STRANDS AND STANDARDS
TEACHING AS A PROFESSION

Learning that works for Utah
CTE®

Course Description

A course designed to create the next generation of effective educators in Utah. Students will explore educational careers and develop employable skills. Students will create basic lesson plans and accommodate for the academic needs of individual students. Students will investigate theorists who set the framework for effective student learning and child development. Students will craft a variety of hands-on projects applicable to classroom learning. Students will experience the job responsibilities of an educator.

Effective School Year	2024-2025
Intended Grade Level	9-12
Units of Credit	0.5
Core Code	39.02.00.00.001
Concurrent Enrollment Core Code	N/A
Prerequisite	
Skill Certification Test Number	011
Test Weight	1.0
License Area of Concentration	Professional Secondary License
Required Endorsement(s)	
Endorsement 1	K-12 Teaching as a Profession
Endorsement 2	
Endorsement 3	

STRAND 1

Students will explore a variety of educational careers, compare school types, and identify employability skills needed to gain and maintain employment in education.

Standard 1

Explore and compare the different roles and benefits in the administrative, academic, and support services careers in education.

- Administrative
  - Superintendent
  - Principal
  - Assistant Principal
- Academic Teachers (Elementary and Secondary)
  - Arts
  - Career and Technical Education
  - Health/Physical Education
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Special Education
- Support Services
  - Counselor
  - Librarian
  - Paraprofessional
  - Psychologists
  - Social Workers

Standard 2

Identify and compare different types of schools and discuss how schools who receive public funds are required to follow state and federal policies and regulations.

- **Public school** is a school supported by public funds.
- **Private school** is a school supported by private organizations or individuals instead of the state and federal government.
- **Charter school** is a publicly funded independent school established by parents, teachers, or community groups.
- **Online** school is a school using internet connection to receive instruction.
- **Magnet school** is a public school that focuses on a special area of study (e.g. science, performing arts, military, career education).

Standard 3

Identify employability skills in the workplace.

- **Communication** is exchanging information, both verbal and nonverbal, between individuals or groups within an organization.
- **Verbal communication** is spoken and written words.
  - Email
  - Face-to-face
  - Thank you note
- **Nonverbal communication** is visual body language and personal appearance used to convey a message.
  - Facial expression

- Clothing
- Posture
- **Collaboration** is contributing ideas, perspectives, and experiences to accomplish a common goal.
- **Digitally literate** is evaluating and using digital technologies to enhance learning and achieve learning goals.
- **Compassionate** is creating a mutually respectful relationship with and between students.
- **Critical thinker** is evaluating and analyzing information in order to make intelligent decisions and find effective solutions.
- **Integrity** is being trustworthy, ethical, and reliable.

Strand 1 Performance Skill

Students will conduct an interview with a current administrative, academic, or support service professional regarding the benefits of their role in education. Students will

- Email the professional to set up an appointment.
- Conduct the interview using professional employability skills.
- Follow-up with a handwritten thank you note to the professional.

STRAND 2

Students will evaluate the theories of Bloom, Piaget, Maslow, and Erikson and explain how they relate to student learning outcomes and child development.

Standard 1

Identify the developmental domains of student learning.

- **Cognitive** is the construction of thought process, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.
- **Physical** is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty.
- **Social-emotional** is the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.

Standard 2

Identify Bloom's Taxonomy for the 21st Century Learning and apply to student learning outcomes and explain how they relate to student learning outcomes and child development.

- Developmental domain: Cognitive
- Differentiated instruction: Helps educators identify achievable learning goals and develop plans to meet them.
- Application of learning
  - **Remember** is recalling facts and basic concepts (define, duplicate, list, memorize, repeat, state).
  - **Understand** is explaining ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate).
  - **Apply** is the use of information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch).
  - **Analyze** is drawing connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test).
  - **Evaluate** is justifying a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh).
  - **Create** is producing new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate).

- Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.

Standard 3

Identify Piaget's theory of cognitive development and apply to student learning outcomes and explain how they relate to student learning outcomes and child development.
- Developmental domain: Cognitive
- Differentiated instruction: Provides a clear framework for the way in which students at different ages and stages are capable of learning.
- Application of learning
  - **Sensorimotor stage** is when infants and toddlers acquire knowledge through sensory experiences and manipulating objects.
    - Birth to 2 years of age
  - **Preoperational stage** is when kids learn through pretend play but still struggle with logic and taking point of view of other people.
    - 2 to 7 years of age
  - **Concrete operational stage** is when children become much more adept at using logic.
    - 7 to 11 years of age
  - **Formal operational stage** involves an increase in logic, the ability to use deductive reasoning, and understanding abstract ideas.
    - 12 years of age and up
- Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.

