2	Describe curriculum and instruction models
7161.D2.3	Examine ways student learning is influenced by teaching strategies.
7161.D2.4	Assess the structure of school governance
7161.D2.5	Differentiate between various types of assessments including formative, summative, traditional, and authentic.
7161.D2.6	Analyze relevant standards in instructional planning and assessment.
Domain	**Introduction to Special Education**
7161.D3.1	Explain the significance of the research and rationale for inclusive education.
7161.D3.2	Demonstrate an understanding of differentiated instruction and heterogeneous grouping to meet the needs of diverse learners.
7161.D3.3	Demonstrate an understanding of appropriate instructional materials and methods for learners with high and low incidence disabilities and the accommodations that can be made for them in inclusive settings.

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SAMPLE ACTIVITIES 101			
Domain	**Technical Skills**	**Activity**	**Assessment / Evaluation**
Introduction to Teaching	• Student recognizes the diversity in schools across the United States and globally. • Student identifies and observes in the classroom the cultural, family, and environmental factors that affect students in schools.	• Classroom Observation. • Education timeline activity. • School Comparison Project.	• Observation rubric. • Timeline rubric. • School Comparison rubric. • Final exam.
Teaching and Learning Concepts	• Student explains schedules, activities, routines, and transitions promote learning. • Student describes curriculum and instruction models • Student is familiar with Indiana Foundation Standards and Indiana State Standards.	• Classroom Observation. • Lesson Planning Activity. • Expert teaching activity. • State standards activity.	• Observation rubric. • Lesson planning rubric.
Introduction to Special Education	• Student has knowledge of learning differences. • Student can identify a variety of learning environments and strategies to meet the needs of diverse learners.	• Howard Gardner multiple intelligences activity. • Special education article review.	• Quiz. • Article rubric.

7157 Child and Adolescent Development

Course Description	*Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.*
Pre/Co Req	Principles of Teaching
Credits	Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
Counts Toward	Counts as a directed elective or elective for all diploma
ITCC Courses	EDUC 121: Child and Adolescent Development

CONTENT STANDARDS AND COMPETENCIES	
Competency #	**Competency**
7157.D1.1	Explore the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence.
7157.D1.2	Recognize theories of growth and development that focus on early and middle childhood through the adolescent years.
7157.D1.3	Examine and implement observation and interviewing skills as a means of understanding the child.
7157.D1.4	Discuss confidentiality when working with children/adolescents and families.
7157.D1.5	Identify prosocial and antisocial behavior. Discuss culturally appropriate behavior management techniques.
7157.D1.6	Identify environments that promote healthy social/emotional development for all children/adolescents.
7157.D1.7	Recognize appropriate personal strengths and behaviors (dispositions) for adults working with school-aged children.
7157.D1.8	Identify and analyze societal issues facing today's children/adolescents, including students with exceptional needs.
7157.D1.9	Identify and explore ways to support diverse children/adolescents in their personal growth and development related to trust, autonomy, initiative, industry and identity (Erikson's stages).
7157.D1.10	Identify community and school resources needed to support children and families from birth through adolescence.
7157.D1.11	Establish instructional goals that are developmentally appropriate.

SAMPLE ACTIVITIES 121			
Domain	*Technical Skills*	*Activity*	*Assessment / Evaluation*
	● Student has knowledge of physical, cognitive, social, emotional, and creative developmental domains of children from birth through elementary school. ● Student has knowledge of appropriate learning environments and activities for infants, toddlers, preschoolers, and school-agers. ● Student has knowledge of the different types of abuse and neglect, their warning signs, and the laws pertaining to mandated reporters.	● Erikson Project. ● Research paper. ● Fine Motor Skill activity.	● Erikson Rubric. ● Research paper rubric. ● Motor skills rubric. ● Quizzes. ● Final Exam. ● Abuse and confidentiality quiz.

7162 Teaching and Learning	
Course Description	*Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.*
Pre/Co Req	Principles of Teaching
Credits	Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
Counts Toward	Counts as a directed elective or elective for all diplomas
ITCC Courses	EDUC 201: Technology in Education

CONTENT STANDARDS AND COMPETENCIES	
Competency #	Competency
Domain	*Teaching and Learning*
7162.D1.1	Identify classroom management strategies for the elementary and secondary classroom.
7162.D1.1	Discuss effective instructional frameworks and methods such as differentiated instruction, cooperative learning, project-based learning, and metacognitive strategies.
7162.D1.2	Determine management strategies that promote positive student behavior while engaging students in learning.
7162.D1.3	Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.
7162.D1.4	Create schedules, activities, routines, and transitions that promote learning.
7162.D1.5	Evaluate student data to guide instruction.
7162.D1.6	Demonstrate an understanding of the role and responsibilities of the general educator in monitoring learner progress and collecting data from formal and informal assessments to inform instruction.
Domain	*Technology in Education*
7162.D2.1	Create instructional materials in a variety of applications, formats, and styles.
7162.D2.2	Demonstrate an understanding of technological operations and concepts for instruction.
7162.D2.3	Plan and design effective learning environments and experiences supported by technology.
7162.D2.4	Apply current research on teaching and learning with technology to the planning of appropriate and challenging instructional materials and learning environments.
7162.D2.5	Apply technology to the creation of effective assessment and evaluation strategies.

7162.D2.6	Use technology to enhance the teacher's productivity, efficiency, and professional practice.
7162.D2.7	Analyze the social, ethical, legal, and human issues surrounding the use of technology in the classroom.
7162.D2.8	Explore the availability and use of assistive technologies for students with special needs.
7162.D2.9	Analyze and utilize the standards presented in the NETS and InNTASC consortia.

