

STRANDS AND STANDARDS

TEACHING AS A PROFESSION 2



Course Description

A course designed to introduce students to career opportunities and the required credentials needed to be a qualified educator. Students will explore educator roles and responsibilities and professional education organizations. Students will identify historic court cases that have impacted the learning environment. Students will use educational theories in developing lesson plans that incorporate multiculturalism and diversity, while understanding the role of classroom management procedures. Students will learn to implement instructional strategies and develop learner appropriate activities that inspire each student to enjoy learning.

Piloted Year	2020-2021
Effective School Year	2021-2022
Intended Grade Level	9-12
Units of Credit	0.50
Core Code	39.02.00.00.002
Concurrent Enrollment Core Code	None
Prerequisite	None
Skill Certification Test Number	012
Test Weight	1.0
License Area of Concentration	Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	K-12 Teaching as a Profession

STRAND 1

Students will examine career opportunities, licensing requirements, professional conduct practices, and organizations.

Standard 1

Explore education career options, salaries, required degrees, endorsements, and certifications needed for each position according to the [Utah State Board of Education Licensing](#) website.

- Administrative
 - Superintendent
 - Principal
 - Assistant Principal
- Core Subject Teachers
 - Language Arts
 - Mathematics
 - 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
 - Per your Local Education Agency (LEA)

Standard 2

Explain professional roles and responsibilities of administrative, core subject, non-core subject teachers, and support services in the local school environment.

- Define **confidentiality** as the state of keeping or being kept secret or private.
- Define **impartiality** as treating all fair.
- Define **equity** as personal and social circumstances are not obstacles to achieve education potential.
- Define **Family Educational Right and Privacy Act (FERPA)** as a federal law that protects a student's education records.
 - Transcripts
 - Test Scores
 - Behavior Support
- Explore the Professional Educator Conduct outlined in Utah State Board Rule [R-277-515-6](#).

- Explore the [Utah Effective Teaching Standards \(UETS\)](#) on the Utah State Board of Education website.
- Demonstrate professionalism appropriate to students, parents, and colleagues in the workplace.
 - Define **communication** as the exchange of information, both verbal and nonverbal, between individuals or groups within an organization.
 - Define **professional dress** as defined by your position, administration, and/or LEA.
 - Define **workplace conduct** as appropriate behavior and interactions, face-to-face and online, with students, parents, and colleagues before, during, and after school hours.

Standard 3

Explore the role of educational advocacy and the impact of professional educational organizations at local, state, and national levels.

- Administrative
 - Superintendent
 - The School Superintendents Association (AASA)
 - Utah School Boards Association (USBA)
 - Utah School Superintendents Association (USSA)
 - Utah Rural School Association (URSA)
 - This is support for rural superintendents in Utah
 - Principal
 - National Association of Secondary School Principals
 - National Association of Elementary School Principals
 - Utah Association of Secondary School Principals
 - Utah Association of Elementary School Principals
 - Assistant Principal
 - National Association of Secondary School Principals
 - National Association of Elementary School Principals
 - Utah Association of Secondary School Principals
 - Utah Association of Elementary School Principals
- Core Subject Teachers
 - Language Arts
 - National Council for Teachers of English (NCTE)
 - Utah Council for Teachers of English (UCTE)
 - Mathematics
 - National Council of Teachers of Mathematics (NCTM)
 - Utah Association of Mathematics for Teacher Educators (UAMTE)
 - Science
 - National Science Teaching Association (NSTA)
 - Utah Science Teaching Association (USTA)
 - Social Studies

- National Council for the Social Studies (NCSS)
- Utah Council for the Social Studies (UCSS)
- Special Education
 - National Association of Special Education Teachers (NASET)
 - Utah Consortium for Special Education (UCSE)
- Non-Core Subject Teachers
 - Arts
 - National Arts Educators Association (NAEA)
 - Utah Art Educators Association (UAEA)
 - Career and Technical Education (CTE)
 - Association for Career and Technical Education (ACTE)
 - Utah ACTE
 - Foreign Languages
 - American Council on Teaching a Foreign Language (ACTFL)
 - Utah Foreign Language Association (UFLA)
 - Health/Physical Education
 - SHAPE America
 - SHAPE Utah
- Support Services
 - Counselor
 - American School Counselor Association (ASCA)
 - Utah School Counselor Association (USCA)
 - Librarian
 - American Library Association (ALA)
 - American Association of School Librarians (AASL)
 - Utah Education Library Media Association (UELMA)
 - Paraprofessional
 - National Association of Education Office Professionals (NAEOP)
 - Utah School Employees Association (USEA)

Standard 4

Demonstrate knowledge of collaboration and continuous learning as applied to the education workplace.

