Teaching as a Profession III

EXAM INFORMATION

Exam Number

013

Items

27

Points

30

Prerequisites

TEACHING AS A PROFESSION I

TEACHING AS A PROFESSION II

Recommended Course Length

ONE SEMESTER

National Career Cluster

HUMAN SERVICES

EDUCATION & TRAINING

Performance Standards

INCLUDED (OPTIONAL)

Certificate Available

YES

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 multiculturism, diversity, and economic factors in the classroom. Using state guidelines, students will effectively apply them in lesson planning and classroom observations. Students will explore the state approved standards, identify various types of instructional teaching methods, and apply effective strategies and learning methods for effective classroom management.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1. Education Roles & Philosophy	7%
2. Educational Environment	20%
3. Effective Lesson Plans	37%
4. Instructional Methods & Strategies	20%
5. Managing the Learning Environment	17%

STANDARD 1

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

Objective 1   Compare and contrast the different roles and temperament needed in the administrative, core subject, non-core subject, and support services careers in education.

1. Administrative
   a. Superintendent
   b. Principal
   c. Assistant Principal
2. Core Subject Teachers (Elementary and Secondary)
   a. Language Arts
   b. Mathematics
   c. Science
   d. Social Studies
   e. Special Education
3. Non-Core Subject Teachers
   a. Arts
   b. Career and Technical Education
   c. Foreign Languages
   d. Health/Physical Education
4. Support Services
   a. Counselor
   b. Librarian
   c. Paraprofessional

Objective 2   Define, identify, and develop a personal philosophy of education.

1. Define personal philosophy of education as an explanation of personal values and beliefs as they relate to teaching.
   a. Identify personal core beliefs and value pertaining to education.
   b. Identify the responsibility of professional growth.
   c. Identify the benchmarks of student success expectations.
2. Develop a personal philosophy of education.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

Students will define multiculturism, diversity, and social economic status, explore self-awareness as a learner in an educational environment, and identify the different social, cultural, ethnic, and economic backgrounds in a classroom and how it affects student performance in the classroom.

Objective 1 Define multiculturism and the dimensions of diversity.

1. Define multiculturism as people from many different cultures learning together in a classroom with mutual respect.
2. Define diversity as an understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of:
   a. Define gender as a range of characteristics related to masculinity and femininity.
   b. Define race as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
   c. Define ethnicity as a group of people sharing a common national or cultural tradition.
   d. Define disability as a physical or mental impairment that substantially limits one or more major life activities.
   e. Define sexual orientation as an identity based on whether someone is attracted to people of sex different than their own (heterosexual), the same sex (homosexual), or both sexes (bisexual).
   f. 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.
   g. Define linguistic needs as providing curriculum in both the primary language and secondary language.

Objective 2 Explore and identify self-awareness as a learner in an educational environment.

1. Explore personal histories, values, and beliefs to identify attitudes towards education.
   a. Positive/negative interactions within a school.
   b. Positive/negative interactions outside a school.
2. Identify personal biases that may limit learning opportunities.
   a. Positive/negative experiences with other diverse populations (i.e. gender, race, ethnicity, disability, sexual orientation, academic learning needs, and linguistic needs).

Objective 3 Define social economic status and identify the different social, cultural, ethnic, and economic backgrounds in a classroom and how it affects student performance.

1. Define social 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.
2. Identify local social and cultural norms (i.e., religion, ethnicity, geographical, holidays, etc.)
3. Compare and contrast how different cultural and ethnic backgrounds effect student performance.
   a. Discuss situations that may inhibit student learning due to cultural expectations and norms (i.e., contributing to family finances, family structure, educational expectations, sibling care, etc.)

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

Students will explore and identify common components of an effective lesson plan and develop a lesson plan using state approved standards.

Objective 1 Explore teaching strategies.

1. Compare and contrast teaching strategies.
2. Discuss how teaching strategies apply in various classroom settings (i.e., traditional, lab setting, large group, field trips, etc.)

Objective 2 Identify the common components in preparing effective lesson plans and discuss the relationship between lesson plans, scope and sequences, and units of study.

1. Define lesson plan as a teacher's plan for teaching an individual lesson.
2. Common components of a lesson plan include:
   a. Objective
      i. 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.
   b. Required materials and equipment
      i. Explore recommended instruction materials.
   c. Anticipatory set

              i. Define anticipatory set as pre-assessing the learner's prior knowledge, skills, languages, culture, and experience in instructional planning.

    d. Direct instruction

              i. Define direct instruction as the presentation of academic content to students by teachers, such as in a lecture or demonstration.

    e. Guided practice

              i. Define guided practice as the interactive instruction between teacher and students.

    f. Formative assessment

              i. Define formative assessment as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.

    g. Independent practice

              i. 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.

    h. Summative assessment

              i. Define summative assessment as a measurement of student learning at the conclusion of a defined instruction period.

    i. Reflection

              i. Define reflection as the metacognitive strategy to help teachers and students reflect upon teaching and learning experiences.

    j. Scope and sequence

              i. Define scope and sequence as an instructional map and calendar to outline the strands and standards, lessons, activities, and assessments of a course.

    k. Unit of study

              i. Define unit of study as a framework that guides students through a process of learning concepts or content.

