

Teaching as a Profession I (TAP I)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H01
Prerequisite(s):	<i>Fundamentals of Education</i> (C32H00)
Credit:	1
Grade Level:	10
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study..
Programs of Study and Sequence:	This is the second course in both the <i>Teaching as a Profession</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	Any teacher who has completed an educator preparation program and has a current practitioner or professional educator license in secondary education covering grade spans 6-12.
Required Teacher Certifications/Training:	All teachers who teach courses within this program of study MUST attend the required teacher training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-5** | Invite an industry representative to discuss instruction components, teaching strategies and assessments.
- **Standards 6-9** | Complete an integrated project with an industry professional.
- **Standards 10-12** | Invite a social services counselor to discuss special populations.
- **Standards 13-14** | Do a project to be used by a local industry.
- **Standards 15** | Job Shadow.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will have a fundamental understanding of instructional strategies needed for becoming an educator.

Program of Study Application

This is the second course in the *Teaching as a Profession* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html>.

Course Standards

Components of Instruction

- 1) Identify components of effective instruction using research published by universities, scholarly journals, and educational theorists. Compare and contrast components of instructional design models. Articulate the structure of the relationships between the concepts of pedagogical cycle, curriculum, scope, and sequence.
- 2) Illustrate the stages of human development and the corresponding elements of effective instruction at each stage via graph, chart and/or illustration. Prepare an accompanying informative narrative to demonstrate knowledge of how students learn and develop at each stage. Provide examples of opportunities that support intellectual, social, and personal development.

Teaching Strategies

- 3) Justify why specific teaching methods have been identified as effective compared with those that research indicates are less effective, citing specific evidence. Accurately describe characteristics of, and examples of, the following effective teaching strategies:
 - a. Identifying similarities and differences
 - b. Reinforcing effort by providing encouragement
 - c. Providing opportunities for additional practice
 - d. Selecting proper instructional resources
 - e. Encouraging cooperative learning
 - f. Setting lesson objectives and goals for student learning
 - g. Providing continuous feedback
 - h. Fostering student engagement

Assessments

- 4) Differentiate between formative and summative assessments by comparing and contrasting the characteristics of each and describing appropriate times to employ each in an instructional setting. Articulate how each type of assessment can be used to evaluate, modify, and inform effective instruction and justify their importance.
- 5) Create examples of formative and summative assessments in a variety of formats (multiple choice, constructed response, true/false, essay, etc.) as an addition to the course portfolio.

Student Learning

- 6) Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:
 - a. Visual/Spatial Learners
 - b. Auditory/Verbal/Linguistic Learners
 - c. Analytic Learners
 - d. Kinesthetic or Tactile Learners
 - e. Global Learners
- 7) Form a hypothesis about personal learning style and complete a learning style survey to test the hypothesis. Write a summary evaluating the results of the survey, using evidence from prior research and real-life examples to develop claim(s) and counterclaim(s) that support or question the results.
- 8) Using academic journals and news articles, investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. Assess the extent to which reasoning and evidence in a specific text support the author's claim.
- 9) Citing research from case studies and academic journals, determine the most appropriate teaching methods to address issues of diversity in instructive and culturally sensitive ways. Write recommendations for a diversity policy that contributes to a positive classroom environment and benefits all students.

Special Populations

- 10) Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements, citing specific textual evidence. Investigate the impact of these pieces of legislation on the education of students with disabilities by conducting a research project or interview(s) of impacted individuals.

- 11) Describe the roles of parents, teachers, and school administrators at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of students with disabilities and analyze how the required adaptations and accommodations vary from standard teaching practices. Define inclusion and least restrictive environment and justify the importance of these concepts, citing specific textual evidence.
- 12) Create an annotated visual representation of the key indicators, diagnostic tests, and most important features of effective instruction for students diagnosed with:
 - a. Intellectual disabilities
 - b. Developmental disabilities
 - c. Learning disabilities
 - d. Emotional/behavioral disorders
 - e. Autism spectrum disorders
 - f. Communication disorders
 - g. Hearing loss or deafness
 - h. Low vision or blindness
 - i. Attention Deficit Hyperactivity Disorder (ADHD)

Educational Technology

- 13) Research and evaluate the role of technology in the classroom by identifying available technology applications. Draw evidence from research to develop an argumentative essay on how technology can enhance or inhibit the learning process.
- 14) Research the Children's Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize and create acceptable-use policies for students that are appropriate at different developmental milestones.

Final Project & Observation

- 15) Create a checklist or rubric synthesizing concepts studied in TAP I to use as a classroom observation tool. Perform guided observations at the elementary and secondary levels to identify characteristics of an effective classroom and teacher. Reflect on the observation experience and revise written career goals and personal teaching philosophy (developed in Level One course – Fundamentals of Education/Education Careers). Connect observations from the final project to concepts learned in this course and add these reflections to the course portfolio.

The following artifacts will reside in the student's portfolio:

- Information on Instructional Strategies
- Information on Human Development
- Teaching Strategies evidence
- Assessment examples
- Information on Learning Styles
- Summary of Learning Styles

- Recommendations for Diversity Policy
- Study of factors that Impact Classroom Performance
- Annotated visual representation of Special Populations

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.