Standard 4

Identify Maslow's hierarchy of needs and apply to student learning outcomes amd explain how they relate to student learning outcomes and child development.
- Developmental domain: Cognitive, Physical, and Social-emotional
- Differentiated instruction: Provides a model for how students are motivated to learn.
- Application of learning
  - Deficiency Needs
    - **Physiological needs** is a condition that something is required or wanted (e.g. air, food, water, shelter, warmth, sleep).
    - **Safety needs** is something needed to keep safe from harm (e.g. shelter, security, law and order, employment, health stability).
    - **Belonging and love needs** is a person's need for feeling loved and accepted (e.g. affection, intimacy, family, friends, relationships).
    - **Esteem needs** is a person's need for internal esteem factors (e.g. self-esteem, self-confidence,
    - achievement, recognition, status, respect).
  - Growth Needs
    - **Cognitive needs** is the desire to know, understand, and solve problems.
    - **Aesthetic needs** is the appreciation and search for beauty, balance, and form.
    - **Self-actualization** is growth of an individual toward fulfillment of the highest needs, meaning in life.
    - **Transcendence** is putting needs aside to serve something greater than oneself.
- Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.

Standard 5

Identify Erikson's stages of psychosocial development and apply to student learning outcomes and explain how they relate to student learning outcomes and child development.

- Developmental domain: Social-emotional
- Differentiated instruction: Identifies the different goals, challenges, and concerns at each stage of life to help educators create a positive learning environment to improve student learning.
- Application of learning
  - **Trust vs. Mistrust** (Stage 1)
    - When a child's needs are being met, they develop basic trust.
    - When a child's needs are not being met, they develop mistrust.
    - Birth to 1 year
  - **Autonomy vs. Shame and Doubt** (Stage 2)
    - When a child learns to exercise their own will and do things for themselves, they develop autonomy.
    - When a child does not learn to do things for themselves, they develop doubt in their abilities.
    - Age: 2 to 3 years
  - **Initiative vs. Guilt** (Stage 3)
    - When a child learns to initiate tasks and carry out plans, they develop initiative.
    - When a child does not learn to initiate tasks and carry out plans, they develop guilt about their efforts to be independent.
    - Age: 3 to 6 years
  - **Industry vs. Inferiority** (Stage 4)
    - When a child learns to apply themselves to tasks, they feel accomplished.
    - When a child does not learn to apply themselves to tasks, they feel inferior to others.
    - Age: 6 to 11 years
  - **Identity vs. Role Confusion** (Stage 5)
    - When a child refines a sense of self by testing roles, they form a single identity.
    - When a child does not form a single identity, they become confused about who they are.
    - Age: 12 to 18 years
- Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.

Strand 2 Performance Skill

Students will create a visual artifact that depicts one of the theories about a developing child.

- Identify the theorist and the theory.
- Identify the developmental domain.
- Apply the theory to a real-life experience of a developing child.

Examples of visual artifacts could include:

- *Interactive bulletin board: Using Maslow's Hierarchy of Needs, create a mood bulletin board that allows a child to identify their current emotion.*
- *Children's literature book: Using Erikson's stages of psychosocial development, create a children's literature book that relates to children learning to tie their shoes.*

STRAND 3

Students will develop and present a lesson plan connecting learning intentions and success criteria by using instructional strategies for student engagement.

Standard 1

Identify lesson plan, learning intentions and success criteria.
- **Lesson plan** is an educator's plan for teaching an individual lesson.
- **Learning intentions** are statements written by educators that define the day-to-day learning goals aligned to state standards.
- **Success criteria** is how educators and students will know if they have met the learning intentions.

Standard 2

Compare instructional strategies and the role they play in student engagement.
- **Instructional strategies** are techniques educators use to help students becomes proficient in course content.
- **Student engagement** is the degree to which a student is focused, actively participates, and completes academic coursework.
- Assess how a variety of instructional strategies engage students.
  - **Explicit instruction** is an instructional approach that is structured, sequenced, and led by teachers.
    - Lecture
    - Teacher demonstration
  - **Cooperative instruction** is a technique that allows students to learn from each other and gain important interpersonal skills.
    - Jigsaw
    - Pair share
    - Peer review

Strand 3 Performance Skill

Students will plan, create, and present a 5-7 minute "how-to" lesson that includes:
- A learning intention.
- A success criteria.
- A reflection on the effectiveness of the instructional strategies used.

