



# Teaching as a Profession II

## **EXAM INFORMATION**

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**Exam Number**

12

**Items**

31

**Points**

37

**Prerequisites**

TEACHING AS A PROFESSION I

**Recommended Course Length**

ONE YEAR

**National Career Cluster**

EDUCATION & TRAINING

HUMAN SERVICES

**Performance Standards**

INCLUDED (OPTIONAL)

**Certificate Available**

YES

## **DESCRIPTION**

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This course is designed for students to learn, observe, and experience how an educator uses instructional strategies to successfully manage a classroom. Students will learn the importance of teaching as a profession. Students will learn to apply instructional strategies and create learner appropriate activities that inspire each student to enjoy learning.

## **EXAM BLUEPRINT**

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<b>STANDARD</b>	<b>PERCENTAGE OF EXAM</b>
1- Careers & Professional Practices	19%
2- Foundations of Education	33%
3- Diverse Learners	11%
4- Instruction Plans and Methods	17%
5- Learning Environment Management	19%



**STANDARD I**

**STUDENTS WILL EXAMINE CAREERS, PROFESSIONAL ENVIRONMENT, AND PROFESSIONAL PRACTICES**

- Objective 1** Explore postsecondary options and career pathways.
1. Analyze career paths, opportunities, and benefits of pursuing careers in Education.
  2. Describe specific work environments, salary, and benefits of careers in Education.
    1. Teaching
    2. Administration
    3. Counseling
    4. Paraprofessional
    5. Support staff
    6. Corporate/Instructional Trainers
  3. Explain roles and functions of professionals in the Education field.
  4. Explore local postsecondary education opportunities.
  5. Explore professional organizations.
- Objective 2** Examine ethical standards and professional practices.
1. Demonstrate ethical practices.
    1. Confidentiality
    2. Impartiality
    3. Equity
    4. Privacy
  2. Evaluate ethical standards and regulations established by employers or affiliated associations.
    1. Local Education Agency (LEA) contracts
    2. Code of ethics
  3. Examine professional compliance requirements.
    1. Lesson plans
    2. Attendance procedures
    3. Discipline guidelines
  4. Demonstrate professionalism appropriate to the educational setting.
    1. Communication
    2. Dress
    3. Behavior
  5. Model appropriate professional online behaviors when using social media.
  6. Examine federal, state, and local education laws.
- Objective 3** Engage in Collaboration and Continuous Learning.
1. Explain the value of collaboration and teams.
  2. Demonstrate the ability to work effectively and productively in a collaborative team.
  3. Research state and national credentialing and certification, and ongoing professional development.
    1. New teacher requirements
    2. Continuing education
    3. Professional development
    4. License renewal guidelines
- Objective 4** Discuss the importance of educator knowledge.
1. Content (subject area)
  2. Content pedagogy (how to teach subject area)
  3. Pedagogy (how to teach)
  4. Learner development (developmentally appropriate instruction)
  5. Knowledge of educational field



- Objective 5 Perform Reflective Practices
1. Develop objectives based on intended learning outcomes.
  2. Assess the impact of practice on the learner.
  3. Examine the function of portfolios.
  4. Demonstrate the ability to provide, receive, and respond to constructive feedback.
- Objective 6 Explore Educational Advocacy
1. Explore various methods of advocacy.
  2. Examine the impact and role of Education careers on local, state, national, and global economies.
  3. Analyze local, state, and national legislation and public policy related to Education.
  4. Discuss the significance and value of Education careers for the community.

## STANDARD 2

### STUDENTS WILL ANALYZE AND EVALUATE THE FOUNDATIONS OF EDUCATION IN THE UNITED STATES

- Objective 1 Explore the history of Education in the United States.
1. Chart the layers of policy influences in education and their roles.
    1. Federal
    2. State
    3. Local Education Agency (District/Charter)
    4. School
    5. Parent
    6. Student
  2. Compare and contrast the differences between public, private, and charter schools.
  3. Identify past and present educational trends.
    1. One room schools
    2. Factory model/Industrial era schools
    3. Open school
    4. Common core
    5. Student choice
    6. STEM
    7. Small Learning Communities (SLC)
    8. Professional Learning Communities (PLC)
    9. Online schools
    10. Magnet schools
- Objective 2 Evaluate theories of Development and Learning.
1. Explain developmental domains.
    1. Cognitive
    2. Physical
    3. Social-emotional
  2. Compare and contrast theories of development and learning.
    1. Piaget (cognitive development)
    2. Gardner (multiple intelligences)
    3. Maslow (hierarchy of needs)
    4. Vygotsky (zone of proximal development)
    5. Dweck (growth mindset)



6. Hattie (visible learning)
3. Apply knowledge of developmental theories to meet the individual learner's needs in a classroom setting.

**Objective 3** Define educational Philosophies and Approaches.

1. Discuss educational philosophies – definition, approach, and intended outcome.
  1. Progressivism (meeting student needs)
  2. Social Reconstructionism (meeting society's needs through social activism)
  3. Essentialism (teaching only the essentials)
  4. Perennialism (teaching the classics)

**Objective 4** Investigate Research in Education.

1. Explore differing research paradigms.
  1. Quantitative (data/numbers)
  2. Qualitative (words/stories)
2. Understand the importance of evidence-based, data-driven practices.
3. Analyze sample data sets.
  1. Questionnaires
  2. Interviews
  3. Observations
  4. Focus groups
4. Utilize finding from data analysis to inform decision making.

