

STRANDS AND STANDARDS

TEACHING AS A PROFESSION 1



Course Description

A course designed to introduce students to the role and positive influence of an effective educator. Students will explore various careers in education and develop employability skills to become a successful professional. Students will understand the value of multiculturalism and diversity in the classroom and how it enhances individual student learning. Students will identify instructional strategies and understand the role of technology and feedback in student engagement.

Intended Grade Level	9-12
Units of Credit	0.5
Core Code	39.02.00.00.001
Concurrent Enrollment Core Code	None
Prerequisite	None
Skill Certification Test Number	011
Test Weight	1.0
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	K-12 Teaching as a Profession
Endorsement 2	
Endorsement 3	

STRAND 1

Students will explore career options and employability skills needed for gaining and maintaining employment in education.

Standard 1

Explore the different roles and benefits in the administrative, core subject, non-core subject and support service careers in education.

- Administrative
 - Superintendent
 - Principal
 - Assistant Principal
- Core Subject Teachers
 - Language Arts
 - Math
 - Science
 - Social Studies
 - Special Education
- Non-Core Subject Teachers
 - Arts
 - Career and Technical Education (CTE)
 - Foreign Languages
 - Health/Physical Education
- Support Services
 - Counselor
 - Librarian
 - Paraprofessional

Standard 2

Identify employability skills in the workplace.

- Define **communication** as the exchange of information, both verbal and nonverbal, between individuals or groups within an organization.
 - Define **verbal communication** as spoken and written words.
 - Email
 - Face-to-face
 - Thank you note
 - Define **nonverbal communication** as visual body language and personal appearance used to convey a message.
- Define **problem solving** as the ability to handle difficult or unexpected situations.
- Define **teamwork** as when two or more people work together through idea sharing and thinking to accomplish a common goal.

- Define **critical thinking** as effectively diagnosing problems and identifying possible solutions.
- Define **dependability** as producing consistent work and following workplace policies.
- Define **accountability** as responsibility of employees to complete the tasks assigned in order to achieve the goals of the organization.

Strand 1 Performance Skill Listed Below

STRAND 2

Students will examine the theories of Gardner and Bloom and how they relate to student learning.

Standard 1

Examine Gardner’s Theory of Multiple Intelligences and explore applications for learning.

- Define **verbal-linguistic** as learning through spoken and written words (reading, listening, speaking, and writing).
- Define **mathematical-logical** as learning through reasoning and problem-solving (numbers).
- Define **musical** as learning through songs, patterns, rhythms, instruments, and musical expression.
- Define **visual-spatial** as learning visually and organizing ideas spatially (thinking in images and pictures and “seeing” things in one’s mind).
- Define **bodily/kinesthetic** as learning through interaction with one’s environment (concrete experiences).
- Define **intrapersonal** as learning through feelings, values and attitudes (understanding other people).
- Define **interpersonal** as learning through interactions with others (working collaboratively and cooperatively).
- Define **naturalist** learning through classification, categories, and hierarchies (picking up on subtle differences).
- Define **existential** as learning by seeing the “big picture” (connecting real world understandings and application to new learning).

Standard 2

Examine Bloom’s Taxonomy for 21st Century Learning and explore applications for learning.

- Define **remember** as recalling facts and basic concepts (define, duplicate, list, memorize, repeat, state).
- Define **understand** as explaining ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate).
- Define **apply** as the use of information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch).
- Define **analyze** as drawing connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test).
- Define **evaluate** as justifying a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh).
- Define **create** as producing new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate).

Standard 3

Apply Gardner's and Bloom's theories to investigate personal learning preferences.

Strand 2 Performance Skill Listed Below

STRAND 3

Students will analyze the standard and objective of a lesson plan and effective instructional strategies.

Standard 1

Define standard and objective and examine the role of each in a lesson plan.

- Define **standard** as a concise, written description of what students are expected to know and be able to do at a specific grade level of their education.
- Define **objective** as a brief statement that describes what a student is expected to learn by the end of school year, course, unit, lesson, project, or class period.
- Define **lesson plan** as a daily guide for what students need to learn, how it will be taught, and how learning will be measured.
 - Effective lesson planning will include planning, delivering, reflecting and managing (time and behavior) throughout.

Standard 2

Define instructional strategies and the role they play in student engagement.

