

**Introduction to Education and Training**  
**DIAL Virtual School**  
**SD Assignment Code - 19151**  
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### **Course Description**

“A historic turnover is taking place in the teaching profession. While student enrollments are rising rapidly, more than a million veteran teachers are nearing retirement. Experts predict that overall more than 2 million new teachers will be needed in the next decade (<http://www.nea.org/teachershortage/index.html>). As people will be involved in education and training throughout their life, there is also a need for continued learning after the traditional end to formal education. Educators and trainers are needed to 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 this career cluster.

### **Topics:**

- Exploration of the career pathways within this cluster
- Qualities, characteristics, and skills of effective educators/ trainers
- Influences on education and training
- Safe environment conducive to learning

**Prerequisite:** None

**Length:** Semester course

**Grade Level:** Grades 9-12

### **Instructional Philosophy**

Students will be expected to meet all the standards listed in this syllabus and be able to demonstrate their understanding of the underlying concepts. The learning styles, interests, and areas of expertise of each student will help direct the design of the instruction. In order to pass the course, students will need a minimum of 67%.

### **Core Technical Standards**

- ED 1.1 Classify the career options using research skills in order to plan for a career in education and training.
- ED 1.2 Chart opportunities and educational requirements for employment and entrepreneurial endeavors to make informed career decisions.
- ED 2.1 Summarize effective communication skills needed to be successful in an educational setting.
- ED2.2 Demonstrate effective planning and presentation skills in an educational setting.
- ED2.3 Research effective instructional (or organizational) and management strategies.
- ED2.4 Employ knowledge of group processes and skills for working collaboratively to enhance professional practice.
- ED3.1 Utilize knowledge about the history and belief systems of multiple cultural, ethnic, and racial groups to enhance learner achievement.
- ED3.2 Evaluate the impact of learning styles on education/training.
- ED4.1 Explore goals, policies, and procedures of organization or institutional setting to ensure a positive learning environment.
- ED4.2 Identify emergency and safety procedures in an educational setting.

## Major Course Projects

- Professional portfolio and presentation (Develop a portfolio that illustrates knowledge and skills related to education and training careers and meets the requirements of the Teach and Train STAR Event. This will be part of the semester test grade.)
- Interpersonal Communication Project (Project related to effective communication skills necessary for success in an education and training setting)
- Classroom teaching activity (Plan and teach lesson to selected classroom)
- Training activity (Organize and teach a training activity to a group of community people)
- Safety presentation (Develop an informational presentation related to positive learning environment)

## Instructional Delivery Plan

Instruction will consist of individual hands on activities and projects, group work, lecture, discussion, reading, writing, self-assessment, and the use of technology. The course requires student research and peer and community interaction to solve problems and complete projects. FCCLA projects and activities will be incorporated into the course.

Students will interview community and family members to obtain information for some course assignments. Professionals from the field of education and training will share their expertise throughout the course. Learning trips will be taken for various units in the course. Students will also use Internet resources to confer with education and business representatives and obtain additional information about the world of work. Students will also use community resources to complete individual and group projects.

## Assessment Plan and Grading Scale

Students will be graded on their attendance (5%), participation (5%), weekly journal writings/reflections (10%); daily work which includes written and oral presentations (25%); tests/quizzes (10%); projects (45%). Students will develop a portfolio, which will be a part of their semester test grade. Students must develop a portfolio even though their school district may not require them to take a semester test.

**Attendance (5%)** – Students are required to post one message to any of the assigned class discussions on 2 days of each online week. These attendance messages will be posted under Discussions in the course shell. Directions will be given with the weekly information. Each attendance message is worth 5 points.

**Participation (5%)** – Even though this is an online course, students will not learn in isolation. Interaction with classmates provides more engagement in the course content. Students are expected to participate substantially in the weekly discussions. Students are required to post at least 2 separate substantial responses to their classmates on 2 different days each week. Specific directions will be given with the weekly information. Each week's participation is worth 10 points.

**Weekly Journal Writings/Reflections (10%)** – At the end of each week, students will write a weekly reflection. Specific directions for each weekly journal writing/reflection will be given with the weekly information. Weekly journal writings/reflections will be posted in students' individual Journal under Tools in the course shell. Each weekly journal writing/reflection is worth 10 points.

**Daily Work (25%)** – Throughout the semester students will complete assignments related to course content. Students will complete both individual and group projects. These assignments comprise the daily work portion of the quarter grade.

**Tests/Quizzes (10%)** – To test student knowledge of course content, periodic tests and quizzes will be administered.

**Projects (45%)** – To demonstrate an understanding of the course content, students will complete projects throughout the semester. These projects are in addition to the final course projects (career portfolio and job portfolio).

Students will develop a career portfolio and a job portfolio, which will be a part of their semester test grade. Understanding by Design will be used to direct and assess learning.

Since this course is taught through the DIAL Virtual School, the grading policy of the Virtual School will apply. The instructor will use the following grading scale and adapt it to fit each school's individual grading scale when determining grades.

<b>Grade</b>	<b>Scale (%)</b>	<b>Description of Work</b>
<b>A</b>	<b>93-100</b>	Consistently demonstrates an exceptional level of quality and effort. Having all work in on time and completed to exceed expectations. Mastery in evaluating, synthesizing, and applying the knowledge.
<b>B</b>	<b>84-92</b>	Consistently demonstrates proficient knowledge with a good effort and quality of work. All assignments are complete and on time. Demonstrates the ability to evaluate, analyze, synthesize and apply the principles.
<b>C</b>	<b>75-83</b>	Demonstrates proficient knowledge and the ability to apply knowledge. Work shows average effort. A few assignments may be missed or late.
<b>D</b>	<b>67-74</b>	Work shows minimal effort and some assignments are late. Demonstrates a basic understanding of recalling or comprehending knowledge
<b>F</b>	<b>Below 66</b>	Understanding is below basic. Work is of poor quality and does not meet standards or expectations.

A student's semester grade will be calculated as listed below:

First quarter grade      35%  
 Second quarter grade    35%  
 Semester test              30%

(The semester test grade includes the semester test and the portfolio.)