PRECISION EXAMS

Teaching as a Profession III

EXAM INFORMATION

Exam Number

13

Items

31

Points

34

Prerequisites

TEACHING AS A PROFESSION II

Recommended Course Length

ONE SEMESTER

National Career Cluster

EDUCATION & TRAINING

HUMAN SERVICES

Performance Standards

INCLUDED (OPTIONAL)

Certificate Available

NO

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.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1 - Understanding the Profession	26%
2 - Learning About Students	12%
3 - Building Content Knowledge and Engaging in Responsive Planning	26%
4 - Implementing Instruction	15%
5 - Using Assessments and Data	15%
6 - Engaging in Reflective Practice	6%
7 - Capstone Project (Optional)	

STANDARD 1
STUDENTS WILL LEARN ABOUT EDUCATION FIELD PROFESSIONALS, EXPLORE TEACHING CAREERS OPPORTUNITIES, DEVELOP TEACHING SKILLS, AND MAKE INFORMED DECISIONS ABOUT PATHWAYS TO ACCOMPLISHED TEACHING

Objective 1   Explain the knowledge, skills, abilities, and dispositions necessary to succeed in education careers.

1. Explore career opportunities, outlooks, requirements, and benefits of different education careers (See **Teaching as a Profession II, Standard 1, Objective 1**).
2. Teacher professional 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. Educational ethics
3. Explore professional dispositions
    1. Collaboration
    2. Ethical and professional behaviors, including persona
    3. Giving and receiving constructive feedback
    4. Goal setting and reflection
    5. Life-long learners
    6. Mutual respect with positive rapport
    7. Productive and innovative practice
    8. Pursuit of excellence
    9. Self-advocacy

Objective 2   Explore and discuss current issues and influences in education.

1. Educator licensing
2. Ethical and legal influences
3. Governance and finance
    1. Finance equity
    2. Title I
4. School law
5. School choice (charter schools, private schools, home school, online learning, distance learning, concurrent/dual enrollment, dual language immersion, small learning communities, academy/magnet models)
6. School curriculum - everything a teacher teaches, and students learn
    1. Explicit – formal curriculum based off standards
    2. Implicit – unstated and unintended aspects; hidden curriculum
    3. Null – any curriculum that is intentionally left out
    4. Extracurricular – learning beyond formal studies
7. Standardization
8. Testing/assessments

Objective 3   Explore different approaches to engage stakeholders in education.

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

Objective 4   Create and revise a personal philosophy of education.

1. Discuss the advantages and disadvantages of the four basic educational philosophies and approaches (See **Teaching as a Profession II, Standard 2, Objective 3**).
2. Identify philosophy(ies) that best represents your beliefs about education.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2
STUDENTS WILL LEARN ABOUT THEMSELVES AND THEIR STUDENTS FOR THE PURPOSE OF BUILDING RELATIONSHIPS AND SUPPORTING STUDENT DEVELOPMENT

Objective 1   Explore and gain self-awareness as a learner.
1. Examine personal histories, values, and beliefs to assess personal attitudes.
2. Identify personal preconceptions that may limit learning opportunities.

Objective 2   Learn about students as people, each with diverse qualities, characteristics, and talents.
1. Identify the different social, cultural, ethnic, and socioeconomic backgrounds in local communities.
2. Identify different interests, motivations, and aspirations.
3. Identify social, emotional, physical, and cognitive development.
4. Discuss cultural competences, positive responses to students' individual needs, and promote student voice.

Objective 3   Recognize students' individual talents and learning needs when planning and providing instruction.
1. Explore how different types of learners build knowledge and skill at various stages of development.
2. Examine inclusive learning environments that value equity.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3
STUDENTS WILL LEARN HOW TO BUILD CONTENT KNOWLEDGE TO PLAN RELEVANT LEARNING OPPORTUNITIES THAT RESPOND TO STUDENTS' NEEDS

Objective 1   Build formal and informal content knowledge. (What will be taught?)
1. Formal knowledge – taking classes, reading and discussing ideas, observing the instruction of effective teachers, or researching topics of interest.
2. Informal knowledge – self-directed, topic of interest learning.

Objective 2   Explain how subject content relates to practical and theoretical implications for student learning. (Why will it be taught?)
1. Compare concepts and draw distinctions.
2. Formulate knowledge that intrigues and appeals to students.
3. Combine pedagogical information with subject area content.

Objective 3   Understand the importance of designing a productive learning environment. (How will it be taught?)
1. Physical and social aspects of learning to meet the individual needs of students.
   1. Communicating/caring
   2. Teaching effectively
   3. Organizing the classroom
   4. Preventing problems through planning

Objective 4   Explore various teaching methods and understand how they inform planning and influence teaching. (How will it be taught?)
1. Evaluate the components of an effective lesson.
   1. What do the students need to learn?
   2. How will they demonstrate what they learned?

        3. What happens when they do not learn it?
   2. Identify strategies to adapt to student learning.
       1. Tier 1 – best practice; whole class instruction
       2. Tier 2 – small group reteaching
       3. Tier 3 – remediate and differentiate; one-on-one

Objective 5   Assess student understanding by using effective questioning techniques. (How will we know they learned?)
   1. Identify and evaluate various question types.
       1. Knowledge based – one correct answer
       2. Open-ended – multiple correct answers
       3. Engagement questions – tied to a task

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4
STUDENTS WILL LEARN EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS AND PROMOTE LEARNING

Objective 1   Discuss the benefits of routines and procedures within a safe and supportive learning environment.
   1. Adapted bell schedules
   2. Classroom guests
       1. Visitors
       2. Substitutes
       3. Guest speakers
   3. Classroom rules
   4. Emergency procedures
   5. Enter/Exit classroom
   6. Handing in assignments