- Define **instructional strategies** as techniques used to help students become independent strategic learners.
- Identify how the instructional strategies engage students.
 - Define **cooperative learning** as a technique that allows students to learn from each other and gain important interpersonal skills.
 - Define **differentiated learning** as tailored instruction to meet individual needs.
 - Define **blended learning** as combining online educational materials and opportunities for interaction with traditional classroom methods.
 - Define **project-based learning** as a teaching method where students gain knowledge and skills by working for an extended period of time on an authentic and complex question, problem, or challenge.
- Define **student engagement** as the degree of attention, curiosity, interests, optimism, and passion that students show when they are learning and being taught.

Strand 3 Performance Skill Listed Below

STRAND 4

Students will discuss the role of technology in the classroom and the effect on student engagement and the learning process.

Standard 1

Explore and discuss education technology that enhances teacher delivery and student learning.

- Discuss the benefits of technology in education.
 - Define **adaptive learning** as programs that adjust based on individual student interactions.
 - Allows students to collaborate with other students.
 - Promotes digital literacy skills for lifelong learning.
- Discuss the challenges of technology in education.
 - Equity and Access for students
 - Student distraction
 - Plagiarism and cheating

Standard 2

Review legislation related to internet safety for students.

- Children’s Internet Protection Act (CIPA)
 - Define **Children’s Internet Protection Act** as an act by Congress to address concerns about children’s access to obscene or harmful content over the internet.
 - Understand schools are required to adopt and implement an internet safety policy that addresses:
 - Access by minors to inappropriate matter on the internet
 - The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
 - Measures restricting a minor’s access to materials harmful to them
- Acceptable Use Policies (AUP)
 - Define **acceptable use policy** as a document which governs students’ use of the internet at school

Strand 4 Performance Skills Listed Below

STRAND 5

Students will identify the role of feedback in the learning process.

Standard 1

Define and identify the importance of specific, timely, and direct feedback.

- Define **feedback** as information given to the learner about the learner’s performance related to standards and objectives.
 - Feedback should identify the following:
 - Where the student is

- Where the student needs to be
- How to get the student there
- Identify the types of feedback
 - Teacher-student
 - Written/Verbal
 - Formal/Informal
 - Student-teacher
 - Self-evaluation
 - Student-student
 - Peer review

Standard 2

Define formative assessment feedback and how it evaluates student learning.

- Define **formative assessment** as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
- The formative process allows the teacher to evaluate:
 - Define **comprehension** as the action or capability of understanding something.
 - Define **learning needs** as the gap between what the student knows and what the student needs to know.
 - Define **progress** as forward movement toward a learning objective.

Standard 3

Define summative assessment feedback and how it evaluates student learning.

- Define **summative assessment** as a measurement of student learning at the conclusion of a defined instructional period.
- The summative process allows the teacher to evaluate:
 - Define **competency** as demonstrating learned skills and knowledge as expected.

STRAND 6

Students will identify the role of feedback in the learning process. Students will review legislation related to special populations, identify the various populations (students learning English, Gifted and Talented, and Special Education), and explore multiculturalism and diversity within a school.

Standard 1

Review legislation related to special population.

- Define **Individuals with Disabilities Education Act (IDEA)** as a law that makes available a free appropriate public education to students with a disability enrolled in public education and ensures special education and related services to those children.
- Define **Section 504 of the Rehabilitation Act of 1973** as a law that requires

accommodations be provided to students with disabilities to access the general curriculum and activities.

- Define **Individualize Education Program (IEP)** as a written statement developed for each student with a disability who qualifies for special education services, including specially designed instruction and related services.
- Describe the difference between 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

Identify and explore various populations within a school.

- Define **students learning English (ELL)** as students who are unable to communicate fluently or learn effectively in English.
 - ELL students may require specialized or modified instruction in learning the English language and learning in academic courses.
- Define Gifted and Talented as students whose superior academic performance or potential for accomplishment requires a differentiated and challenging instructional model.
 - Define **asynchronous development** as a mismatch between cognitive, emotional, and physical development of gifted individuals.
 - Define **underachievement** as a discrepancy between a student's school performance and their ability that can be influenced by motivation, fear of failure, and/or boredom.
- Define **Special Education (SPED)** as specially designed instruction provided at no cost for the guardian to meet the unique needs of a student with a disability.
 - Define **specially designed instruction** as adapting as appropriate to the needs of an eligible child, including in content, methodology or delivery, to ensure access to the grade-level general curriculum.
 - Define **disability** as physical, cognitive or emotional impairment requiring specially designed instruction and/or related services and supports.
- Explore a variety of accommodations to meet all student needs.
 - Extended time (e.g. tests, due dates, etc.)
 - Reduced workload (e.g. fewer math problems, shorter essay, etc.)
 - Preferential seating (e.g. close to teacher, front of classroom, away from door, etc.)