Standard 2 Performance Evaluation included below (Optional)

### **STANDARD 3**

STUDENTS WILL ASSESS DIVERSE LEARNERS AND THE IMPACT THE DIVERSITY HAS ON THE EDUCATION ENVIRONMENT

**Objective 1** Examine social, cultural, economic, and political influences.

1. Examine diversity.
  1. Culture
  2. Ethnicity
  3. Race
  4. Gender
  5. Linguistic
  6. Religion
  7. Social/economic
  8. Disability
  9. Etc.
2. Analyze the causes of academic achievement gaps.
3. Examine the history of race and gender in the American education system.
4. Explore the knowledge, skills, and culture that learners and their background can bring to the educational environment.

**Objective 2** Analyze culturally responsive and respectful teaching.

1. Explore the ability to connect educational content to diverse learners.
2. Provide materials and activities that respect and affirm diversity.
3. Understand how to create experiences that address the diversity of learners and the learning community.



4. Understand how to create safe and respectful learning environments for all learners.

### STANDARD 4

#### STUDENTS WILL BEGIN TO DESIGN PLANS FOR INSTRUCTION AND EVALUATE INSTRUCTIONAL METHODS

- Objective 1** Plan for instruction.
1. Analyze the types of information included in the educational standards for your state.
  2. Examine the difference between content Strands and Standards.
  3. Discuss the relationship between daily lessons, course plans, and units of study.
- Objective 2** Develop effective lesson plans.
1. Pre-assess the learner's prior knowledge, skills, languages, culture, and experiences in instructional planning.
  2. Examine and evaluate the components of an effective lesson plan.
  3. Recognize educational learning objectives for diverse learners to meet standards.
- Objective 3** Identify the characteristics and uses of specific types of instructional methods.
1. Recognize components of lessons using appropriate instructional strategies for all learners.
  2. Discuss the role of the teacher and student in developing critical thinking skills, appropriate questions, and comprehension.
- Objective 4** Explore appropriate uses of technology in the educational setting.
1. Discuss technology in educational settings.
  2. Compare limitations and benefits of technology in the learning environment.
  3. Discuss student data privacy considerations (FERPA).
  4. Describe ethical considerations regarding technology in lesson development.
- Objective 5** Explore assessment and grading options.
1. Review formative and summative assessments.
  2. Create examples of assessments based on learning objectives.
  3. Reflect on improvement plans based on results of assessments.
  4. Introduce LEA/school/personal grading strategies.

Standard 4 Performance Evaluation included below (Optional)

### STANDARD 5

#### STUDENTS WILL LEARN STRATEGIES AND METHODS TO MANAGE THE LEARNING ENVIRONMENT

- Objective 1** Explore classroom management practices.
1. Discuss the meaning and importance of managing the learning environment.
  2. Introduce management of the learning environment through scenarios and strategies for all learners.
  3. Explore the components of a management plan that minimizes behavioral challenges. (e.g., Proximity, Planning, Rules, Procedures, Classroom Layout, Consistency, Safety, Classroom Culture, and Rapport, etc.)
- Objective 2** Develop classroom rules and procedures.
1. Differentiate between rules and procedures.
  2. Create a set of rules to enhance the learning environment.
  3. Define gradual/progressive discipline and positive and negative reinforcement strategies.



### Objective 3

Create safe learning environments for all students.

1. Discuss the environment that is physically, emotionally, and intellectually safe for all learners.
2. Introduce signs, symptoms, and the responsibility of mandated reporting as it pertains to abuse, neglect, and bullying.
3. Identify bullying and cyberbullying prevention resources and strategies.
4. Perform health, safety, security, and emergency procedures that pertain to the learning environment (e.g., fire drill, earthquake drill, active shooter drill, etc.).

Standard 5 Performance Evaluation included below (Optional)



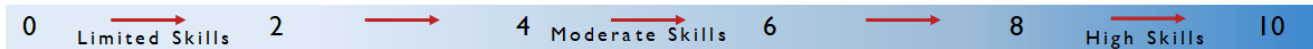
### Teaching as a Profession II Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name \_\_\_\_\_

Class \_\_\_\_\_

#### PERFORMANCE RATING SCALE



#### STANDARD 2 Foundations of Education

Score:

- Students will create a mini-lesson (5 minutes) plan using theories explored in their content area of choice.
- Students will conduct an interview with a teacher using a series of questions regarding how that teacher feels their students learn best, their teaching strategies, and learning outcomes that create qualitative or quantitative results as a means of identifying one of their teacher’s educational philosophy. Students will give a brief oral presentation on their findings.

#### STANDARD 4 Instruction Plans and Methods

Score:

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

#### STANDARD 5 Learning Environment Management

Score:

- Students will observe a classroom environment, identifying and evaluating the physical, emotional, and intellectual safety of all students.

#### PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name \_\_\_\_\_

Evaluator Title \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_



## Teaching as a Profession II Vocabulary

Achievement gaps  
Administrator  
Advocacy  
Assessment  
Certification/credentialing  
Charter  
Classroom management  
Collaboration  
Common core  
Compliance  
Confidentiality  
Corporate instructional trainers  
Counselor  
Credential  
Cultural responsiveness  
Differentiation  
District  
Dweck  
Educational field  
Educational philosophy  
Equity  
Essentialism  
FERPA  
Formative assessment  
Gardner  
Hattie  
Impartiality  
Instructional strategy  
LEA  
Learning outcomes  
Magnet school  
Diversity  
Maslow  
Paraprofessional  
Pedagogy  
Perennialism  
Piaget  
PLC  
Privacy  
Professional development  
Professionalism  
Progressivism  
Qualitative  
Quantitative  
Reinforcement  
SLC  
Social reconstructionism  
Standards  
STEM  
Strands  
Summative assessment  
Support staff  
Teacher  
Vygotsky