

Teaching as a Profession (TAP) Practicum

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H03
Prerequisite(s):	<i>Fundamentals of Education</i> (C32H00), <i>Teaching as a Profession I</i> (C32H01), and/or <i>Teaching as a Profession II</i> (C32H02)
Credit:	1
Grade Level:	12
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 capstone course in 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 who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. 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, 2.1-2.2** | Complete an integrated project with an industry professional.
- **Standards 3.1-3.3** | Invite an CPS industry rep to discuss child welfare concerns.
- **Standards 4.1-4.5** | Invite a guest speaker to discuss the job market and hiring process.
- **Standards 5.1-5.4** | Do a project to be used by a local industry.
- **Standards 6.1-6.2** | Invite a communications specialist to discuss the importance of communication in education.
- **Standards 8.1-8.4** | Internship.

Course Description

Teaching as a Profession (TAP) Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the **Work-Based Learning (WBL) experience** aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
- Application of academic and technical knowledge and skills (embedded in course standards)
 - Career knowledge and navigation skills
 - 21st Century learning and innovation skills
 - Personal and social skills

2. Professionalism, Ethics, and 21st Century Skills

- 2.1 Professional Attributes: Develop a **professionalism rubric** with performance indicators for each of the following **professional attributes**:
- Attendance/punctuality
 - Professional dress and behavior
 - Positive attitude
 - Collaboration
 - Honesty
 - Respect
 - Responsibility
 - Appropriate technology use
 - Reflective teaching practice

2.2 Code of Ethics: Analyze the **Tennessee Teacher Code of Ethics** and compare it to **professional ethical standards** from recognized educator professional organizations (e.g., the National Education Association and others). Discuss the purpose of providing specific statements in the code. Research codes of ethics for teachers in specific content areas and special education, where available. Create a **personal code of ethics**.

3. Policies

3.1 Student Information: Use authentic resources (e.g., federal or state regulations; local education agency policies, etc.) to create a **checklist of the circumstances** under which grades, records, medical information, or other **student information** may be released and to whom.

3.2 Child Welfare Concerns: Research and describe the procedure for **documenting and reporting child welfare concerns**. Analyze a child welfare case study and assess the extent to which the proposed resolution of the case is appropriate.

3.3 Problematic School Situations: Analyze case studies of **problematic school situations** and assess the degree to which legal and ethical policies support the **proposed resolutions**.

4. Requirements for Careers in Education and Training

4.1 Teaching Certification Requirements: Access electronic resources from the Tennessee Department of Education Office of Teacher Licensing to identify the **teacher certification requirements for the state of Tennessee**. Compare the educational and licensing requirements for entering and advancing in specific teaching careers (e.g., preschool, elementary school, middle school, and/or high school). Include the specific requirements for teaching in various content areas.

4.2 Hiring Requirements: Review case studies in education and argue for or against the use of **background checks in teacher hiring**, including fingerprinting, drug testing, and checking professional references.

4.3 Teacher Evaluation: Using the **Tennessee Educator Acceleration Model (TEAM)**—or other appropriate teacher evaluation instrument—investigate the domains and associated indicators of expected **teacher behaviors and characteristics**. Summarize the steps in the educator assessment process and analyze their classroom relevance.

4.4 Training Career Requirements: Examine **job descriptions and occupational requirements** for various job training careers within and outside the education field. Describe a specific job trainer occupation including the requirements to obtain a position at an agency, business, or other entity, the credentials one must obtain, and the necessary personal and professional attributes for success.

4.5 Job Training: Identify local, corporate, public and private agencies, businesses, and other entities that provide **job training to their employees**. Conduct phone or face-to-face interviews with a business employer or employee to learn about specific **training styles** and the educational background needed to acquire a training career position. Compile a list of necessary job training opportunities and required credentials.

5. Teaching and Learning

5.1 Educator Knowledge: Investigate the impact of teacher content knowledge and pedagogical knowledge on **quality of instruction**, as measured by student outcomes. Make a claim about the impact of educator background on student outcomes.

5.2 Teacher Methods: Identify **teaching methods** advocated by current learning research and describe appropriate **research-based practices** at developmental levels from ages 9 to 21, including subject-specific teaching practices. Assign suitable teaching methods to high-quality instructional materials evaluated in the previous courses and recommend adaptations to support individual students' strengths and needs.

5.3 Assessments: Using current understanding of the types and purposes of assessments implement the appropriate **assessment tool** for a student who may be at-risk for significant reading deficiency. Explain the use of assessment results for planning instruction. Administer assessments, record results, and provide student and parent feedback.

5.4 Instructional Materials: Implement grade-appropriate written and illustrated **instructional materials and resources**, as well as electronic media (if available), to accompany lesson facilitation during the internship.

6. Communication

6.1 Classroom Communication and Student Learning: Evaluate the relationship between **classroom communications and student learning**, citing examples from case studies, instructional materials, and academic journals.

6.2 Effective Communication: Develop a communications rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create **parent/guardian contact information forms** and a draft **agenda for parent conferences**. Use the rubric to evaluate simulated parent conferences (prior to the internship).

7. Literacy

7.1 Curriculum and Instruction: Implement curriculum and instruction that provides opportunities for students to **write for authentic purposes** in different formats (e.g. formal, informal, creative, expository, writing as a process, etc.) to demonstrate the power and importance of writing throughout their lives.

- 7.2 Reading Strategies: Analyze craft and structure in the language of texts (including print, visual, multimodal, and digital texts and interpret:
- How language effects meaning , style and comprehension
 - Text structure
 - Textual evidence
 - Central ideas and themes
 - Point of view

8. Internship

- 8.1 Internship Rubrics: Create a **rubric** that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.
- 8.2 Internship Lesson Preparation: During the internship, implement **high-quality instructional materials** developed in a previous course. Annotate the materials to document the teaching process.
- 8.3 Internship Personal Teaching Journal: Create and continually update a **personal teaching journal** to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
- Tasks accomplished and activities implemented
 - Lesson effectiveness
 - Positive and negative aspects of the experience
 - Self-assessment and plans for refining instructional practice
 - Interactions with students, families, teachers and staff
 - Personal satisfaction
- 8.4 Internship Personal Teaching Philosophy: Upon conclusion of the internship, write a reflection paper containing a **revised personal teaching philosophy** and **career growth plan** based on the teaching journal. Present on highlights, challenges, and lessons learned from the internship.

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

- Revised statement of personal teaching philosophy
- Personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship school, student body, and a job description or list of responsibilities
- Lesson plans, assignments, assessment tools and instructional materials created
- Examples of visual materials incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate

- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from TAP III teacher based on observations, using Tennessee Educator Acceleration Model (TEAM) or other state-approved observation rubric

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.