

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 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/

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 1.1-1.4** | Invite an industry representative to discuss classroom management.
- **Standards 2.1-2.3** | Complete an integrated project with an industry professional.
- **Standards 3.1-3.2** | Job shadow an exceptional education class.
- **Standards 4.1-4.5** | Do a project to be used by a local industry.
- **Standard 6.1** | Have Final project evaluated by industry representatives.

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.

Course Standards

1. Classroom Management and Environment

- 1.1 Behavior Policy: Research common **reasons for student disobedience** (e.g., 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.
- 1.2 Classroom Procedures: 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: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, and responding to fire or natural disaster emergencies.
- 1.3 Effective Classroom Layout: 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.
- 1.4 Positive Classroom Environment: Create a rubric for evaluating a **positive classroom environment**. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students.

2. Teaching for Higher Order Thinking

- 2.1 Strategies that Promote Higher-Level Cognitive Skills: Investigate theories on instructional strategies and activities that promote the development of **higher-level cognitive skills**. Illustrate the alignment of Webb's Depth of Knowledge and/or Bloom's Taxonomy with teaching methods at each skill level.
- 2.2 Reflection Strategies: Research various **reflection strategies** and demonstrate 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.

- 2.3 Cooperative and Collaborative Learning: Research the major elements of **successful cooperative/collaborative learning** and their relationship to higher-order thinking skills. Design **small group instructional activities** incorporating those elements.

3. Differentiating Instruction

- 3.1 Differentiated Instruction: Define **differentiated instruction**. Create examples of **instructional methods** that differentiate instruction to meet the educational needs of students based on:
- Language
 - Culture
 - Socioeconomic status (SES)
 - Educational background
 - Preferred learning style
 - Gender
 - Ethnicity
 - Religion

- 3.2 Classroom Modifications: Discuss and demonstrate **modifications** in the classroom to accommodate **exceptional learners**, including students with disabilities and those identified as gifted.

4. Planning for Instruction

- 4.1 Curriculum Standards: Investigate relevant **national and state curriculum standards** and explain how they help guide teaching in order to affect learning.
- 4.2 Learning Objectives and Performance Indicators: 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 how each provides teachers with necessary expectations for instruction. Choose a specific standard to rewrite for clarity and measurability.
- 4.3 Evaluation Resources: Create a rubric for evaluating and selecting **textbooks, materials, and technology resources**. Examples of criteria may include:
- Reading level
 - Content accuracy
 - Alignment with content standards
 - Visual appeal
 - Adaptability for different student populations
 - Non-stereotyped representation of groups from different cultures or ethnic backgrounds.

4.4 Lesson Planning: Research 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, Tennessee Academic Standards , 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

4.5 Group Teaching Strategies: Research and analyze **individual and group teaching strategies**. Make a claim about the appropriate strategy for a given situation.

5. Literacy

5.1 Literate Environment: Using pedagogical strategies, create a **literate environment that fosters reading** by integrating foundational knowledge, use of instructional practices approaches and methods, curriculum materials, and appropriate use of assessment.

5.2 Literacy Instruction: Develop **literacy instruction and assessment** that reflect an understanding of developmental, cultural, and linguistic diversity.

5.3 Balanced Reading Programs: Research **balanced reading programs**. Identify the similarities among the dimensions of a balanced reading program including phonemic awareness, decoding, fluency, background knowledge comprehension, and the motivation to read.

6. Final Project

6.1 Project: 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.