- Define **collaboration** as two or more people working together through idea sharing and thinking to accomplish a common goal.
- Define **continuous learning** as the process of learning new skills and knowledge on an ongoing basis.
- Define **professional learning communities (PLC)** as a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and academic performance of students.
- Discuss how educators mature during their careers.
 - Personal growth

- Group study
- Professional development
- Professional organizations

Strand 1 Performance Skill listed below

STRAND 2

Students will identify different types of schools and education design.

Standard 1

Identify and define common types of schools and educational designs.

- Compare and contrast the different types of schools.
 - Define **public school** as a school supported by public funds.
 - Define **private school** as a school supported by a private organization or individuals instead of the state and federal government.
 - Define **charter school** as a publicly funded independent school established by parents, teachers, or community groups.
 - Define **online school** as a school using internet connection to receive instruction.
 - Also known as:
 - Virtual school
 - E-school
 - Cyber-school
 - Define **magnet school** as a public school offering special instruction and programs not available elsewhere.

Standard 2

Identify and define common types of educational designs.

- Identify and define common educational designs.
 - Define **common core** as a set of education standards for teaching and testing language arts and mathematics between kindergarten and twelfth grade.
 - Define **standard-based assessment** as measuring proficiency in mathematics, language arts, science, and writing.
 - Define **STEM** as grouping academic disciplines that include science, technology, engineering and mathematics.
 - Define **professional learning communities (PLC)** as a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and academic performance of students.
 - Define **project-based learning (PBL)** 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 **flipped learning** as a student is introduced to content at home and practices working through it at school.

- Define **blended learning** as combining online educational materials and opportunities for international and traditional classroom methods.

STRAND 3

Students will examine the theories of Piaget, Maslow, and Erikson and how they relate to student learning.

Standard 1

Identify and define developmental domains.

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

Standard 2

Examine Piaget's theory of cognitive development and explore applications for learning.

- Define **sensorimotor stage** as the cognitive development where infants and toddlers acquire knowledge through sensory experiences and manipulating objects.
 - Age: Birth to 2 years
- Define **preoperational stage** as the cognitive development when kids learn through pretend play but still struggle with logic and taking point of view of other people.
 - Age: 2 to 7 years
- Define **concrete operational stage** as the cognitive development where children become much more adept at using logic.
 - Age: 7 to 11 years
- Define **formal operational stage** as the final cognitive development stage that involves an increase in logic, the ability to use deductive reasoning, and understanding abstract ideas.
 - Age: 12 and up

Standard 3

Examine Maslow's hierarchy of needs and explore applications for learning.

- Deficiency Needs
 - Define **physiological needs** as a condition that something is required or wanted.
 - Physiological needs include air, food, water, shelter, warmth, sleep
 - Define **safety needs** as something that is needed to keep safe from harm.
 - Safety needs include shelter, security, law and order, employment, health stability

- Define **belonging and love needs** as a person's needs for feeling loved and accepted, both romantic relationships as well as ties to friends and family members.
 - Belonging and love needs include affection, intimacy, family, friends, relationships
- Define **esteem needs** as a person's needs for internal esteem factors, such as self-respect, autonomy and achievement.
 - Esteem needs include self-esteem, self-confidence, achievement, recognition, status, respect
- Growth Needs
 - Define **cognitive needs** as the desire to know, understand, and solve problems.
 - Cognitive needs include knowledge, meaning, understanding
 - Define **aesthetic needs** as the appreciation and search for beauty, balance, and form.
 - Aesthetic needs include appreciation, search for beauty, balance, form
 - Define **self-actualization** as growth of an individual toward fulfillment of the highest needs, meaning in life.
 - Self-actualization needs include realizing personal potential, self-fulfillment, personal growth, peak experiences
 - Define **transcendence** as putting needs aside to serve something greater than oneself.
 - Transcendence needs include helping others to achieve self-actualization

Standard 4

Examine Erikson's stages of psychosocial development and explore applications for learning.

