

Career Cluster:

Education and Training

Educational Guidance and Social Services I

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H29
Prerequisite:	None
Credit:	1
Grade Level(s):	9-10
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization:	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseeefccla.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/educators/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/educators/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:	None

Required Teacher Training:	None
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:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/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 careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and 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 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

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 1.1-1.7** | Invite an industry expert to discuss the foundations of education.
- **Standards 2.1-2.3** | Invite the school counselor to discuss career exploration.
- **Standards 4.1-4.4** | Invite an industry expert to discuss ethics and legal responsibilities in education.

- **Standards 5.1-5.4** | Create a portfolio to be evaluated by industry representatives.

Course Description

Educational Guidance and Social Services I is an exploratory course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. Upon completion of this course, proficient students will gain knowledge in the foundations of education, exploration of careers, ethics, and legal responsibilities. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Course Standards

1. Foundations of Education

- 1.1 History of the Education System: Assess the impact of **significant events in the history of the U.S. education system**. Examples of events include but are not limited to WWII, Sputnik and the space race, the passage of the Civil Rights Act and desegregation, The Great Society, the development of the Internet, No Child Left Behind, Every Student Succeeds Act (ESSA) and national tragedies (e.g., 9/11).
- 1.2 Accountability Practices: Analyze the **structure of local school districts, state governing bodies, and federal authorities**. Identify and describe accountability practices within the state of Tennessee that apply to local school districts and federal authorities (e.g., Ready Graduate, etc.).
- 1.3 Educational Theorists: Research educational theorists' philosophies that influence **teaching strategies and learning practices**. Distinguish differences between 19th-, 20th-, and 21st-century theories. Explain how these theories influence the evolution of education.
- 1.4 Learning Difficulties: Analyze the importance of evaluating and applying **developmental theories**. Identify **learning difficulties** and modify instruction to meet the needs of students.
- 1.5 Influencers of Social Services: Describe and critique the influence of the following theories on **school service personnel practices and teaching practices**.
 - a. Classical Conditioning (Ivan Pavlov)
 - b. Stage Theory of Cognitive Development (Jean Piaget)
 - c. Social Learning Theory (Lev Vygotsky)
 - d. Constructivism (Jerome Bruner)
 - e. Experiential Learning (David Kolb)
 - f. Multiple Intelligences (Howard Gardener)
- 1.6 Educator Assessment: Using the Tennessee Educator Acceleration Model (TEAM) – or other appropriate teacher evaluation instrument – investigate the domains and associated indicators of expected **teacher and student behaviors and characteristics**. Summarize

the steps in the **educator assessment process** and analyze their impact on improving quality classroom instruction.

1.7 Lesson Planning: Examine **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 the following:

- a. content-area, academic integration or collaboration, 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 and reflection; and
- h. assessment.

2. Career Exploration

2.1 Career Pathways: Identify and analyze **career pathways** within the Education and Training career cluster. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the **essential knowledge and skills** required for these careers. Complete one or more career aptitude surveys and analyze the results. Careers may include the following:

- a. school guidance counselor,
- b. career and college counselor,
- c. audiologist,
- d. school psychologist,
- e. school social worker, and
- f. interpreter.

2.2 Job Responsibilities: Shadow a professional in one of the roles listed in Standard 2.1 to gather information about their **roles and responsibilities**. Explore and reflect on common responsibilities, such as the following:

- a. planning effective meetings and observations;
- b. facilitating meetings by using multiple methods;
- c. assessing student learning and developmentally appropriate behavior;
- d. non-instructional tasks (such as parent communication, building activities, etc.); and
- e. generating and maintaining accurate documentation.

2.3 Employability Skills: Identify and describe the **aptitudes and employability skills** of education professionals. Conduct a self-assessment of these skills, such as the ability to do the following:

- a. communicate verbally and nonverbally in a respectful manner;
- b. work effectively in teams and resolve conflicts when necessary;
- c. use leadership and teamwork skills in collaborating with others;
- d. demonstrate a positive work ethic;

- e. describe different cultural perspectives and their impact on school;
 - f. use technology;
 - g. adapt to changes;
 - h. manage time and resources wisely; and
 - i. demonstrate problem-solving and critical thinking skills that affect multiple groups: faculty and staff, students, and/or parents.
- 2.4 Career and Technical Student Organization Introduction: **Introduce** the program's **aligned Career and Technical Student Organization** (CTSO), Family, Career and Community Leaders of America (FCCLA), **through an interactive activity**, such as classroom competition.

