Unit Plan 1: Exploring the Teaching and Training Profession

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Instructional Practices
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 630 minutes/7 90-minute periods

# Unit Overview

Students will explore and evaluate personal motivations and other factors related to educational career decision-making, including a self-assessment of employability skills, personal characteristics, and potential interests. Students will use research, conduct interviews and observations, and role play to determine and demonstrate the characteristics, knowledge, and skills necessary for success for teaching and training professionals.

Students will discuss and participate in available local classroom observation opportunities with elementary-, middle school-, and high school-aged students, and investigate and present the certification requirements for their areas of observation. Students will also investigate other certification and licensure credential requirements related to teaching and training in Texas, with a focus on grade levels and subject-areas of personal interest as well as on potential local opportunities.

Students will research, present, and discuss requirements and certifications for nontraditional career options available in the teaching and training profession and investigate and discuss whether opportunities may exist locally for careers in non-traditional settings, such as those in corporations, community outreach, nonprofits, and government entities. If local opportunities are not available, students will investigate and discuss state and/or national opportunities.

Students will then research postsecondary options for meeting teaching and training certification and licensure requirements in an area of personal interest and write a personal plan for accomplishment of career and postsecondary goals.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.164. (c) Knowledge and skills**(2) The student explores the teaching and training profession. The student is expected to: (B) determine and implement knowledge and skills needed by teaching and training professionals;(C) demonstrate and implement personal characteristics needed by teaching and training professionals;(E) investigate possible career options in the field of education and training; and(F) discuss teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities. |
| **Unit Question** | * What characteristics, knowledge, and skills are necessary for success for teaching and training professionals?
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| **Essential Content Questions** | * What requirements, certifications, and opportunities are available for nontraditional and traditional career options that interest me?
* What postsecondary plan would enable me to accomplish my career goals?
* What is Place-Based Education (PBE)?
* What are the benefits and opportunities for a student returning to his/her community to be a teacher or trainer?
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| **Unit Learning Objectives****(What student will know and be able to do)** | **Students will be able to:*** Research, present, and compare requirements and certifications for traditional and nontraditional career options available in the field of teaching and training
* Participate in and reflect upon classroom observations
* Critique and review peer certification research for accuracy
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| **Assessments** **(Performance Tasks)** | **Students will be able to:*** Participate in and contribute to class discussions
* Investigate and present certification and other requirements for a career option of personal interest in the teaching and training profession
* Design and present a personal plan for accomplishment of career and postsecondary goals
* Analyze a peer’s certification research
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| **Evaluative Criteria** **(Rubric)** | * Class Discussion and Participation Self-Assessment Rubric
* Certification and Requirements Research Peer Review
* Personal Plan Writing Rubric
* Postsecondary and Career Option Plan Presentation Rubric
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| **Vocabulary** | * Diversity
* Equity
* Ethical Conduct
* Field-Site classroom
* Field Experiences
* Inclusion
* Learners
* Mentor
* Person-First Language
* Place-Based Education (PBE)
* Problem-Solving
* Social Justice
* Student-Intern
* Syllabus
* Teacher-Coordinator
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| **Resources** | * **Teaching and Training Toolkit 2018-19**
* **Texas CTE Resource Center**

<https://txcte.org/>* **Texas Essential Knowledge and Skills (TEKS)**

<http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>* **Texas Classroom Teachers Association (TCTA)**

<https://tcta.org/teacher_resources/preparation_certification/educator_preparation>* **Texas Council for Developmental Disabilities**

<http://www.tcdd.texas.gov/resources/people-first-language/>* **College for Texans**

<https://tcta.org/teacher_resources/preparation_certification/educator_preparation>* **Texas Genuine**

[www.texasgenuine.org](http://www.texasgenuine.org)* **CareerTech**

[www.careertech.org](http://www.careertech.org)* **My Next Move**

[www.mynextmove.org](http://www.mynextmove.org)* **Texas Association of Community Colleges**

[www.tacc.org](http://www.tacc.org)* **America’s Career InfoNet**

[www.acinet.org/acinet](http://www.acinet.org/acinet)* **Place-Based Education (PBE) Resources**

**Getting Smart: What is Place-Based Education**<http://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf>**Promise of Place:**<https://www.promiseofplace.org/what-is-pbe/what-is-place-based-education>* **Texas Association of Future Educators (TAFE)**

<http://www.tafeonline.org/> * **Family, Career and Community Leaders of America (FCCLA)**

<http://texasfccla.org/participate.html> |