

CAPS Teacher Education

UNIT 1: Foundations of Teaching

ESSENTIAL QUESTION

How do historical, philosophical, and sociocultural factors shape the field of education?

BIG IDEAS

- Understanding the Historical and Philosophical Foundations of Education
- Exploring Sociocultural Influences on Teaching and Learning
- Examining Contemporary Issues and Trends in Education

GUIDING QUESTIONS

Content

- What are the major historical and philosophical movements that have shaped modern education?
- How do sociocultural factors impact teaching and learning experiences in diverse educational settings?
- What are the current challenges and trends influencing the field of education?

Process

- How can educators apply historical and philosophical insights to inform their teaching practices?
- What strategies can teachers employ to create inclusive and culturally responsive learning environments?
- How do educators stay informed about and adapt to changes in educational policies and practices?

Reflective

- How has your understanding of the historical and philosophical foundations of education evolved throughout this unit?
- What insights have you gained about the importance of considering sociocultural factors in educational practice, and how do you plan to incorporate this awareness into your teaching approach?

FOCUS STANDARDS

Teaching as a Career Course No. 19151

BENCHMARK 13: LOCATE PROFESSIONAL RESOURCES AND OPPORTUNITIES TO IMPROVE KNOWLEDGE AND SKILLS.

Competencies

#	DESCRIPTION
13.1	Participate in professional student organization activities (i.e. FCCLA or Educators Rising) strongly linked to education careers. (e.g. group dynamics practice, demonstrate leadership, presentation management, communication skills through project-based involvement).
13.2	Analyze and describe the benefits of participation in professional organizations related to teaching and/or training (i.e. professional development, research publications and journals networking, webinars, podcasts, college credit, newsletters).
13.3	Analyze methods to advocate for students within the school, the community and the nation (i.e. rules, laws, community resources, family support systems).
13.4	Determine the role of lifelong learning to career success within education field (e.g. transition from school to school, classroom to administration, changes to the field, educational methodology and strategy changes, recertification requirements).
13.5	Explore how educational policy and practice impacts the individual classroom (e.g. State of Kansas, school district, school building, private schools, public schools).

KEY LEARNING EXPERIENCES

- Readings and discussions on prominent educational philosophers and their contributions to pedagogy.
- Observation and reflection on teaching practices in diverse educational settings, focusing on instructional methods and classroom management techniques.
- Case studies and role-playing scenarios exploring ethical dilemmas and decision-making in teaching.
- Development of a personal teaching philosophy statement, integrating insights from course readings and discussions.
- Peer teaching sessions where students design and deliver mini-lessons, receiving feedback and reflection from classmates.
- Trips to schools with innovative teaching practices or specialized educational programs.
- Student presentations in the history of education and the evolution of the modern education system.

CAPS Teacher Education

UNIT 2: Curriculum and Instruction

ESSENTIAL QUESTION

BIG IDEAS

How can curriculum design and instructional strategies promote meaningful learning experiences for students?

- Principles of Effective Curriculum Development
- Differentiated Instruction and Personalized Learning
- Assessment and Feedback for Student Growth.

GUIDING QUESTIONS

Content

- What are the key components of a well-designed curriculum, and how do they support student learning outcomes?
- How can teachers differentiate instruction to meet the diverse needs of learners in the classroom?
- What strategies and tools can educators use to assess student progress and provide meaningful feedback?

Process

- How can educators collaboratively design and implement a curriculum that aligns with learning objectives and standards?
- What instructional methods and resources can teachers leverage to engage students and enhance learning experiences?
- How do teachers use formative and summative assessment data to inform instruction and support student growth?

Reflective

- How has your perspective on curriculum design and instructional strategies evolved as a result of this unit?
- What strategies do you plan to implement in your teaching practice to better meet the needs of diverse learners and promote student achievement?

FOCUS STANDARDS

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BENCHMARK 1: INTERPRET FUNDAMENTAL KNOWLEDGE OF CONTENT TO PLAN/PREPARE INSTRUCTION.

Competencies

#	DESCRIPTION
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|-----|---|
| 1.1 | Use resources and processes to update knowledge and skills on an ongoing basis. |
| 1.2 | Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners (e.g. scope/sequence, sequencing of skill development). |
| 1.3 | Explain connections to life and career applications to make content relevant to learners. |

BENCHMARK 2: UTILIZE KNOWLEDGE OF LEARNING AND DEVELOPMENTAL THEORY TO DESCRIBE INDIVIDUAL LEARNERS.

