

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 create an electronic unit plan portfolio that includes classroom management plans, formative and summative assessments, technology in the classroom, data collection and analysis, and a variety of lesson plans.

Intended Grade Level	9-12
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	0.5
License Type	Secondary Education 6-12
Required Endorsement(s)	
Endorsement	K-12 Teaching as a Profession



STRAND 1

Understanding the Profession: Students will learn about education field professionals, explore teaching careers opportunities, develop teaching skills, and make informed decisions about pathways to accomplished teaching.

Standard 1

Explain the knowledge, skills, abilities, and dispositions necessary to succeed in education careers.

- Explore career opportunities, outlooks, requirements, and benefits of different education careers (See [Teaching as a Profession 2, Strand 1, Standard 1](#)).
- Teacher professional knowledge
 - Content (subject area)
 - Content pedagogy (how to teach subject area)
 - Pedagogy (how to teach)
 - Learner development (developmentally appropriate instruction)
 - Educational ethics
- Explore professional dispositions
 - Collaboration
 - Ethical and professional behaviors, including persona
 - Giving and receiving constructive feedback
 - Goal setting and reflection
 - Life-long learners
 - Mutual respect with positive rapport
 - Productive and innovative practice
 - Pursuit of excellence
 - Self-advocacy

Performance Skills

Interview three different education field professionals.

- Why did they choose this career?
- What is the process/education needed to become a professional in this area?
- What are the benefits of this profession?
- What are some positive challenges that you have overcome in this profession?
- What are some misconceptions around your role in education?

Standard 2

Explore and discuss current issues and influences in education.

- Educator licensing
- Ethical and legal influences
- Governance and finance
 - Finance equity
 - Title I
- School law

- School choice (charter schools, private schools, home school, online learning, distance learning, concurrent/dual enrollment, dual language immersion, small learning communities, academy/magnet models)
- School curriculum - everything a teacher teaches, and students learn
 - Explicit – formal curriculum based off standards
 - Implicit – unstated and unintended aspects; hidden curriculum
 - Null – any curriculum that is intentionally left out
 - Extracurricular – learning beyond formal studies
- Standardization
- Testing/assessments

Standard 3

Explore different approaches to engage stakeholders in education.

- Identify the different stakeholders (student, family, teachers, counselor, administration, postsecondary education, community, and local/national industry).
- Recognize the different roles and their needs/interests.
- Identify strategies and educational philosophies that best meet the needs of the stakeholders.

Standard 4

Create and revise a personal philosophy of education.

- Discuss the advantages and disadvantages of the four basic educational philosophies and approaches (See [Teaching as a Profession 2, Strand 2, Standard 3](#)).
- Identify philosophy(ies) that best represents your beliefs about education.

Performance Skills

Reflect on how you would adapt your philosophies to meet the needs of your stakeholders and current educational issues and influences.

STRAND 2

Learning about Students: Students will learn about themselves and their students for the purpose of building relationships and supporting student development.

Standard 1

Explore and gain self-awareness as a learner.

- Examine personal histories, values, and beliefs to assess personal attitudes.
- Identify personal preconceptions that may limit learning opportunities.

Standard 2

Learn about students as people, each with diverse qualities, characteristics, and talents.

- Identify the different social, cultural, ethnic, and economic backgrounds in local communities.
- Identify different interests, motivations, and aspirations.
- Identify social, emotional, physical, and cognitive development.
- Discuss cultural competences, positive responses to students individual needs, and promote student voice.

Standard 3

Recognize students' individual talents and learning needs when planning and providing instruction.

- Explore how different types of learners build knowledge and skill at various stages of development.
- Examine inclusive learning environments that value equity.

Performance Skills

Develop a learning opportunity that maximizes student's potential.

- Create an introductory activity that engages students to learn more about their peers.
 - Emphasize personal identities

STRAND 3

Building Content Knowledge and Engaging in Responsive Planning: Students will learn how to build content knowledge to plan relevant learning opportunities that respond to students needs.

Standard 1

Build formal and informal content knowledge.

- Formal knowledge – taking classes, reading and discussing ideas, observing the instruction of effective teachers, or researching topics of interest.
- Informal knowledge – self-directed, topic of interest learning.

Standard 2

Explain how subject area content ideas relate to practical and theoretical implications of what students learn.

- Compare concepts and draw distinctions.
- Formulate knowledge that intrigues and appeals to students.
- Combine pedagogical information with subject area content.

Performance Skills

Create a relevant and age-appropriate learning opportunity for students based on the Utah State Core Standards.

- State the objective(s) and expected learning outcome(s).
- Show connection between content and relevance.
- Create a plan that facilitates student growth and development by addressing students changing needs.

Standard 3

Understand the importance of designing a productive learning environment.

- Physical and social aspects of learning to meet the individual needs of students
 - Communicating/caring
 - Teaching effectively
 - Organizing the classroom
 - Preventing problems through planning

Standard 4

Explore various teaching methods and understand how they inform planning and influence teaching.

