

# STRANDS AND STANDARDS

## TEACHING AS A PROFESSION 3



### Course Description

This course is designed to familiarize students with professional expectations and responsibilities of an educator. Students will identify different philosophies in education and develop their own philosophy of education. Students will recognize the impact of multiculturalism, diversity, and economic factors in the classroom. Students will explore the state approved standards, identify various types of instructional teaching methods, and apply effective strategies for effective classroom management and student learning. Students will recognize the elements of the [Utah Effective Teaching Standards \(UETS\)](#) through classroom observations. Students will integrate the elements of the Utah Effective Teaching Standards (UETS) in lesson design and instructional decision making.

|                                      |                                |
|--------------------------------------|--------------------------------|
| <b>Effective School Year</b>         | 2023-2024                      |
| <b>Intended Grade Level</b>          | 11-12                          |
| Units of Credit                      | 0.5                            |
| Core Code                            | 39.02.00.00.003                |
| Concurrent Enrollment Core Code      | 39.02.00.13.003                |
| Prerequisite                         | None                           |
| Skill Certification Test Number      | 013                            |
| Test Weight                          | .05                            |
| <b>License Area of Concentration</b> | Professional Secondary License |
| <b>Required Endorsement(s)</b>       |                                |
| Endorsement 1                        | K-12 Teaching as a Profession  |

## STRAND 1

Students will compare the different roles and dispositions needed in various careers in education and define, identify, and develop a personal philosophy of education.

### Standard 1

Compare the different roles and dispositions needed 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
  - Foreign Languages
  - Health/Physical Education
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Special Education
- Support Services
  - Counselor
  - Librarian
  - Paraprofessional
  - Psychologists
  - Social Workers

### Standard 2

Identify the purpose of and develop a personal philosophy of education.

- Define **personal philosophy of education** as an explanation of personal values and beliefs as they relate to teaching.
  - Identify personal core beliefs and values pertaining to education.
  - Identify the responsibility of professional growth.
  - Identify the benchmarks of student success expectations.
- Discuss why having and knowing a personal philosophy is beneficial in education.
  - Answers the question, “Why I want to become an educator?”
  - Allows reflection in response to feedback from students and peers.
  - Growth in ideas and goals for teaching and learning effectiveness.
- Develop a personal philosophy of education.

### Performance Skills

- Students will visually present a reflection of the insights gained through an interview and/or observation using the elements of the [Utah Effective Teaching Standards \(UETS\)](#) in a career in administration, academic, or support services.
- Students will verbally present their personal philosophy of education that communicates the power of being an educator.

## STRAND 2

Students will define multiculturalism, diversity, and economic status, explore self-awareness as a learner in an educational environment, and identify the unique individual characteristics of students and how to effectively address and leverage their attributes to build the classroom community.

### Standard 1

Define multiculturalism and dimensions of diversity.

- 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 **disability** as a physical or mental impairment that substantially limits one or more major life activities.
  - 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.
  - Define **personal characteristics** as qualities such as gender, race, ethnicity, and sexual orientation that contribute to the uniqueness of each individual.

### Standard 2

Explore, identify, and demonstrate self-awareness as a learner and sensitivity to others in the educational environment.

- Explore personal histories (e.g., positive/negative experiences within/outside a school), values, and beliefs to identify and compare the impact on personal attitudes towards education.
- Identify personal biases that may limit learning opportunities.
  - Reflect on positive/negative experiences with dimensions of diversity (i.e., disability, academic learning needs, linguistic needs, personal characteristics).
  - Demonstrate the ability to identify personal bias and potential techniques to overcome such bias.

### Standard 3

Define socio-economic status and identify the different social, cultural, ethnic, and economic backgrounds in a classroom and how to effectively address and leverage their attributes in the classroom community.

- Define **socio-economic status (SES)** as three levels (high, middle, and low) that describe the three places a family and/or individual may fall based upon income, education, and occupation.
- Identify local social and cultural norms (e.g., religion, ethnicity, geography, holidays)
- Compare how different cultural and ethnic backgrounds contribute to student performance.
  - Discuss situations that may affect student learning due to cultural expectations and norms (e.g., contributing to family finances, family structure, educational expectations, sibling care)

### Strand 2 Performance Skill

- Students will create an introductory activity that engages students to learn more about their peers.
- Students will create an interactive visual that highlights the local education community (classroom, school, community) showcasing diversity.

## STRAND 3

Students will explore the elements of the Utah Effective Teaching Standards (UETS) and identify components of the Utah High Quality Instructional (HQI) Cycle to develop a lesson plan using state approved standards.

### Standard 1

Explore the elements of the [Utah Effective Teaching Standards \(UETS\)](#).

- Compare effective teaching practices from the elements of the Utah Effective Teaching Standards (UETS) Standards.
- Discuss how the elements of the Utah Effective Teaching Standards (UETS) apply in various classroom settings (e.g., traditional, lab setting, large group, field trips)

### Standard 2

Identify the components of the [Utah High Quality Instructional \(HQI\) Cycle](#) in developing effective lesson plans and discuss the relationship between lesson plans, scope and sequences, and units of study.

