TN Department of Education | College, Career and Technical Education

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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):	*Fundamentals of Education* (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 *Teaching as a Profession* 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 Tennessee 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/

Approved April 10, 2015; Amended January 26, 2018

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

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

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note 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 1.1-1.2, 2.1, 3.1-3.2**| Invite an industry representative to discuss instruction components, teaching strategies and assessments.
- **Standards 4.1-4.4**| Complete an integrated project with an industry professional.
- **Standards 5.1-5.3** | Invite a social services counselor to discuss special populations.
- **Standards 6.1-6.2** | Do a project to be used by a local industry.
- **Standards 8.1** | Job Shadow.

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.

Course Standards

1. Components of Instruction

1.1 Effective Instruction: Identify **components of effective instruction**. Compare and contrast components of **instructional design models**. Articulate the structure of the relationships among pedagogical cycle, curriculum, scope, and sequence.

1.2 Elements of Effective Instruction: Illustrate the **stages of human development** and the corresponding elements of **effective instruction at each stage**. Demonstrate knowledge of how students learn and develop at each stage. Provide examples of opportunities that support intellectual, social, and personal development.

2. Teaching Strategies

2.1 Effective Teaching Methods: Justify why specific **teaching methods** have been identified as effective compared with those that research indicates are less effective. Accurately describe characteristics 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

3. Assessments

3.1 Formative and Summative Assessments: 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 to use each type of assessment to evaluate, modify, and inform effective instruction and justify their importance.

3.2 Assessment Examples: Create **examples of formative and summative assessments** in various formats (e.g., multiple choice, constructed response, true/false, essay, etc.) as an addition to the course portfolio.

4. Student Learning

4.1 Learning Styles: 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. Learning styles include:

a. Visual/Spatial Learners
b. Auditory/Verbal/Linguistic Learners
c. Analytic Learners
d. Kinesthetic or Tactile Learners
e. Global Learners

4.2 Learning Style Survey: Form a hypothesis about **personal learning style** and complete a **learning style survey** to test the hypothesis. Evaluate the results of the survey and use evidence from prior research and real-life examples to develop claim(s) and counterclaim(s) that support or question the results.

4.3 Student Learning and Behaviors**:** Investigate how social, cultural, and economic factors inside and outside of the classroom influence **student learning and student behavior**.

4.4 Diversity: 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.

5. Special Populations

5.1 Disabilities: 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. Investigate the legislations' impact on the education of students with disabilities.

5.2 Meetings Addressing Student Needs: 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.

5.3 Effective Instruction for Students with Disabilities: Illustrate 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)

6. Educational Technology

6.1 Technology in the Classroom: Research and evaluate the **role of technology in the classroom** by identifying available technology applications. Examine how technology can enhance or inhibit the learning process.

6.2 Internet Safety: Research the **Children's Internet Protection Act (CIPA)** from the Federal Communication Commission (FCC) and other informational texts on **internet safety** for students. Create **acceptable-use policies** for students that are appropriate at different developmental milestones.

7. Literacy

7.1 Academic language: Research the role that **academic language** plays in developing knowledge of concepts and content within all disciplines**.** Explain the reading, writing, listening, and speaking demands associated with specific disciplines.

7.2 Instructional Literacy Practices: Identify evidence-based and developmentally appropriate **instructional literacy practices** in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage. and grammar.

7.3 Technological Tools: Research various **technological tools and skills to support literacy instruction** and personal communication skills, including but not limited to computers, interactive web sites, blogs, and online research.

8. Final Project & Observation

8.1 Classroom Observations: 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.