

# Introduction to Education and Training

Career Cluster	Education and Training
Course Code	19151
Prerequisite(s)	None
Credit	.5
Program of Study and Sequence	Introduction to Education & Training is the recommended prerequisite for pathway courses such as Teaching & Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Job Shadowing, Classroom Observations.
Industry Certifications	National Career Readiness Certificate, Occupational Safety and Health Administration Certification, CPR, and First Aid.
Dual Credit or Dual Enrollment	TBD
Teacher Certification	FACS Education
Resources	

## Course Description:

Education is a lifelong process. There is a need for continued learning after the traditional end to formal education. Educators and trainers provide educational opportunities for these life-long learners. *Introduction to Education and Training* is designed to give high school learners an overview of the opportunities, occupations, and skills needed in the education and training career cluster.

### **Program of Study Application**

Introduction to Education and Training is recommended as a prerequisite for the three pathways in Education & Training.

#### Administration & Administrative Support Pathway

- Occupations whose workers provide direction, leadership, and day-to-day management and support of educational activities in schools, preschools, child care centers, colleges, universities, businesses and industries, correctional institutions, museums, and job training and community service organizations.

#### Professional Support Services Pathway

- Occupations that assist people involved in education and training systems with personal and family needs, mental health assistance, educational goals, and career decision making.

#### Teaching/Training Pathway

- Occupations that lead or assist in the delivery of instructional materials or lessons in classrooms, workshops, or via online and distance technology. Includes individual and group instruction of children, adults, and professionals.

**Course Standards**

**Indicator # ED 1 Explore career opportunities in education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	<p>ED 1.1 Compare the career potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Research occupations in the Administration and Administrative Support pathway, the Professional Support Services pathway, and the Teaching/Training pathway.</li> <li>• Using SDMyLife career discovery to explore all education and training careers.</li> <li>• Communicate with personnel from each of the education and training pathways.</li> </ul>	

**Notes:**

**Indicator # ED 2      Analyze skills of effective educators or trainers.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	ED 2.1 Evaluate concepts of effective communication skills needed in an education or training setting. <i>Examples:</i> <ul style="list-style-type: none"> <li>• Determine communication skills essential for educators or trainers.</li> <li>• Design communication tools used by educators or trainers.</li> <li>• Demonstrate professional writing techniques with proper grammar and spelling.</li> <li>• Create a system that would allow for participant feedback.</li> </ul>	
Level 2: Skill/Concept	ED 2.2 Apply effective planning and presentation skills in an education or training setting. <i>Examples:</i> <ul style="list-style-type: none"> <li>• Develop age-appropriate content and ideas for teaching a lesson in a content area of interest.</li> <li>• Teach an activity in an educational and/or training setting.</li> <li>• Prepare an alternative method of presentation to accommodate multiple intelligences or learning styles.</li> </ul>	
Level 3: Strategic Thinking	ED 2.3 Compare effective instructional, organizational, and management strategies. <i>Examples:</i> <ul style="list-style-type: none"> <li>• Conjecture creative and new ways to solve a problem given a situation.</li> <li>• Use a decision making process applicable to classroom/training situations.</li> <li>• Observe educators or trainers in a classroom/training setting.</li> <li>• Attend and critique an education or training meeting for organizational and management strategies.</li> </ul>	

<p>Level 3: Strategic Thinking</p>	<p>ED 2.4 Assess group processes and skills for working collaboratively in education and training. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Create a list of expectations for performance and behavior in a group educational setting.</li> <li>• Develop a group activity for learners in an educational setting.</li> <li>• Practice an age-appropriate trust-building activity.</li> </ul>	
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**Notes:**

**Indicator # ED 3 Investigate influences on education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
<p>Level 3: Strategic Thinking</p>	<p>ED 3.1 Apprise knowledge about the history and belief systems of multiple cultural groups to enhance learner achievement. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Identify stereotypes in education and training materials.</li> <li>• Draw conclusions about tolerance and diversity through practice.</li> </ul>	
<p>Level 3: Strategic Training</p>	<p>ED 3.2 Assess the influence of learning styles on education or training. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Use SDMyLife to define a personal learning styles inventory.</li> <li>• Develop multi-sensory education and training techniques.</li> <li>• Use active learning strategies in an education and training setting.</li> </ul>	

**Notes:**

**Indicator # ED 4 Analyze professional ethics and legal responsibilities in education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
<p>Level 4: Extended Thinking</p>	<p>ED 4.1 Connect goals, policies, and procedures to ensure a positive learning environment. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Compare the goals, policies, and procedures of different instructional settings.</li> <li>• Explore consequences that detract from a positive learning environment.</li> <li>• Critique a specific issue in an education or training setting.</li> <li>• Construct and defend an attendance policy.</li> </ul>	
<p>Level 2: Skill/Concept</p>	<p>ED 4.2 Interpret emergency and safety procedures in an education or training settings. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Summarize health and safety standards.</li> <li>• Relate health and safety procedures to an education or training setting.</li> <li>• Interview administrators on emergency procedures.</li> <li>• Acquire Occupational Safety and Health Administration (OSHA), cardio-pulmonary resuscitation (CPR), and/or first aid certification.</li> <li>• Make observations of OSHA procedures.</li> </ul>	
<p>Level 2: Skill/Concept</p>	<p>ED 4.3 Collect and display professional ethics as they relate to education and training. <i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Interpret professional ethics for a given pathway.</li> <li>• Construct an ethical guideline for an education or training setting.</li> </ul>	

Level 3: Strategic Thinking	ED 4.4 Assess appropriate confidentiality regarding educational and occupational information. <i>Examples:</i> <ul style="list-style-type: none"><li>• Discuss appropriate uses for release of information forms.</li><li>• Develop case studies that demonstrate ethical and unethical practices associated with confidentiality.</li><li>• Research legal implications of a violation of confidentiality.</li></ul>	
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