Objective 2   Analyze and develop effective classroom management strategies.
   1. Planned management strategies
       1. Seating chart
       2. Lesson plan
       3. Establish expectations
       4. Student absences
   2. Immediate management strategies
       1. Proximity
       2. Verbal warning
       3. Nonverbal warning
   3. Establish classroom learning environment
       1. Classroom physical environment
           1. Décor
           2. Furniture
           3. Layout
       2. Student accommodations
           1. Legal accommodations (i.e. 504, IEP, English Language Learning plans, etc.)
           2. Student preferences

Objective 3   Use technology tools strategically to make learning cross-curricular, real world, and globally connected.
   1. How? Where? When? to use technology
   2. Evaluate the validity of technology resources

3. Adaptation for technology difficulties
4. Technology and online etiquette

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5
STUDENTS WILL LEARN TO USE ASSESSMENT AND INTERPRET DATA FOR THE PURPOSE OF MAKING DECISIONS THAT WILL ADVANCE TEACHING AND LEARNING

Objective 1   Create, modify, and administer a broad range of assessments.
1. Outline curricular goals and objectives
2. Formal vs. informal assessments
    1. Diagnostic (Pre-test)
    2. Formative
    3. Summative
3. Modify assessment based on accommodations

Objective 2   Understand instruction and assessment cycle.
1. Planning
2. Teaching
3. Assessing
4. Reflecting
5. Adjusting

Objective 3   Analyze and interpret assessment data.
1. Using assessment results (data) to monitor student progress.
    1. Track student performance
    2. Identify patterns and trends
    3. Identify instructional areas for remediation
    4. Plan, modify, and redirect instruction
    5. Use data results to determine quality of assessment

Standard 5 Performance Evaluation included below (Optional)

STANDARD 6
STUDENTS WILL LEARN HOW REFLECTIVE PRACTICE ENABLES THEM TO ADVANCE STUDENT LEARNING AND GROW PROFESSIONALLY

Objective 1   Develop and practice a professional mindset to enhance student learning.
1. Reflective – internalize critical questions about their teaching
2. Growth – belief that intelligence/skills can be developed
3. Collaborative – actively seeking opportunities to work together
4. Student advocate – support each student in achieving potential
5. Research/Data – effective use of data and current research

Objective 2   Plan and practice structured reflective strategies that support educational growth.
1. Keeping a journal/blog
2. Filming and analyzing teaching experiences
3. Peer observations
4. Mentor observations
5. Pre/Post reflections
6. Engaging in dialogue with peers and mentor
7. Evaluating personal beliefs and biases

8. Researching and implementing best practices

Standard 6 Performance Evaluation included below (Optional)

STANDARD 7 (Optional)
STUDENTS WILL DEVELOP A UNIT PLAN ALIGNED TO THEIR CONTENT OF INTEREST

Objective 1   Students will create an electronic unit plan which will include:
1. Pre/Post-test (Standard 3 Objective 5; Standard 5)
2. Technology (Standard 4 Objective 3)
3. Classroom Management Plan (Standard 4 Objective 2)
4. Substitute Plan (Standard 4 Objective 1)
5. Emergency Plans (Standard 4 Objective 1)
6. Formative Assessments (Standard 3 Objective 5; Standard 5)
7. Data Assessment/Analysis (Standard 5)

Teaching as a Profession III 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

| 0 | Limited Skills | 2 | → | 4 | Moderate Skills | 6 | → | 8 | High Skills | 10 |
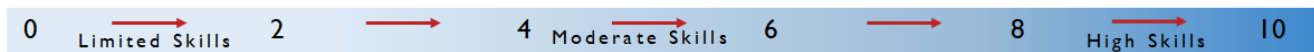
STANDARD 1 Understanding the Profession   Score:

☐ Interview three different education field professionals.
  o Why did they choose this career?
  o What is the process/education needed to become a professional in this area?
  o What are the benefits of this profession?
  o What are some positive challenges that you have overcome in this profession?
  o What are some misconceptions around your role in education?
☐ Reflect on how you would adapt your philosophies to meet the needs of your stakeholders and current educational issues and influences.

STANDARD 2 Learning About Students   Score:

☐ Develop a learning opportunity that maximizes student's potential.
  o Create an introductory activity that engages students to learn more about their peers.
    ▪ Emphasize personal identities

STANDARD 3 Building Content Knowledge and Engaging in Responsive Planning   Score:

☐ Create a relevant and age-appropriate learning opportunity for students based on your state's core standards.
  o State the objective(s) and expected learning outcome(s).
  o Show connection between content and relevance.
  o Create a plan that facilitates student growth and development by addressing students changing needs.

STANDARD 4 Implementing Instruction   Score:

☐ Develop a classroom management plan and implement in a mock-classroom setting.
  o Classroom rules and consequences
  o Guidelines for handling unexpected situations (i.e. inappropriate classroom behavior, health issues, violent behaviors, etc.)
  o Substitute lesson plan/Emergency plan

STANDARD 5 Using Assessments and Data   Score:

- ☐ Develop a 10-question quiz on material covered in Teaching as a Profession III.
  - o Include a variety of question types (Standard 3, Objective 5)
  - o Administer to a group of classmates
  - o Collect and analyze data and feedback
  - o Adjust assessment according to data analysis
  - o Reflect and defend adjustments made to assessment

STANDARD 6 Engaging in Reflective Practice   Score:

- ☐ Document personal professional norms and goals.
  - o Expectations for professional dispositions
  - o Professional mindsets
  - o Regular and timely reflection

PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name _____

Evaluator Title _____

Evaluator Signature _____

Date _____

Teaching as a Profession III 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

socioeconomic

small learning communities

stakeholder

standardization

student advocate

summative assessment

teaching