

***Kansas Education and Training Career Cluster  
Pre-Collegiate Teacher Preparation Program***

Course: PROGRAM

CIP Code: 13.0101 Course #

- Rating Scale: 3 Skilled- Works Independently  
 2 Limited Skills- Requires Assistance  
 1 Skill Introduced  
 0 No exposure- No instruction or training

*Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.*

Student: _____		Grade: _____	
Teacher: _____		School: _____	
Enrolled Date: _____		Completion Date: _____	
Enrolled Date: _____		Graduation Date: _____	
Student Signature _____		Teacher Signature _____	

**Technical Skills**

**Planning and Preparing**

Benchmark: EDPC01.01 Employ fundamental knowledge of subject matter to plan/prepare instruction.		3	2	1	0
EDPC01.01.01	Use resources and processes to update knowledge and skills on an ongoing basis.				
EDPC01.01.02	Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.				
EDPC01.01.03	Apply principles of scope and sequence to plan instruction.				
EDPC01.01.04	Integrate various content to make connections to other subject matter.				
EDPC01.01.05	Explain connections to life and career applications to make content relevant to learners.				
Benchmark: EDPC01.02 Use needs of learners and organizations to design courses/programs.		3	2	1	0
EDPC01.02.01	Use standards, organization goals, and learners to select appropriate content.				
EDPC01.02.02	Use assessment tools to determine needs of learners and organizations.				
EDPC01.02.03	Employ analytical skills to evaluate instructional resources and program materials.				
Benchmark: EDPC01.03 Employ knowledge of learning and developmental theory to describe individual learners.		3	2	1	0
EDPC01.03.01	Locate information to describe individual learners.				
EDPC01.03.02	Apply learning and developmental theory to relate individual characteristics to the learning process.				
Benchmark: EDPC01.04 Use content knowledge and instructional skills to construct standards based educational goals.		3	2	1	0
EDPC01.04.01	Use knowledge of learners to align goals with learners' developmental level, abilities, interests, and future objectives.				
EDPC01.04.02	Use National, State, Business and Industry, or Regulatory standards to establish learner performance standards.				
EDPC01.04.03	Identify clear goals.				
EDPC01.04.04	Identify a variety of learning goals.				
Benchmark: EDPC01.05 Apply knowledge of teaching and learning and instructional skills to plan educational strategies.		3	2	1	0
EDPC01.05.01	Use knowledge of learners to align instructional strategies to learners' backgrounds.				
EDPC01.05.02	Apply teaching/learning theory to select appropriate learning activities.				
EDPC01.05.03	Use multiple ways to group learners to enhance instruction.				
EDPC01.05.04	Use organizational skills to design a coherent structure of instructional strategies.				
EDPC01.05.05	Develop strategies to encourage the transfer of knowledge and skills.				
Benchmark: EDPC01.06 Identify needed materials and resources to support instructional plan.		3	2	1	0
EDPC01.06.01	Identify materials and resources needed to enhance instruction.				

EDPC01.06.02	Identify resources to aid learners in learning.				
Benchmark: EDPC01.07 Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.		3	2	1	0
EDPC01.07.01	Apply assessment theory to select appropriate assessment/evaluation strategies.				
EDPC01.07.02	Apply knowledge of content and teaching/learning to select appropriate assessment/evaluation strategies.				

### Learning Environment

Benchmark: EDPC02.01 Establish a positive climate to promote learning.					
EDPC02.01.01	Establish respect and rapport to foster positive social and intellectual interactions.				
EDPC02.01.02	Explain the importance of content to promote interest in learning.				
Benchmark: EDPC02.02 Employ motivational, social, and psychological theory and effective practices to guide learners' personal conduct.					
EDPC02.02.01	Document expectations to make standards of conduct clearly known.				
EDPC02.02.02	Use various strategies to monitor learners' personal conduct.				
EDPC02.02.03	Provide appropriate feedback to respond to learners' personal conduct.				
Benchmark: EDPC02.03 Use organizational and relationship-building skills to manage instructional activities and related procedures.					
EDPC02.03.01	Utilize engagement of learners to optimize benefits of instructional groups.				
EDPC02.03.02	Employ time management skills to effectively manage instructional transitions.				
EDPC02.03.03	Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
EDPC02.03.04	Employ organizational and relationship-building skills to supervise others.				
Benchmark: EDPC02.04 Employ awareness of physical elements to optimize learning.					
EDPC02.04.01	Use arrangement of space, equipment, and furniture to optimize learning.				
EDPC02.04.02	Use physical access to facilitate learning for all learners.				

### Instruction

Benchmark: EDPC03.01 Employ instructional strategies to advance learning.		3	2	1	0
EDPC03.01.01	Use appropriate representations to make content meaningful to learners.				
EDPC03.01.02	Use learning activities and assignments to challenge and engage learners.				
EDPC03.01.03	Use content and knowledge of teaching/learning to deliver instruction coherently.				
EDPC03.01.04	Employ instructional materials and resources to enhance learning.				
EDPC03.01.05	Use questioning techniques to encourage higher-order thinking.				
EDPC03.01.06	Use discussion techniques to engage learners.				
EDPC03.01.07	Employ educational technology to enhance learning.				
EDPC03.01.08	Use cooperative learning techniques to engage learners.				
EDPC03.01.09	Participate in work-based learning experience to extend learning.				
EDPC03.01.10	Use project-based learning techniques to extend learning.				
Benchmark: EDPC03.02 Explore appropriate in-process adaptations in instructional plans.		3	2	1	0
EDPC03.02.01	Determine needed adjustments in instructional plan based on learner performance.				
EDPC03.02.02	Incorporate learner questions and interests to make instruction relevant and responsive to learners.				
Benchmark: EDPC03.03 Use assessment/evaluation to advance learning.		3	2	1	0
EDPC03.03.01	Employ data to assess/evaluate learning.				
EDPC03.03.02	Use feedback provided to learners to enhance learning.				
EDPC03.03.03	Apply assessment and teaching/learning theory to plan adjustments in instruction.				

### Professional Responsibilities

Benchmark: EDPC04.01 Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0
EDPC04.01.01	Construct a philosophy of education that reflects effective instructional practice.				
EDPC04.01.02	Analyze past actions to refine instructional practice.				
Benchmark: EDPC04.02 Locate pathways to improve knowledge and skills.		3	2	1	0
EDPC04.02.01	Participate in professional student organizations (CTSO or FEA) to improve knowledge and skills.				
Benchmark: EDPC04.04 Use organizational skills to record and maintain records.		3	2	1	0
EDPC04.04.01	Use organizational skills to record learner assignments.				
EDPC04.04.02	Use organizational skills to record learner progress.				
EDPC04.04.03	Use organizational skills to record non-instructional data.				