- Define **trust vs. mistrust** as a child's needs are being met then basic trust is being developed.
 - Stage 1
 - Age: Birth to 1 year
- Define **autonomy vs. shame and doubt** as a child learns to exercise their own will and do things for themselves or they develop doubt in their abilities.
 - Stage 2
 - Age: 2 to 3 years
- Define **initiative vs. guilt** as a child learns to initiate tasks and carry out plans or they develop guilt about their efforts to be independent.
 - Stage 3
 - Age: 3 to 6 years
- Define **industry vs. inferiority** as a child learns to apply themselves to tasks or they feel inferior to others.
 - Stage 4

- Age: 6 to 11 years
- Define **identity vs. role confusion** as a child refines a sense of self by testing roles to form a single identify or they become confused about who they are.
 - Stage 5
 - Age: 12 to 18 years

Strand 3 Performance Skill listed below

STRAND 4

Students will identify and analyze how culturally responsive teaching meets the needs of diverse learners, explore landmark court cases and the impact on the learning environment today.

Standard 1

Define multiculturalism and the 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 **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 activities.
 - Define **sexual orientation** as an identity based on whether someone is attracted to people of a sex different than their own (heterosexual), the same sex (homosexual), or both sexes (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.

Standard 2

Explore landmark court cases that impacted education in the United States and identify how gender, race, and civil liberties were affected.

- Mendez vs. Westminster
 - 1947
 - U.S. District Court, California
 - Outcome: Schools cannot deny admission to a student based on their ethnicity.

- Brown vs. Board
 - 1954
 - United States Supreme Court
 - Outcome: Radical segregation of schools violates the Equal Protection Clause of the 14th Amendment, even if the segregated schools are otherwise equal in quality (“separate educational facilities are inherently unequal”).
- Engel vs. Vitale
 - 1962
 - United States Supreme Court
 - Outcome: Reciting government-written prayers in public schools violates the Establishment Clause of the 1st Amendment
- Tinker vs. Des Moines
 - 1969
 - United States Supreme Court
 - Outcome: Students have the right to free speech in public schools, unless it disrupts the education process.
- Title IX of Education Amendment Act
 - 1972
 - Define **Title IX of the Education Amendment Act** as a federal law that prohibits gender discrimination as it pertains to educational funding.
 - Outcome: Provides equity in school activities (most often applied to extracurricular activities-athletics).
- Lau vs. Nichols
 - 1974
 - United States Supreme Court
 - Outcome: Schools must provide education to students with limited English proficiency under the Civil Rights Act of 1964.

Standard 3

Identify and analyze culturally responsive teaching.

- Define **culturally responsive teaching** as using cultural knowledge, prior experiences, frames or reference, and performance styles or ethnically diverse students to make learning encounters more relevant and effective for them.
- Identify characteristics of culturally responsive teaching as:
 - Positive perspectives on parents and families.
 - Communication of high expectations.
 - Learning within the context of culture.
 - Student-centered instruction.
 - Culturally mediated instruction.
 - Reshaping the curriculum.
 - Teacher as facilitator.
- Explore research-based strategies for working with diverse learnings in the learning community.
 - High expectations

- Teachers address beliefs that lead to lower expectations of diverse students and persistently teach challenging curriculum.
- Culturally relevant instruction
 - Associate engaging curriculum with the knowledge, skills, values, and concerns that students bring with them from their home and community.
- Caring relationships
- Parent and community involvement
- Identify characteristics of a safe learning environment for all learners.
 - Keep a clean and orderly classroom.
 - Allow students to be openly expressive and encouraging to others.
 - Celebrate student work in different ways.
 - Create a list of guidelines that are “law” (i.e. no name calling, bullying, etc.)
 - Stay calm and in control.
- Explore the factors between academic achievement gaps and diverse learning populations.
 - Define **academic achievement gap** as the disparity in academic performance between groups of students.
 - Common factors that contribute to academic achievement gaps:
 - Teaching related
 - Uncertified and inexperienced teachers
 - Insensitivity to different cultures
 - Poor teacher preparation
 - Low expectations of students
 - Inadequate materials, equipment, and resources (including technology-based resources)
 - Student related
 - Interest in school
 - Level of effort
 - Responsibility for own learning