3. Guidance and Social Services

- 3.1 Career Exploration: Research **job descriptions of social service professionals and school counselors**. Take a career assessment survey to explore which social services professional career best aligns with your career interest. Interview someone in the social services career field that matches your results and describe how they collaborate with school counselors.
- 3.2 Case Notes: Identify each **part of a school counselor's case notes** and describe why each section is significant. Explain how the **legal and ethical principles** of the Family Education Rights and Privacy Act (FERPA) affect school counselors' case notes.
- 3.3 Social and Personal Competencies: Identify **social and personal competencies**. Differentiate between each competency. Explain how they can be used to promote a positive school climate.

4. Ethics and Legal Responsibilities

- 4.1 Ethics and Legal Responsibilities: Explain and differentiate between **professional ethics and legal responsibilities** of professional practice in learning settings. Analyze major **laws that govern professional behavior**. Accurately explain personal and organizational liabilities associated with major laws and ethical codes.
- 4.2 Safe and Healthy Learning Environment: Compile and critique procedures for maintaining a **safe and healthy learning environment** for students in a school facility. Examine the following regulations and guidelines:
- a. occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries;
 - b. first Aid equipment and subject requirements (i.e., art and science, industrial arts, and culinary arts);
 - c. emergency Preparedness for weather, non-weather, fires, medical, and threats to personal safety;
 - d. traffic concerns, pedestrian traffic, and appropriate signage; and
 - e. employee training requirements.

Choose one of the regulation guideline areas. Review the school's current policies and procedures for this area. As a team, conduct a safety audit to identify potential areas of concern. Develop a safety plan for the indicated area. Present findings to the relevant audience (i.e., school administration or district safety officers). Compile the elements of the revised safety plan with other artifacts for inclusion in a program portfolio, such as an engineering design notebook to be updated throughout the program of study.

- 4.3 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, but is not limited to appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, responding to fire or natural disaster, and intruder emergencies. Drawing on academic research and news media, select an emergency situation and prepare a staff development training on maintaining a safe school facility during the emergency; cite sources.
- 4.4 Signs of Abuse: Identify **signs of child abuse**, including bullying and abusive relationships, and research the **legal requirements for reporting** suspected abuse. Describe types of abuse, including signs and symptoms to look for, and the reporting requirements and procedures.
- 4.5 Ethical Artificial Intelligence (AI): **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

5. Data Analysis

- 5.1 Data Analysis in Education and Training: **Research the use of data in Education & Training cluster career fields**. Include data that is **generated internally** by businesses, and **externally** by local communities, state, and the nation. Explore examples of how the data is used, including the following:
- a. customer/client use of products and services;
 - b. demographics of end users;
 - c. community, state, and national statistics; and
 - d. data that must be reported to another entity.

6. Career Portfolio

- 6.1 Career Prep Artifacts: Create an electronic professional portfolio, using narrative and visual elements to connect **personal career preparation artifacts** to concepts learned in this course.

6.2 Growth Plan: Using the self-assessment rubric created during this course, establish a **baseline evaluation of employability skills, attitudes, and work habits**. Create a **growth plan** promoting the advancement of skills and abilities that will be placed in the course portfolio.

6.3 Career Pathway Plan: Synthesize information from Education and Training career exploration to create a written or electronic **career pathway plan** outlining **academic and career achievement goals**, as well as a timeline for ongoing reflection throughout the program of study coursework.

- a. Identify dual credit courses available within specific programs of study.
- b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study.

6.4 Teaching/Counseling Philosophy: Drawing upon content in this course, write a clear and coherent **definition of teaching and/or counseling philosophy**, argue its significance to student learning and development, and create a personal teaching/counseling philosophy for inclusion in the professional portfolio.

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

- History of Education artifact
- Education System artifact
- Educational Theorists artifacts
- Educator Evaluation narrative
- Lesson Plan Template
- Career Exploration artifacts
- Educator Responsibilities and Aptitudes artifact
- Ethics and Legal Responsibilities artifacts
- Career Pathway and Growth plans
- Personal Teaching/Counseling Philosophy

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.

Educational Guidance and Social Services II

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H30
Prerequisite(s):	<i>Educational Guidance and Social Services I</i> (C32H29)
Credit:	1
Grade Level:	10
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that 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 the program <i>Educational Therapy and Support</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/educators/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/educators/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:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

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- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities related 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 1.1-1.5** | Invite an industry professional to discuss human development.
- **Standards 2.1-2.8** | Complete an integrated project with an industry professional.
- **Standards 4.1-4.3** | Discuss career pathways with an industry mentor.

Course Description

Educational Guidance and Social Services II is an intermediate course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. This course covers the components of human development, educational methodology, career pathways, and ethics and legal responsibilities. