

## READY, SET, TEACH! II

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! II, 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; Ready, Set, Teach! I  
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\_\_\_\_

## READY, SET, TEACH! II

Essential knowledge and skills

### **(1) Exploring the teaching profession**

The student is expected to:

- (A) Assess personal characteristics needed to work in the teaching profession;
- (B) Compare schools on qualities of effectiveness;
- (C) Summarize one's personal philosophy of education; and
- (D) Refine one's 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) Assess personal subject matter competence;
- (B) Analyze the importance of subject matter knowledge and integrated learning;
- (C) Formulate a plan for the continuous development of learning skills; and
- (D) Integrate teaching skills appropriate for specific students and subject matter.

### **(3) Understanding the learner and learning process**

The student is expected to:

- (A) Select principles and theories of human development appropriate to specific teaching situations;
- (B) Select principles and theories about the learning process to specific teaching situations;
- (C) Analyze personal teacher behaviors and skills that facilitate the learning process; and
- (D) Suggest effective teaching practices to accommodate learning differences, learner exceptionality, and special needs conditions.

### **(4) Communicating effectively**

The student is expected to:

- (A) Assess the effectiveness of personal 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) Integrate effective communication skills in teaching.

### **(5) Planning effective instruction**

The student is expected to:

- (A) Apply principles and theories that impact instructional planning;
- (B) Create clear short and long term learning objectives that are developmentally appropriate for students; and
- (C) Assess personal 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) Analyze instructional strategies for effectiveness; and
- (C) Explain how learner feedback has been utilized to guide selection and adjustment of instructional strategies.

### **(7) Creating an effective learning environment**

The student is expected to:

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

**(8) Assessing teaching and learning**

The student is expected to:

- (A) Develop assessment to foster student learning; and
- (B) Utilize assessment strategies to promote personal growth and teaching improvement.

**(9) Understanding the relationship between school and society**

The student is expected to:

- (A) Support learning through advocacy;
- (B) Select school and community resources for professional growth; and
- (C) Design activities to build support of family members, community members, and business/industry to promote learning.

**(10) Developing technology skills**

The student is expected to:

- (A) Recommend technology applications appropriate for specific subject matter and student needs; and
- (B) Integrate the 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) Compare strategies and resources for the professional development of educators;
- (B) Develop teacher characteristics that promote ongoing professional development;
- (C) Summarize research and assessment to improve teaching; and
- (D) Refine professional growth plan.

**(12) Ethics and Legal Responsibilities**

The student is expected to:

- (A) Describe teacher characteristics that promote ethical conduct
- (B) Analyze ethical standards that apply to the teaching profession.
- (C) Analyze situations requiring decisions based on ethical and legal considerations.