SAMPLE ACTIVITIES 201			
Domain	Technical Skills	Activity	Assessment / Evaluation
Teaching and Learning	● Student utilizes various forms of assessment and analyzes data to guide instruction. ● Student creates instructional materials in a variety of applications, formats, and styles.	● Assessment activity ● Data Assignment. ● Lesson Planning Assignment.	● Assessment rubric. ● Data Assignment. ● Final exam.
Technology in Education	● Students uses technology to enhance productivity, efficiency, and professional practice. ● Student has knowledge of appropriate learning environments and activities for infants, toddlers, preschoolers, and school-agers.	● Classroom Design Assignment. ● Lesson Planning Assignment.	● Classroom Design rubric. ● Lesson rubric. ● Final exam.

7267 Education Professions Capstone	
Course Description	_The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching_ _techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience._
Pre/Co Req	Principles of Teaching; Child and Adolescent Development, Teaching and Learning
Credits	Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
Counts Toward	Counts as a Directed Elective or Elective for all diploma
ITCC Courses	EDUC 230: The Exceptional Child; EDUC 233: Literacy Development through Children's Literature
Promoted Certifications	

CONTENT STANDARDS AND COMPETENCIES	
Competency #	**Competency**
Domain	_The Exceptional Child_
7267.D1.1	Describe society's changing attitudes towards exceptional children and their families, including the influence of the media, public policy, and laws pertaining to special education.
7267.D1.2	Identify and define the categories of disabilities and eligibility criteria as stipulated in federal (IDEA) and State (Article 7) legislation.
7267.D1.3	Explain the term LRE (Least Restrictive Environment) and how this influences the services provided to school-age children with disabilities.
7267.D1.4	Identify developmental likenesses and differences in children, both those who are typically developing and those with special needs.
7267.D1.5	Research various types of disabilities and the developmental and health characteristics associated with them.

7267.D1.6	Define the aspects of the family/teacher community partnership.
7267.D1.7	Explain the IFSP (Individual Family Service Plan) and the IEP (Individual Education Program) processes and the requirements of each.
7267.D1.8	Develop techniques to work with the exceptional child and support inclusion in the typical classroom setting.
7267.D1.9	Design classroom environments to meet the needs of all children. Evaluate school playgrounds for accessibility.
7267.D1.10	Create adaptive materials to use with children enrolled in special education, including gifted/talented programs.
7267.D1.11	Recognize developmental delays in children.
7267.D1.12	Determine and write instructional goals for children with special needs.
7267.D1.13	Describe the main goals of early intervention.
7267.D1.14	Develop techniques to collaborate with other professionals and parents regarding children with special needs.
7267.D1.15	Describe and explain the various roles and responsibilities of the special education teacher.
Domain	**Developing Literacy through Children's Literature**
7267.D2.1	Discuss the use of children's literature to develop phonological awareness, phonemic awareness, fluency skills, comprehension skills, and vocabulary.
7267.D2.2	Describe the process of literacy development in the young child.
7267.D2.3	Express the benefits of reading aloud, of being read to, and reading silently. Explore methods to teach effective listening skills.
7267.D2.4	Explore and practice effective teaching strategies for the use of children's literature in the classroom.
7267.D2.5	Evaluate and select quality pieces of literature including books receiving the Newbery Award and Caldecott Medal distinctions for future use in a classroom.
7267.D2.6	Compare and contrast various children's authors and illustrators.
7267.D2.7	Examine the value of rhythm and rhyme in children's literature.
7267.D2.8	Compare and contrast various narrative elements in children's literature: plot, characters, setting, and conflict.
7267.D2.9	Demonstrate an understanding of the importance of children's literature as it reflects the social, cognitive, and emotional development of children.
7267.D2.10	Construct and implement a literacy lesson plan based on the Indiana academic standards.
7267.D2.11	Construct and implement an integrated (interdisciplinary) lesson plan using children's literature based on the Indiana academic standards.
7267.D2.12	Examine the value of using bibliotherapy in the classroom.
Domain	**Field Experience**
7267.D3.1	Design a plan for materials, furnishings, and other resources to create safe and effective instructional environments.

| 7267.D3.2 | Plan a community/and or family school partnership event to positively influence the school environment |
| 7267.D3.3 | Apply principles and elements of effective instruction and assessment in the field experience setting. |

SAMPLE ACTIVITIES			
Domain	**Technical Skills**	**Activity**	**Assessment / Evaluation**
The Exceptional Child	- Student is able to work with exceptional children and support inclusion in a typical classroom. - Student defines categories of disabilities and eligibility criteria under IDEA. - Student understands LRE (Least Restrictive Environment) and how it influences special education services.	- Research paper. - Classroom discussion and reading. - Case study analysis. - Lesson Plan with accommodations/ modifications assignment. - Student LRE activity.	- Research paper rubric and presentation. - IEP. - Lesson Plan rubric. - Final Exam.
Developing Literacy through Children's Literature	- Student demonstrates an understanding of the importance of literature as it reflects the social, cognitive, and emotional development of children. - Student can identify and select quality children's literature including Newbery, Caldecott, and Coretta Scott King distinctions for future use in a classroom. - Students constructs literacy based integrated activities based on academic standards.	- Book Award project. - Book collection project. - Felt board activity. - Read Aloud Activity. - Lesson Planning Assignment.	- Presentation. - Collection rubric. - Felt board rubric. - Read Aloud presentation. - Lesson Planning rubric.

| Field Experience | • Student possesses respectful and positive skills to build positive relationships with students and other professionals in educational settings.
• Student demonstrates enthusiasm, initiative, and commitment to program goals and the welfare of children.
• Student demonstrates organization, dependability, and appropriate attire. | • Field experience.
• Observations.
• Various experiences based on field experience placement. | • Cooperating teacher evaluation.
• Observation rubrics.
• Teacher check ins. |