Strand 4 Performance Skill listed below

STRAND 5

Students will identify components of a lesson plan, explore state approved strands and standards, and identify instructional strategies, technology, and assessment used in the learning environment.

Standard 1

Identify the common components in preparing effective lesson plans and discuss the relationship between lesson plans, scope and sequences, and units of study.

- Define **lesson plan** as a teacher’s plan for teaching an individual lesson.
- Common components of a lesson plan include:
 - Objective
 - Define **objective** as a brief statement that describes what a student is expected to learn by the end of the school year, course, unit, lesson, project, or class period.

- Required materials and equipment
 - Explore [recommended instruction materials \(RIMS\)](#) on the Utah State Board of Education website.
- Anticipatory set
 - Define **anticipatory set** as pre-assessing the learner’s prior knowledge, skills, languages, culture, and experience in instructional planning.
- Direct instruction
 - Define **direct instruction** as the presentation of academic content to students by teachers, such as in a lecture or demonstration.
- Guided practice
 - Define **guided practice** as the interactive instruction between teacher and students.
- Formative assessment
 - Define **formative assessment** as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
- Independent practice
 - Define **independent practice** as students have a chance to reinforce skills and utilize the new acquired knowledge by complete a task or series of tasks on their own and away from the teacher’s direct guidance.
- Summative assessment
 - Define **summative assessment** as a measurement of student learning at the conclusion of a defined instructional period.
- Reflection
 - Define **reflection** as the metacognitive strategy to help teachers and students reflect upon teaching and learning experiences.
- 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 2

Explore state board approved strands and standards.

- Navigate the [Utah State Board of Education](#) website to locate current strands and standards.

Standard 3

Explore and identify the characteristics and uses of specific types of instructional methods and uses of technology in the learning environment.

- Develop lessons using appropriate instructional strategies for all learners.

- 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 (PBL)** 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.
- Discuss the role of the teacher and student in developing critical thinking skills, essential questions, and comprehension.
- Explore technology in the learning environment.
- Compare benefits and limitations of technology in the learning environment.
 - Equity and access for students
 - Improves knowledge retention
 - Encourages individual learning and collaboration
 - Develop workplace skills
- Describe ethical considerations regarding technology in lesson development.
 - Define **cheating** as acting dishonestly or unfairly in order to gain an advantage.
 - Define **cyberbullying** as the use of electronic communication to bully a person, typically by sending messages of intimidating, embarrassing, or threatening nature.
 - Define **plagiarism** as the practice of taking someone else's intellectual property and using it as your own (i.e. copy/paste, images).

Standard 4

Explore assessment and grading options.

- Define **assessment** as the evaluation or estimation of the nature, quality, or ability of someone or something.
- Identify types of questions on an assessment.
 - Multiple-choice
 - Short answer
 - Essay
 - True/False
 - Fill in the blank
 - Ordering
 - Matching
- Evaluate formative and summative assessment for efficacy.
- Explore assessment and grading options.
 - Types of grading options:
 - Grading scale
 - Rubric

- Reflect on improvement plans based on results of assessment.

Strand 5 Performance Skill listed below

STRAND 6

Students will learn strategies and methods to manage the learning environment.

Standard 1

Explore assessment and grading options.

- 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 common classroom management strategies in the learning environment.
 - Define **classroom culture** as creating an environment where students feel safe and free 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.

Standard 2

Develop classroom rules and procedures.