Competencies

#	DESCRIPTION
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|-----|--|
| 2.1 | Define diverse learners (including cultural, social, economic, gender, and ethnicity). |
| 2.2 | Explore characteristics of diverse learners. |
| 2.3 | Analyze personal learning styles when addressing the needs of the diverse learner. |

BENCHMARK 3: USE CONTENT KNOWLEDGE AND INSTRUCTIONAL SKILLS TO CONSTRUCT STANDARDS-BASED EDUCATIONAL OUTCOMES.

Competencies

#	DESCRIPTION
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|-----|---|
| 3.1 | Use knowledge of learners to align outcomes with learners' developmental levels, abilities, interests, and future objectives. |
| 3.2 | Construct clear outcomes to meet identified standards. |

BENCHMARK 4: EXPLORE KNOWLEDGE OF TEACHING/LEARNING AND INSTRUCTIONAL SKILLS TO PLAN EDUCATIONAL STRATEGIES.

Competencies

#	DESCRIPTION
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|-----|---|
| 4.1 | Use knowledge of learners to align instructional strategies to learners' characteristics. |
| 4.2 | Develop strategies to encourage the transfer of knowledge and skills. |
| 4.3 | Use multiple ways to group learners to enhance instruction. |

BENCHMARK 6: USE KNOWLEDGE OF CONTENT, TEACHING/LEARNING, AND ASSESSMENT TO PLAN ASSESSMENT/EVALUATION STRATEGIES.

Competencies

#	DESCRIPTION
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|-----|---|
| 6.1 | Identify alignment of appropriate assessment/evaluation strategies to educational outcomes. |
| 6.2 | Understand different types of assessments and how they are used (e.g. styles, summative, project-based learning). |

- 6.3 Utilize assessment data to reflect upon teaching effectiveness to make changes to future instructional strategies.

BENCHMARK 10: EXPLORE APPROPRIATE IN-PROCESS ADAPTATIONS IN INSTRUCTIONAL PLANS (E.G. SUCH AS ADAPTING LESSONS THAT AREN'T WORKING).

Competencies

- | # | DESCRIPTION |
|------|---|
| 10.1 | Determine needed adjustments in instructional plan based on learner performance. |
| 10.2 | Utilize learner interests to make instruction relevant. |
| 10.3 | Incorporate student questions into lesson to indicate responsiveness to learners (including ESL). |

BENCHMARK 11: USE ASSESSMENT/EVALUATION TO ADVANCE STUDENT LEARNING.

Competencies

- | # | DESCRIPTION |
|------|---|
| 11.1 | Utilize assessment data for evidence of student learning. |

BENCHMARK 12: USE REFLECTION ON PAST PERFORMANCE TO ASSESS EFFECTIVENESS OF INSTRUCTIONAL PRACTICE.

Competencies

- | # | DESCRIPTION |
|------|--|
| 12.1 | Describe requirements to obtain and retain employment in education and training careers in Kansas (i.e. K-12, post-secondary, cooperative research and extension, GED and workforce training). |
| 12.2 | Investigate the broad spectrum of career opportunities within the field of education and training (i.e. corporate training, coaching, instructional designer, K-12 teaching). |
| 12.3 | Compare and contrast methods of learning about best practices and professional development opportunities (e.g. professional journals, college credit courses, professional organization webinars). |
| 12.4 | Identify qualities of an effective education related professional. |
| 12.5 | Construct a philosophy of education that reflects effective teaching. |
| 12.6 | Analyze teaching experience to refine instructional practice (e.g. formal or informal, classroom experiences, scenarios). |
| 12.7 | Identify and explain personal and long-term workplace situations and consequences of unethical or illegal behaviors. |

KEY LEARNING EXPERIENCES

- Collaborative curriculum design projects where students develop unit plans or lesson sequences aligned with academic standards and instructional goals.
- Creation of differentiated learning activities or instructional materials tailored to diverse student needs and interests.
- Peer observations and feedback sessions, focusing on instructional delivery, engagement

strategies, and classroom management techniques.