Objective 3   Identify a state approved standard and develop a lesson plan including all common components.

    1. Arts

        a. Visual art

        b. Music

        c. Dance

        d. Media arts

        e. Drama

    2. Career and Technical Education (CTE)

    3. Humanities

        a. Language Arts

        b. Social Studies

            i. Civics and Government

            ii. Economics

            iii. History

            iv. Geography

    4. STEM

        a. Science

        b. Technology

        c. Engineering

        d. Mathematics

        e. Health Sciences

        f. Physical Education

Objective 4   Reflect on the common components of an effective lesson plan.

    1. What do the students need to learn?

    2. How will they demonstrate what they learned?

    3. What happens when they do not learn?

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

Define various instructional methods and identify strategies to assess student understanding through instruction methods and effective questioning.

Objective 1   Define and identify various instructional methods.

    1. Define direct instruction as an instructional approach that is structured, sequenced, and led by teachers.

        a. Lecture

        b. Teacher demonstration

2. Define differentiated instruction as tailored instruction to meet individual needs.
   a. Assignment choices for units
   b. Learning stations
   c. Small group

3. Define cooperative instruction as a technique that allows students to learn from each other and gain important interpersonal skills.
   a. Jigsaw
   b. Pair share
   c. Peer review

4. Define inquiry-based instruction as a student center approached where the teacher guides the students through a driving question.
   a. Project-based learning (PBL)

5. Define instructional technology as a technique that uses technology and other electronic devices/software in its delivery.
   a. Blended learning
   b. Flipped classroom
   c. Software products
   d. Virtual environment (i.e., guest speaker, field trip, etc.)

Objective 2 Identify strategies to adapt to student learning.
1. What do the students need to learn?
2. How will they demonstrate what they learned?
3. What happens when they do not learn?

Objective 3 Assess student understanding by using effective questioning techniques.
1. Identify and evaluate various question types.
   a. Define knowledge-based questions as a question about knowledge rather than focusing in on specific content or situations. Typically, one correct answer.
   b. Define open-ended questions as a question that requires more than one-word answers.
   c. Define engagement questions as a question that is intended to help solve a problem.

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

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

Objective 1   Identify classroom management strategies and techniques.

1. 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.
2. Identify classroom management strategies in the learning environment.
   a. Define classroom culture as creating an environment where students feel safe and free to be involved.
   b. Define consistency as steadfast adherence to the same principles, course, form, etc. regardless of bias and/or personality.
   c. Define planning as the process of being prepared.
   d. Define procedures as an established or official way of doing something.
   e. Define proximity as nearness in space, time, or relationship.
   f. Define rapport as a close and harmonious relationship in which the teacher and students understand each other's feelings or ideas and communicate well.
   g. Define rules as a set of explicit or understood regulations or principles governing conduct within the learning environment.

Objective 2   Explore classroom rules and procedures.

1. Differentiate between rules and procedures.
   a. Define procedures as an established or official way of doing something.
   b. Define rules as a set of explicit or understood regulations or principles governing conduct within the learning environment.
2. Identify positive reinforcement and negative consequences strategies for rules and procedures.
   a. Classroom
      i. Positive reinforcement
         1. Praise and nonverbal communication
         2. Note home
      ii. Negative reinforcement
         1. Phone guardians
         2. Restrictions
   b. School
      i. Positive reinforcement
         1. Rewards activities (No Fs, attendance, etc.)
         2. Recognitions (Student of the Month)

ii. Negative reinforcement
1. Suspension/Expulsion
2. Removal from activities

Standard 5 Performance Evaluation included below (Optional)

Teaching as a Profession III

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.

Student's Name: _____

Class: _____

PERFORMANCE STANDARDS RATING SCALE

0	LIMITED SKILLS	2	→	4	MODERATE SKILLS	6	→	8	HIGH SKILLS	10

STANDARD 1 – Education Roles & Philosophy   Score:

☐ Students will create a visual presentation reflecting on their experience and insights gained through an interview and/or observation in a career in administration, core subject, non-core subject, or support services.
☐ Students will create a verbal presentation about their personal philosophy of education that illustrates the power of being an educator.

STANDARD 2 – Educational Environment   Score:

☐ 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.

STANDARD 3 – Effective Lesson Plans   Score:

☐ Students will create a rubric for students to use during classroom observations.

☐ Using a lesson plan template, develop a lesson plan that includes all common components listed in Standard 3 Objective 1 from a state approved standard.

STANDARD 4 – Instructional Methods & Strategies   Score:

☐ Using a lesson plan template, develop and deliver a 5-7-minute lesson plan that includes variety of instructional methods listed in Standard 4 Objective 1 from a state approved standard.

STANDARD 5 – Managing the Learning Environment   Score:

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

PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____