

Teaching as a Profession II (TAP II)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H02
Prerequisite(s):	<i>Fundamentals of Education</i> (C32H00) and <i>Teaching as a Profession I</i> (C32H01)
Credit:	1
Grade Level:	11
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 third 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 1-4** | Invite an industry representative to discuss classroom management.
- **Standards 5-7** | Complete an integrated project with an industry professional.
- **Standards 8-9** | Job shadow an exceptional education class.
- **Standards 10-14** | Do a project to be used by a local industry.
- **Standards 15** | Have Final project evaluated by industry representatives.

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 II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone *TAP III* course and further their studies at the postsecondary level.

Program of Study Application

This is the third 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 & Training website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html>.

Course Standards

Classroom Management and Environment

- 1) Research common reasons for student disobedience (such as unclear expectations, desire for attention, fear, embarrassment, or lack of basic needs) and develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations.
- 2) Interview one or more experienced primary and/or secondary teachers and synthesize findings to create a checklist for performing classroom procedures and for responding to emergency situations. The checklist should include, but is not limited to: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, and responding to fire or natural disaster emergencies.
- 3) Research the correlation between classroom layout and effective classroom management. Compare the use of furniture and space in several classrooms and analyze their compliance with both research-based recommendations for effective classroom management and legal requirements for safety.
- 4) Drawing on evidence from research, create a rubric for evaluating the establishment of a positive classroom environment. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students.

Teaching for Higher Order Thinking

- 5) Investigate theories (such as those proposed by Benjamin Bloom, Robert Marzano, and Norman Webb) on instructional strategies and activities that promote the development of

higher level cognitive skills. Create and annotate a graphic illustration aligning Webb's Depth of Knowledge and/or Bloom's Taxonomy with teaching methods at each skill level.

- 6) Research various reflection strategies and make a claim about how reflection strategies influence academic achievement and student understanding. Develop claim(s) and counterclaim(s) about the relationships between the use of reflection strategies, improvement of student understanding and academic achievement, with reasoning and evidence from texts.
- 7) Gather research on the major elements of successful cooperative/collaborative learning and their relationship to higher order thinking skills. Design small group instructional activities incorporating those elements.

Differentiating Instruction

- 8) Define differentiated instruction. Citing specific textual evidence about characteristics of certain learners, create examples of instructional methods that differentiate instruction to meet the educational needs of students based on:
 - a. Language
 - b. Culture
 - c. Socioeconomic status (SES)
 - d. Educational background
 - e. Preferred learning style
 - f. Gender
 - g. Ethnicity
 - h. Religion
- 9) Discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices.

Planning for Instruction

- 10) Investigate relevant national and state curriculum standards, and explain how they help guide teaching in order to affect learning.
- 11) Working collaboratively in pairings or small teams, gather and analyze Tennessee course content requirements in different subject areas and grade levels. Compare and contrast examples of student learning objectives and performance indicators from different subject areas and grade levels. Analyze the extent to which each provides teachers with necessary expectations for instruction. Choose a specific standard to rewrite for clarity and measurability.
- 12) Drawing evidence from academic research, create a rubric for evaluating and selecting textbooks, materials, and technology resources. Examples of criteria to be analyzed include but are not limited to:
 - a. Reading level

- b. Content accuracy
 - c. Alignment with content standards
 - d. Visual appeal
 - e. Adaptability for different student populations
 - f. Non-stereotyped representation of groups from different cultures or ethnic backgrounds.
- 13) Conduct a research project on lesson planning in multiple grade levels and subject areas. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:
- a. Content-area, Common Core, and 21st Century Skills standards
 - b. Student learning objectives aligned to standards
 - c. Materials and equipment needed
 - d. Instructional activities
 - e. Pacing chart
 - f. Accommodations for special needs students
 - g. Closure/reflection
 - h. Assessment
- 14) Research and analyze individual and group teaching strategies. Craft an argumentative essay making a claim about the appropriate strategy for a given situation, developing claim(s) and counterclaim(s) with evidence and reasoning from academic research.

Final Project

- 15) Apply knowledge from this course by demonstrating specific instructional strategies in a classroom situation. Document artifacts from the capstone project in the course portfolio. Demonstration of knowledge includes, but is not limited to, the following activities:
- a. Using a lesson plan template to produce effective standards-based, subject-specific lesson plans for teaching students at multiple grade levels
 - b. Implementing standards-based lessons (created in this course) with small groups, using developmentally-appropriate teaching strategies that promote student learning and higher order thinking skills
 - c. Selecting and using multiple types of resources and teaching methods
 - d. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
 - e. Evaluating student levels in order to adapt lessons for differentiated instruction
 - f. Establishing a positive classroom climate

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

- Lesson plans and revisions
- Teaching journal reflecting on lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice
- Feedback from supervising teacher
- Revised statement of personal teaching philosophy
- Revised career and professional growth plan

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.