- Components of the Utah High Quality Instructional (HQI) Cycle include:
  - Goals and Outcomes
    - Connect learning intentions and student success criteria to standards and student data.
      - Define **learning intentions** as statements written by educators that define the day-to-day learning goals aligned to state standards.
      - Define **success criteria** as how educators and students will know if they have met the learning intentions.
  - Planning Instruction
    - Understand the fundamental aspects of the [Universal Design for Learning \(UDL\) framework](#) as providing structure for personalizing, accommodating, scaffolding, and accessing background knowledge to improve learning for all students.
      - Provide multiple means of engagement
      - Provide multiple means of representation
      - Provide multiple means of action and expression
  - Instruction
    - Understand instruction incorporates
      - Student agency
      - Customized support
      - Opportunities to read, write, speak, and listen
      - Multiple opportunities to show mastery over time
  - Assessment
    - Design and use formative assessment practices that are student centered with multiple methods for demonstrating competency.
      - Define **formative assessment** as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
  - Data and Reflection
    - Analyze and reflect on student errors and misconceptions.
    - Explore how collaborative teams use a variety of data to reflect on instruction.
  - Adapt Instruction
    - Adjust plans for instruction based on student needs by:
      - Extending and deepening learning
      - Providing appropriate interventions
      - Incorporating feedback
- Define **lesson plan** as a teacher's plan for teaching an individual lesson.

- Define **scope and sequence** as an instructional map and calendar to outline the strands and standards, lessons, activities, and assessments of a course.
- Define **unit of study** as a framework that guides students through a process of learning concepts or content.

### Standard 3

Identify a state approved standard on the [Utah State Board of Education](#) website and develop a lesson plan including the components of the [Utah High Quality Instruction \(HQI\) Cycle](#).

- Arts
  - Visual art
  - Music
  - Dance
  - Media arts
  - Drama
- [Career and Technical Education \(CTE\)](#)
- Humanities
  - Language Arts
    - English
    - World Languages
    - Journalism
    - Speech/Debate
  - Social Studies
    - Civics and Government
    - Economics
    - History
    - Geography
- STEM
  - Science
  - Technology
  - Engineering
  - Mathematics
  - Health Sciences
  - Physical Education

### Standard 4

Reflect on the effectiveness of a lesson plan based on DuFour's four critical questions.

- What do we 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?

### Strand 3 Performance Skill listed below.

- Students will unpack a state approved strand or standard to craft learning intentions and success criteria.
- Develop a lesson plan that includes components listed in Strand 3 from a state approved standard.

## STRAND 4

Students will define various instructional methods and identify strategies to assess student understanding through instruction methods and effective questioning.

### Standard 1

Define and identify various instructional methods.

- Define **explicit instruction** as an instructional approach that is structured, sequenced, and led by teachers.
  - Lecture
  - Teacher demonstration
- Define **Universal Design for Learning (UDL)** instruction as tailored instruction to meet individual needs.
  - The three guidelines for [Universal Design for Learning \(UDL\)](#) are:
    - Engagement
    - Representation
    - Action & Expression
- Define **cooperative instruction** as a technique that allows students to learn from each other and gain important interpersonal skills.
  - Jigsaw
  - Pair share
  - Peer review
- Define **inquiry-based instruction** as a student center approached where the teacher guides the students through a driving question.
  - Project-based learning (PBL)
- Define **instructional technology** as a technique that uses technology and other electronic devices/software in its delivery.
  - Blended learning
  - Flipped classroom
  - Software products
  - Virtual environment (e.g., guest speaker, field trip)

### Standard 2

Identify strategies to adapt to student learning according to DuFour's four critical questions.

- What do we 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 3

Explore how the nature of questions asked of students leads to different levels of cognitive demand and manifests learning differently.

- Identify, evaluate, compare, and create various question types (e.g. open vs. closed, levels of Bloom's Taxonomy, Depth of Knowledge (DOK) levels)

### Performance Skill

- Develop and deliver a 10-15 minute lesson plan, aligned to a state approved strand or standard, that includes a variety of the instructional strategies listed in Strand 4.

## STRAND 5

Students will apply effective strategies and learning methods to manage the classroom learning environment.

### Standard 1

Identify classroom management strategies and techniques.

- Define **classroom management** as a variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during class.
- Identify classroom management strategies in the learning environment.
  - Define **classroom culture** as creating an environment where students feel safe and supported to be involved.
  - Define **consistency** as steadfast adherence to the same principles, course, form, etc. regardless of bias and/or personality.
  - Define **planning** as the process of being prepared.
  - Define **procedures** as an established or official way of doing something.
  - Define **proximity** as nearness in space, time, or relationship.
  - Define **rapport** as a close and harmonious relationship in which the teacher and students understand each other's feelings or ideas and communicate well.
  - Define **rules** as a set of explicit or understood regulations or principles governing conduct within the learning environment.
  - Define **norms** as a set of co-developed standards for engaging in productive classroom discussions.
- Differentiate between rules, procedures, and norms.
- Discuss how effective classroom management is proactive rather than reactive.

### Performance Skill

- Students will compare multiple classrooms, observing classroom management strategies. (*Teaching Tip: Remind students when sharing observations to not use teacher/student names, subjects, etc.*)

### Teaching as a Profession 3 Vocabulary

|                           |  |
|---------------------------|--|
| academic learning needs   | multiculturalism                               |
| classroom culture         | norms  |
| classroom management      | personal characteristics                       |
| consistency               | personal philosophy of education               |
| cooperative instruction   | planning                                       |
| disability                | procedures                                     |
| diversity                 | proximity                                      |
| explicit instruction      | rapport  |
| formative assessment      | rules  |
| inquiry-based instruction | scope and sequence                             |
| instructional technology  | socio-economic status (SES)                    |
| learning intentions       | success criteria                               |
| lesson plan               | unit of study                                  |
| linguistic needs          | Universal Design of Learning (UDL) instruction |

## 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 |              |                 |