

EDUCATION PROFESSIONS II

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professions II* teacher. Articulation with postsecondary programs is encouraged.

- DOE Code: 5404
- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Education Professions I
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the “Education Fundamentals” Pre-Professional Assessment and Certification of the American Association of Family and Consumer Sciences.
- This course is aligned with the following post-secondary courses for dual credit:
 - Ivy Tech:
 - EDUC 101, Introduction to Teaching as a Career
 - Purdue University:
 - EDCI 205, Exploring Teaching as a Career (pilot)
 - Vincennes University:
 - EDUC 291, Foundations of Education (pending)

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in FCCLA (Family, Career and Community Leaders of America), the CTSO for this area.

Content Standards		
Domain 1 – The Teaching Profession		
Core Standard 1: Students synthesize factors related to preparing for a career in education and related careers.		
	Standards	
EF-1.1	Analyze roles, functions, education and training, and licensure requirements of individuals engaged in education and related careers.	
EF-1.2	Demonstrate personal characteristics, abilities, knowledge, skills, and requirements needed to work successfully in education and related careers.	
EF-1.3	Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships.	
EF-1.4	Review and prepare for licensure requirements including, but not limited to, the PRAXIS I/PPST.	
EF-1.5	Examine the historical and contemporary significance of education in society.	
EF-1.6	Determine requirements of a Highly Qualified Professional	
EF-1.7	Construct and assemble career preparatory materials, including but not limited to: Resume, Career Portfolio Requirements, Research, FCCLA Teach and Train STAR Event, etc.	
Domain 2 – The Learner and the Learning Process		
Core Standard 2: Students apply curriculum and instruction to meet student’s developmental needs.		
	Standards	
EF-2.1	Apply learning and instructional theories and principles to learners.	
EF-2.2	Demonstrate effective teaching practices that accommodate learning styles, learning differences, and special needs.	
EF-2.3	Evaluate language, culture, and educational background affects on learning and schools.	
EF-2.4	Analyze physical, emotional, social, and intellectual development of children and adolescents.	
EF-2.5	Determine management strategies that promote positive student behavior while engaging students in learning.	
EF-2.6	Create schedules, activities, routines, and transitions that promote learning.	
EF-2.7	Explain ways the cultural, environmental, and family factors affect the students in schools.	
Domain 3 – Planning Instruction		
Core Standard 3: Students develop and manage instructional plans based upon knowledge of subject matter and curriculum goals.		
	Standards	
EF-3.1	Assess curriculum and instruction models to determine usage.	
EF-3.2	Establish instructional goals that are developmentally appropriate.	

	EF-3.3	Develop organizational and managerial skills that enhance performance.
	EF-3.4	Analyze relevant standards in instructional planning and assessment.
	EF-3.5	Apply principles and elements of effective instruction and assessment in the field experience setting.
Domain 4 – Learning Environment		
Core Standard 4: Students analyze factors leading to an optimal learning environment for students.		
	Standards	
	EF-4.1	Evaluate classroom management procedures that support learning.
	EF-4.2	Design a plan for materials, furnishings, and other resources to create safe and effective instructional environments.
	EF-4.3	Plan a community/and or family school partnership event to positively influence the school environment
	EF-4.4	Assess the structure of school governance
Domain 5 – Instructional Strategies and Assessments		
Core Standard 5: Students employ a variety of instructional and assessment strategies to promote optimal learning.		
	Standards	
	EF-5.1	Apply a variety of teaching strategies to impact student learning.
	EF-5.2	Examine purposes of, and apply techniques for, assessing student learning.
	EF-5.3	Demonstrate how to integrate assessment into teaching and learning.
	EF-5.4	Evaluate student data to guide instruction.
	EF-5.5	Integrate technology as a tool for instruction, evaluation, and management.
	EF-5.6	Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.