- Analysis of student work samples and assessment data to identify trends, strengths, and areas for growth in student learning.
- Development of assessment tools, rubrics, or performance tasks to measure student achievement and evaluate learning outcomes.
- Action research projects investigating the impact of specific instructional strategies or interventions on student learning outcomes.
- Design and delivery of a standards aligned lesson plan taking student IEP and 504 responsibilities into consideration.

CAPS Teacher Education

UNIT 3: Classroom Management and Understanding the Needs of The Modern Student

ESSENTIAL QUESTION

How can teachers create a positive and inclusive classroom environment that fosters student engagement and success?

BIG IDEAS

- Establishing a Positive Classroom Climate and Culture
- Proactive Classroom Management Strategies
- Building Positive Relationships and Communication with Students

GUIDING QUESTIONS

Content

- What are the essential components of a positive classroom climate, and how can teachers cultivate it?
- What proactive strategies can educators employ to prevent and address behavior challenges in the classroom?
- How can teachers effectively communicate and build rapport with students to support their social-emotional development?

Process

- How do teachers establish clear expectations and routines to promote a positive and orderly classroom environment?
- What proactive interventions and behavior management techniques can educators implement to address student needs and maintain a productive learning atmosphere?
- How can teachers foster open communication and trust with students to create a supportive learning community?

Reflective

- What insights have you gained about the importance of classroom management in

supporting student engagement and academic success?

- How do you plan to implement strategies for creating a positive and inclusive classroom environment in your teaching practice?

FOCUS STANDARDS

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BENCHMARK 7: ESTABLISH A POSITIVE CLIMATE TO PROMOTE LEARNING.

Competencies

DESCRIPTION

- 7.1 Analyze the components of an effective learning environment (e.g. establishing class routines, setting expectations, discipline, extrinsic and intrinsic systems, classroom management plan).
- 7.2 Identify methods of establishing respect and rapport to foster positive social and intellectual interactions.

BENCHMARK 8: ADAPT THE PHYSICAL ELEMENTS IN THE ENVIRONMENT TO OPTIMIZE LEARNING.

Competencies

DESCRIPTION

- 8.1 Analyze importance of arrangement of space, equipment, and furniture to optimize learning for all students (e.g., special needs, physical considerations, mental/emotional needs).

BENCHMARK 9: UTILIZE INSTRUCTIONAL STRATEGIES TO ADVANCE LEARNING.

Competencies

DESCRIPTION

- 9.1 Understand terms associated with teaching (e.g. scope/ sequence, bell work, experiential learning, project based instruction, think-pair-share, manipulatives, cross curricular instruction).
- 9.2 Construct learning activities and assignments to challenge and engage learners.
- 9.3 Select instructional materials and resources to enhance learning.
- 9.4 Select educational technology to enhance learning.
- 9.5 Apply knowledge of learning styles to address the needs of the diverse learner.
- 9.6 Practice techniques of classroom management (i.e. attention getting concepts, quieting techniques, transitions, make-up work).

KEY LEARNING EXPERIENCES

- Role-playing scenarios and simulations exploring effective classroom management techniques, conflict resolution strategies, and restorative practices.
- Peer observations and feedback sessions, focusing on instructional delivery, engagement strategies, and classroom management techniques.

- Development of classroom management plans or behavior intervention strategies tailored to specific student populations or learning contexts.
- Discussions and case studies examining ethical considerations, cultural responsiveness, and social justice in education.
- Collaborative projects or service-learning experiences promoting community-building, empathy, and mutual respect among students.
- Reflective journaling or blog posts documenting personal experiences, challenges, and growth in managing diverse student populations and promoting inclusive learning environments.

CAPS Teacher Education

UNIT 4: Classroom Technology

ESSENTIAL QUESTION

How can technology be effectively integrated into teaching and learning to enhance student engagement and achievement?

BIG IDEAS

- Understanding the Role of Technology in Education
- Integrating Technology to Support Instructional Goals
- Digital Citizenship and Responsible Technology Use

GUIDING QUESTIONS

Content

- What are the benefits and challenges of integrating technology into the classroom, and how can educators address them?
- How can teachers select and utilize appropriate technology tools and resources to enhance teaching and learning?
- What strategies can educators employ to promote digital literacy and responsible technology use among students

Process

- How do educators stay informed about emerging technologies and trends in educational technology?
- What instructional strategies and best practices can teachers employ to effectively integrate technology into their teaching practice?
- How can educators model and promote digital citizenship skills and ethical technology use in the classroom?