- Guided notes (e.g. printed notes, fill in the blank, etc.)
- Extension activities (e.g. independent study, small group investigations, etc.)

Standard 3

Define multiculturalism and diversity and explore strategies to support a diverse student population.

- Define **multiculturalism** as people from many different cultures learning together in a classroom with mutual respect.
- Define **diversity** as an understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of:
 - Define **gender** as a range of characteristics related to masculinity and femininity.
 - Define **race** as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
 - Define **ethnicity** as a group of people sharing a common national or cultural tradition.
 - Define **disability** as a physical or mental impairment that substantially limits one or more major life activity.
 - Define **sexual orientation** as an identity based on whether someone is attracted to people of a sex different than their own, the same sex, or both sexes (i.e., heterosexual, homosexual, bisexual).
 - Define **academic learning needs** as the gap between a learner's current knowledge and the knowledge needed to complete or perform a task or set of tasks.
 - Define **linguistic needs** as providing curriculum in both the primary language and secondary language.
- Identify strategies that support a diverse student population.
 - Celebrate cultural diversity by learning about various cultural traditions.
 - Embrace language differences by incorporating vocabulary from other languages (i.e. sign language, greeting students in another language, etc.).
 - Create a multicultural library of instructional resources from diverse perspectives.
 - Create opportunities for students to share their cultural differences and unique experiences.

Standard 4

Identify outside factors that influence student learning behavior.

- Define **social factors** as the people and relationships with which a student regularly interacts.
- Define **cultural factors** as common beliefs, values, traditions, language, and laws held in common by a nation, a community, or other defined group of people.
- Define **economic factors** as demographics (i.e. education, occupation, income,

- location) of the home that determine socioeconomic status.
- Explore how different outside factors effect student learning behavior.

Strand 6 Performance Skills Listed Below

Performance Skills

Strand 1 Performance Skills

Students will conduct an interview with a current administrative, core-subject, non-core subject, 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, and follow-up with a handwritten thank you note to the professional.

Strand 2 Performance Skills

Students will create a reflective artifact (essay, song, art, dance, video, etc.) analyzing their personal learning preference(s). Students will include three examples of how they can or have applied their personal learning preference(s) in their education career.

Strand 3 Performance Skills

Students will design and present a 5-7 minute “how-to” lesson plan (i.e. make a peanut butter sandwich, tie a shoe, create a ringtone, etc.) that includes a standard and objective and applies an instructional strategy.

Strand 4 Performance Skills

Students will evaluate a piece of technology or software/application for use in the educational classroom and create (video, infographic, written guide, etc.) a step-by-step technical guide for using that device/software in a lesson.

Strand 6 Performance Skills

Students will create a children’s picture book that explores diversity and/or special populations in a way that reinforces multiculturalism and diversity. The book should include a problem, conflict or issue related to diversity and an appropriate resolution.

Teaching as a Profession 1 Vocabulary

acceptable use policy	lesson plan
accountability	mathematical-logical
adaptive learning	multiculturalism
analyze	musical
apply	naturalist
asynchronous development	nonverbal communication
blended learning	objective
bodily/kinesthetic	problem solving
Children’s Internet Protection Act	progress
communication	project-based learning
competency	race
comprehension	remember
cooperative learning	Section 504 of the Rehabilitation Act of 1973
create	social factors
critical thinking	socioeconomic status
cultural factors	special education (SPED)
dependability	specially designed instruction
differentiated learning	standard
disability	student engagement
diversity	students learning English (ELL)
economic factors	summative assessment
ethnicity	teamwork
evaluate	underachievement
existential	understand
feedback	verbal communication
formative assessment	verbal-linguistic
gender	visual-Spatial
gifted and talented	summative assessment
ideologies	teamwork
Individualized Education Program (IEP)	underachievement
Individuals with Disabilities Education Act (IDEA)	understand
instructional strategies	verbal communication
interpersonal	verbal-linguistic
intrapersonal	visual-Spatial
learning needs	

Skill Certificate 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		
Teaching as a Profession 1	011	3	8	7	4	6	10					44	38