

Teaching/Training

Media Type: Microsoft® PowerPoint® Presentation

Duration: 47 slides

Description:

The *Teaching/Training* PowerPoint® presentation is a guide to exploring career opportunities found within the Teaching/Training Pathway of the Education and Training Cluster. Careers in this pathway are responsible for educating students. Students will analyze and explore career descriptions, working environments, educational requirements, skills needed and the salary of several careers within the pathway. Careers covered include early childhood/pre-school teacher, elementary school teacher, teacher's aide, coach, professor, child care director and several more.

Objectives:

1. To analyze occupations within the Teaching/Training Pathway.
2. To discover and describe career options available within the Teaching/Training Pathway.
3. To explore the working environment, education, skills needed and salary of careers available within the Teaching/Training Pathway.



College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text

Craft & Structure		Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
		Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
		Assess how point of view or purpose shapes the content and style of a text.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
	9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
	11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	

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College & Career Readiness Anchor Standards for Writing

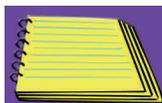
Writing Standards

Production & Distribution of Writing		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	

Education & Training Career Cluster (ED)

Cluster	Standard
	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
	Evaluate and manage risks to safety, health and the environment in education and training settings.
	Demonstrate group collaboration skills to enhance professional education and training practice.
	Analyze ethical and legal policies of professional education and training practice.
	Explain legal rights that apply to individuals and practitioners within education and training settings.
	Demonstrate ethical and legal behavior within and outside of education and training settings.
	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
	Apply organizational skills and logic to enhance professional education and training practice.
	Demonstrate group management skills that enhance professional education and training practice.
Teaching/Training Career Pathway (ED-TT)	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
	Employ knowledge of learning and developmental theory to describe individual learners.
	Use content knowledge and skills of instruction to develop standards-based goals and assessments.
	Identify materials and resources needed to support instructional plans.
	Establish a positive climate to promote learning.
	Identify motivational, social and psychological practices that guide personal conduct.
	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
	Demonstrate flexibility and adaptability in instructional planning.
	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by distributing the *Career Ranking Activity*. Have students rank the various careers found within the presentation as to their interest level. Next, show *Teaching/Training* slides 1-47 and instruct students to fill in the *Teaching/Training Student Notes* as they view the presentation. While viewing the presentation, ask the class the following questions for each career covered:



Slides
1-47

1. What are some local businesses which feature this career?
2. What skills/qualities would you need in order to find success in this career?
3. Describe advancement opportunities within this career.
4. Describe the joys/challenges associated with a career in this field.
5. Describe some of the courses students interested in this career should take in the future (high school, trade school, university, etc.).

After viewing the presentation, have students complete the remainder of the *Career Ranking Activity*. Distribute the *Plan of Study Project* for homework.

Class 2: Have students complete the *Plan of Study Project*.



Lesson Links

- <http://www.bls.gov/oco>
- <http://www.online.onetcenter.org>
- <http://www.careerbuilder.com>



Projects

Plan of Study

Directions:

For success in any career, it is important to begin obtaining the skills early in your life. Several skills can be obtained by taking the appropriate courses in high school and post-secondary training. In order for students to identify the classes they would most benefit from in the next few years, have students develop their own plan of study. Using your high school's course handbook, have students pick out the courses they would benefit most from taking. Students should provide the title of the course, as well as a description of the course. Students should also research local universities or colleges to determine the correct college coursework for a position in the field of teaching/training. Have students develop their lists, then present those lists to the class. While presenting, students should give a description of each course needed, as well as why the course is important for a career in the Teaching/Training Pathway.



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50311, Bette Baldwin, Elementary Teacher, Tifton ISD
- iCEV50452, Thomas Harris, Ph.D., Professor, Chemistry and Engineering, Vanderbilt University
- iCEV50456, Trey Smitherman, Teacher, Frenship ISD
- iCEV50122, Michael Neff, Ph.D., Associate Professor of Crop Biotechnology, Washington State University, Agriculture, Food & Natural Resources, Plant Systems, Education & Training, Teaching/Training
- iCEV50084, Gary Smith, Ph.D., Emeritus Professor, Department of Animal Sciences, Colorado State University