- Evaluate the components of an effective lesson.
 - What do the students need to learn?
 - How will they demonstrate what they learned?
 - What happens when they do not learn it?
- Identify strategies to adapt to student learning.
 - Tier 1 – best practice; whole class instruction
 - Tier 2 – small group reteaching
 - Tier 3 – remediate and differentiate; one-on-one

Standard 5

Assess student understanding by using effective questioning techniques.

- Identify and evaluate various question types
 - Knowledge based – one correct answer
 - Open-ended – multiple correct answers
 - Engagement questions – tied to a task

STRAND 4

Implementing Instruction: Students will learn effective instructional strategies to engage students and promote learning.

Standard 1

Discuss the benefits of routines and procedures within a safe and supportive learning environment.

- Adapted bell schedules
- Classroom guests

- Visitors
- Substitutes
- Guest speakers
- Classroom rules
- Emergency procedures
- Enter/Exit classroom
- Handing in assignments

Standard 2

Analyze and develop effective classroom management strategies.

- Planned management strategies
 - Seating chart
 - Lesson plan
 - Establish expectations
 - Student absences
- Immediate management strategies
 - Proximity
 - Verbal warning
 - Nonverbal warning
- Establish classroom learning environment
 - Classroom physical environment
 - Décor
 - Furniture
 - Layout
 - Student accommodations
 - Legal accommodations (i.e. 504, IEP, English Language Learning plans, etc.)
 - Student preferences

Performance Skills

Develop a classroom management plan and implement in a mock-classroom setting.

- Classroom rules and consequences
- Guidelines for handling unexpected situations (i.e. inappropriate classroom behavior, health issues, violent behaviors, etc.)
- Substitute lesson plan/Emergency plan

Standard 3

Use technology tools strategically to make learning cross-curricular, real world, and globally connected.

- How? Where? When? to use technology
- Evaluate the validity of technology resources
- Adaptation for technology difficulties
- Technology and online etiquette

STRAND 5

Using Assessments and Data: Students will learn to use assessment and interpret data for the purpose of making decisions that will advance teaching and learning.

Standard 1

Create, modify, and administer a broad range of assessments

- Outline curricular goals and objectives
- Formal vs. informal assessments
 - Diagnostic (Pre-test)
 - Formative
 - Summative
- Modify assessment based on accommodations

Standard 2

Understand instruction and assessment cycle

- Planning
- Teaching
- Assessing
- Reflecting
- Adjusting

Standard 3

Analyze and interpret assessment data

- Using assessment results (data) to monitor student progress
 - Track student performance
 - Identify patterns and trends
 - Identify instructional areas for remediation
 - Plan, modify, and redirect instruction
 - Use data results to determine quality of assessment

Performance Skills

Develop a 10-question quiz on material covered in Teaching as a Profession 3.

- Include a variety of question types (Strand 3, Standard 5)
- Administer to a group of classmates
- Collect and analyze data and feedback
- Adjust assessment according to data analysis
- Reflect and defend adjustments made to assessment

STRAND 6

Engaging in Reflective Practice: Students will learn how reflective practice enables them to advance student learning and grow professionally.

Standard 1

Develop and practice a professional mindset to enhance student learning.

- Reflective – internalize critical questions about their teaching
- Growth – belief that intelligence/skills can be developed
- Collaborative – actively seeking opportunities to work together
- Student advocate – support each student in achieving potential
- Research/Data – effective use of data and current research

Standard 2

Plan and practice structured reflective strategies that support educational growth.

- Keeping a journal/blog
- Filming and analyzing teaching experiences
- Peer observations
- Mentor observations
- Pre/Post reflections
- Engaging in dialogue with peers and mentor
- Evaluating personal beliefs and biases
- Researching and implementing best practices

Performance Skills

Document personal professional norms and goals.

- Expectations for professional dispositions
- Professional mindsets
- Regular and timely reflection

STRAND 7

CAPSTONE PROJECT: Students will develop a unit plan aligned to their content of interest.

Standard 1

Students will create an electronic unit plan which will include:

- Pre/Post-test (Strand 3 Standard 5; Strand 5)
- Technology (Strand 4 Standard 3)
- Classroom Management Plan (Strand 4 Standard 2)
- Substitute Plan (Strand 4 Standard 1)
- Emergency Plans (Strand 4 Standard 1)
- Formative Assessments (Strand 3 Standard 5; Strand 5)
- Data Assessment/Analysis (Standard 5)

Teaching as a Profession 3 Vocabulary

academy model accommodations adjusting assessing charter school constructive feedback content pedagogy cross-curricular cultural competency data diagnostic assessment dispositions distance learning diversity dual enrollment dual language immersion educational ethics engagement question explicit curriculum	extracurricular finance equality formal knowledge formative assessment global learning home school immediate management implicit curriculum inclusive informal knowledge innovative practice knowledge based question magnet model null curriculum objective online learning open-ended question pedagogy philosophy of education	planned management planning preconception private school rapport real-world learning redirect reflection reflective remediation self-advocacy self-awareness small learning communities stakeholder standardization student advocate summative assessment teaching
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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 3	013	9	4	9	5	5	2					34	34