Reflective

- How has your understanding of the role of technology in education evolved throughout this unit?
- What steps do you plan to take to integrate technology effectively into your teaching practice, while also promoting digital citizenship and responsible technology use among your students?

FOCUS STANDARDS

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BENCHMARK 5: IDENTIFY NEEDED MATERIALS AND RESOURCES TO SUPPORT INSTRUCTIONAL PLANNING.

Competencies

#	DESCRIPTION
5.1	Identify materials and resources needed to enhance instruction (i.e. teacher centered).
5.2	Identify resources to aid learners in learning (i.e. student centered).

KEY LEARNING EXPERIENCES

- Exploration and evaluation of educational technology tools and applications for instructional purposes, considering accessibility, usability, and instructional alignment.
- Design and implementation of technology-enhanced learning experiences, such as flipped classrooms, blended learning models, or multimedia presentations.
- Professional development workshops or training sessions on educational technology integration, featuring guest speakers and hands-on activities.
- Collaboration with colleagues or educational technology specialists to develop innovative lesson plans or digital learning resources.
- Student-led technology projects or digital portfolios showcasing their learning achievements and creative endeavors.
- Discussions and reflections on the ethical use of technology, privacy concerns, and digital citizenship responsibilities in today's interconnected world.
- Student led presentations to industry partners on the use of technology from a students perspective.
- Credentialing and certification in various Learning Management Systems including SeeSaw, Nearpod and Canvas.

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UNIT 5: Professional Skill Development and Career Exploration

ESSENTIAL QUESTION

What are key professional skills needed to prepare future professionals in a career they are exploring?

BIG IDEAS

- **Holistic Skill Development:** Prioritize a diverse set of skills beyond technical expertise and including an entrepreneurial mindset.
- **Experiential Learning:** Hands-on experiences, internships, apprenticeships, and project-based learning opportunities provide career exploration opportunities.
- **Mentorship and Networking:** Facilitate mentorship programs and networking events to connect young professionals with experienced individuals in their field.

GUIDING QUESTIONS

Content

- What are effective communication strategies and tools used in specific professions?
- Why are critical thinking, problem-solving and adaptability important?
- How can professional skill development bridge the gap between theoretical knowledge and practical application and enhance understanding of future career opportunities?
- How can mentors offer guidance, advice, and valuable insight most effectively?

Process

- How can students learn about their current strengths and opportunities for development?
- How can experiential learning opportunities holistically create opportunities to practice professional skills?

Reflective

- How does professional skill development foster lifelong learning and development?
- How can I take these skills and transfer them to post secondary and future career opportunities?

FOCUS STANDARDS

CTE Professionalism Standards

- 1.1 Act as a responsible and contributing citizen and employee.
- 1.2 Apply appropriate academic and technical skills.
- 1.4 Communicate clearly, effectively and with reason.
- 1.5 Consider the environmental, social and economic impacts of decisions.
- 1.6 Demonstrate creativity and innovation.
- 1.7 Employ valid and reliable research strategies.
- 1.8 Utilize critical thinking to make sense of problems and persevere in solving them.
- 1.9 Model integrity, ethical leadership and effective management.
- 1.10 Plan education and career path aligned to personal goals.
- 1.11 Use technology to enhance productivity.
- 1.12 Work productively in teams while using cultural/global competence.

CAPS Professional Profile

Skills: Communication, Collaboration, Time Management, Conflict Resolution, Critical Thinking, Interpersonal Relationship, Creativity, Leadership

Attributes: Adaptability, Curiosity, Self-awareness, Drive, Confidence, Enthusiasm, Resourcefulness, Integrity, Empathy

Actions: Networking, Interviewing, Goal Setting, Professional Manner

KEY LEARNING EXPERIENCES

- Experiential learning opportunities such as project presentations, apprenticeships, client projects and internships.
- Interview opportunities with community members.
- Mentorship events where students are connected to professionals in their chosen careers.
- Development of digital portfolios and resume building that are industry standard and can grow with students.