- Differentiate between rules and procedures.
 - Define **procedures** as an established or official way of doing something.
 - Define **rules** as a set of explicit or understood regulations or principles governing conduct within the learning environment.
- Identify positive reinforcement and negative consequences strategies for rules and procedures.
 - Classroom
 - Positive reinforcement
 - Praise and nonverbal communication
 - Note home
 - Negative reinforcement
 - Phone guardians
 - Restrictions
 - School
 - Positive reinforcement

- Rewards activities (No Fs, attendance, etc.)
- Recognitions (Student of the Month)
- Negative reinforcement
 - Suspension/Expulsion
 - Removal from activities

Standard 3

Create safe learning environments for all students.

- Define **bullying** as unwanted, aggressive behavior among school aged children that involves real or perceived power balance.
- Define **cyberbullying** as the use of electronic communication to bully a person, typically by sending message of intimidating, embarrassing, or threatening nature.
- Identify reporting methods and resource for bullying and cyberbullying.
 - Bullying
 - Tell a trusted adult.
 - Cyberbullying
 - Don't respond and don't forward the message.
 - Keep evidence.
 - Record dates, times and descriptions of instance where cyberbullying occurred.
 - Save and print screenshots, emails, and text messages.
 - Block person who is cyberbullying.
 - Tell a trusted adult.
 - Navigate [Stop Bullying](#) to locate prevention strategies and resources related to bullying and cyberbullying.
 - Identify the health, safety, security, and emergency procedures outlined in the Utah State Board of Education Board Rule [R277-400](#) of a school learning environment.
 - Navigate the [Utah State Board of Education LEA Emergency Compliance and Assurance](#) form to outline the requirements for an Emergency Preparedness and Emergency Response Plan.

Strand 6 Performance Skill listed below

Performance Skills

Strand 1

- Students will create an educational timeline, using education resources and websites, to outline and plan a schedule for their personal career path.
- Students will develop a resume highlighting their personal workplace and employability skills needed for an educational career.

Strand 3

- Students will create a visual artifact that depicts the theory of either Piaget or Erikson for a parent of a developing child.
- Students will create the pyramid of Maslow's eight-level Hierarchy of Needs and incorporate personal examples.

Strand 4

- Students will complete the **ACES Risk Assessment** [ACES](#).
- Students will create an artifact to explore personal culture biases. Artifacts could include personal essay, oral presentations, song, poetry, art, etc.
- Students will research education court cases and present findings. Examples of artifacts could include a mock court trial, debate, TED talk, or a comparison to current issues in education.

Strand 5

- Students will prepare and present a 15-minute lesson based on one approved standard from the Utah State Board of Education (including lesson, activity, formative/summative assessment, and a reflection) in a content area of their choice.

Strand 6

- Students will interview a teacher about their classroom management plan that includes an outline addressing safety, bullying, and expectations for all students.

Teaching as a Profession 2 Vocabulary

academic achievement gap	diversity	planning
academic learning needs	Engel vs. Vitale	preoperational stage
aesthetic needs	equity	privacy
anticipatory	Erikson	private school
assessment	esteem needs	procedures
autonomy vs. shame and doubt	ethnicity	professional dress
belonging and love needs	Family Educational Right and Privacy Act (FERPA)	professional learning communities (PLC)
blended learning	flipped learning	project-based learning (PBL)
blended learning	formal operational stage	proximity
Brown vs. Board	formative assessment	public school
bullying	gender	race
charter school	guided practice	rapport
cheating	identity vs. role confusion	reflection
classroom culture	impartiality	rules
classroom management	independent practice	safety needs
cognitive	industry vs. inferiority	scope and sequence
cognitive needs	initiative vs. guilt	self-actualization
collaboration	Lau vs. Nichols	sensorimotor stage
common core	lesson plans	sexual orientation
communication	linguistic needs	social-emotional
concrete operational stage	magnet school	standard-based assessment
confidentiality	Maslow	STEM
consistency	Mendez vs. Westminster	summative assessment
continuous learning	multiculturalism	Tinker vs. Des Moines
cooperative learning	objective	Title IX of the Education
culturally responsive teacher	online school	Amendment Act
cyberbullying	physical	transcendence
differentiated learning	physiological needs	trust vs. mistrust
direct instruction	Piaget	unit of study
disability	plagiarism	workplace conduct

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 2	012	7	3	7	7	10	6					48	40