

READY, SET, TEACH! I

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Ready, Set, Teach! I, which may be helpful to other districts choosing to submit an approval request.

A. Description of the courses and their essential knowledge and skills

1. Ready, Set, Teach! is a field-based internship which provides students a background knowledge of child and adolescent development principles as well as principles of effective teaching practices. Students in Ready, Set, Teach!, which can be taken for one or two years, work under the joint direction and supervision of both a family and consumer sciences teacher and exemplary educators in direct instructional roles with elementary, middle, and/or high school-aged students. Students from the class plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. The students are involved in observations as well as direct student instruction; placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas, and ability groups. During the course of each week, students enrolled in Ready, Set, Teach! are involved in instruction from the family and consumer sciences teacher as well as involved in supervised field-based observations and applications of principles/practices studied in the class.

Recommended prerequisites: Preparation for Parenting; Child Development
Grade Level: 11-12

2. Essential knowledge and skills – See essential knowledge and skills on attached pages.

B. Rationale and justification for the request in terms of student need

This section should be locally developed. The justification should be based on local circumstances.

C. Description of activities, major resources, and materials to be used

This section should be locally developed. It would be well to reference use of curriculum materials from the Curriculum Center for Family and Consumer Sciences located at Texas Tech University, which contain guidelines for instruction and teaching activities for this course.

D. Methods of evaluating student outcomes

This section should be locally developed.

E. Qualifications of the teacher

Certified to teach Vocational Home Economics Education/Family and Consumer Sciences Education or special approval through application submitted to the Family and Consumer Sciences unit at TEA. (The application must address local circumstances creating the need for the certification exception and justify the proposed teacher's training/qualifications in the areas of secondary career and technology education and early childhood education.) 3-5 years teaching experience, recommended

F. Amount of credit requested

1-3 credits

G. School years for which approval is requested

Request the course for a five year period of time. 20 ____ through 20 ____

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Essential knowledge and skills

(1) Exploring the teaching profession

The student is expected to:

- (A) Determine knowledge and skills needed by teaching professionals;
- (B) Demonstrate personal characteristics needed to work in the teaching profession;
- (C) Identify qualities of effective schools;
- (D) Define a personal philosophy of education; and
- (E) Prepare a personal career plan in preparation for a career in the field of education.

(2) Achieving excellence in subject matter

The student is expected to:

- (A) Demonstrate subject matter competence;
- (B) Analyze the importance of subject matter knowledge and integrated learning;
- (C) Demonstrate the continuous development of learning skills; and
- (D) Demonstrate teaching skills appropriate for specific students and subject matter.

(3) Understanding the learner and learning process

The student is expected to:

- (A) Apply principles and theories of human development to teaching situations;
- (B) Apply principles and theories about the learning process to teaching situations;
- (C) Demonstrate teacher behaviors and skills that facilitate the learning process; and
- (D) Explains the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

(4) Communicating effectively

The student is expected to:

- (A) Demonstrate effective verbal, non-verbal, written, and electronic communication skills;
- (B) Communicate effectively in situations with educators and parents/guardians;
- (C) Evaluate the role of classroom communications in promoting student literacy and learning; and
- (D) Demonstrate effective communication skills in teaching.

(5) Planning effective instruction

The student is expected to:

- (A) Explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;
- (B) Explain the rationale and process for instructional planning;
- (C) Describe principles and theories that impact instructional planning;
- (D) Create clear short and long term learning objectives that are developmentally appropriate for students; and
- (E) Demonstrate teacher planning to meet instructional goals.

(6) Developing and using effective instructional strategies

The student is expected to:

- (A) Analyze concepts for developing effective instructional strategies;
- (B) Determine the influence of student learning needs and subject matter on selection of instructional strategies;
- (C) Utilize instructional strategies effectively; and
- (D) Utilize learner feedback to guide selection and adjustment of instructional strategies.

(7) Creating an effective learning environment

The student is expected to:

- (A) Describe characteristics of safe and effective learning environments;
- (B) Demonstrate teacher characteristics that promote an effective learning environment;
- (C) Apply classroom management techniques that promote an effective learning environment; and
- (D) Describe conflict management and mediation techniques supportive of an effective learning environment.

(8) Assessing teaching and learning

The student is expected to:

- (A) Describe the role of assessment as part of the learning process and the teaching profession;
- (B) Analyze the assessment process;
- (C) Use assessment to foster student learning; and
- (D) Utilize assessment strategies to promote personal growth and teaching improvement.

(9) Understanding the relationship between school and society

The student is expected to:

- (A) Explain the relationship of school and society;
- (B) Support learning through advocacy;
- (C) Utilize school and community resources for professional growth; and
- (D) Utilize the support of family members, community members, and business/industry to promote learning.

(10) Developing technology skills

The student is expected to:

- (A) Describe the role of technology in the instructional process;
- (B) Utilize technology applications appropriate for specific subject matter and student needs; and
- (C) Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

(11) Continuing development as a teaching professional

The student is expected to:

- (A) Identify strategies and resources for the professional development of educators;
- (B) Demonstrate teacher characteristics that promote ongoing professional development;
- (C) Use research and assessment to improve teaching; and
- (D) Develop a professional growth plan.