Examples of a "how-to" lesson could include:
- *How to make a peanut butter sandwich.*
- *How to draw a star.*
- *How to troubleshoot common computer issues.*

STRAND 4

Students will apply DuFour's four critical questions when giving summative and formative feedback.

Standard 1

Identify ways DuFour's critical questions are applied when giving feedback.
- **Feedback** is information about the student's performance related to learning intentions.
- Ways feedback is shared to improve student learning
  - Teacher to student (e.g. written or verbal)
  - Student to teacher (e.g. self evaluation)
  - Student to student (e.g. peer review)

- Feedback aligns to DuFour's four critical questions
  - What do you want all students to know and be able to do?
  - How will we know if they learn it?
  - How will we respond when some students do not learn?
  - How will we extend the learning for students who are already proficient?

Standard 2

Identify formative assessment and how it evaluates student learning and informs educator instruction.
- **Formative assessment** is an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
- Formative assessment allows the educator to evaluate:
  - **Comprehension**: the action or capability of understanding something.
  - **Learning needs**: the gap between what the student knows and what the student needs to know.
  - **Progress**: forward movement toward a learning intention.

Standard 3

Identify summative assessment and how it evaluates student learning and informs educator instruction.
- **Summative assessment** is a measurement of student learning at the conclusion of a defined instructional period.
- Summative assessment allows the educator to evaluate:
  - **Competency**: demonstrating learned skills and knowledge as expected.
  - **Remediation**: reteaching concepts to help students achieve competency.
  - **Intervention**: differentiating instructional strategies to help students achieve competency.

STRAND 5

Students will review and evaluate legislation related to accommodations in the classroom and the professional roles and responsibilities of educators in the local school environment.

Standard 1

Review and evaluate legislation related to individual student accommodations in the classroom.
- **Family Educational Right and Privacy Act (FERPA)** is federal law that addresses parent rights regarding their student's education records and defines the conditions under which schools may share education records with third parties.
  - Transcripts
  - Test scores
  - Behavior support
- **Section 504 of the Rehabilitation Act of 1973** is a law that requires accommodations be provided to students with disabilities to access the general curriculum and activities.
- **Individualize Education Program (IEP)** is a written statement developed for each student with a disability who qualifies for special education services, including specially designed instruction and related services.
- Compare a 504 plan and an IEP.
  - Students with 504 plans are provided accommodations within a general education classroom setting.
  - Students with an IEP receive special education services from a special educator as well as accommodations within a general education classroom setting.

Standard 2

Evaluate a variety of accommodations to meet individual student needs.

- Extended time (e.g. tests, due dates)
- Reduced workload (e.g. fewer questions, shorter essay)
- Preferential seating (e.g. closer to teacher, front of classroom, away from door)
- Guided notes (e.g. printed notes, fill in the blank)
- Accessibility (e.g. read aloud, speech to text, screen reader)

Strand 6 Performance Skill

Students will reflect and adapt the "how-to" lesson plan in Performance Skill 3 to accommodate a student with an IEP.

Teaching as a Profession Vocabulary

Strand 1

public school
private school
charter school
online school
magnet school
communication
verbal communication
nonverbal communication
collaboration
digitally literate
compassionate
critical thinker
integrity

Strand 2

cogntive
physical
social-emotional
remember
understand
apply
analyze
evaluate
create
Sensorimotor stage
Preoperational stage
Concrete operational stage
Formal operational stage
physiological needs

safety needs
belonging and love needs
esteem needs
cognitive needs
aesthetic needs
self-actualization
transcendence
trust vs. mistrust
autonomy vs. shame and doubt
initiative vs. guilt
industry vs. inferiority
identity vs. role confusion

Strand 3

lesson plan
learning intentions
success criteria
instructional strategies
student engagement
explicit instruction
cooperative instruction

Strand 4

feedback
formative assessment
comprehension
learning needs
progress
summative assessment
competency
remediation
intervention

Strand 5

Family Educational Right and Privacy Act (FERPA) Section 504 of the Rehabilitation Act of 1973

Individualized Education Program (IEP)

Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		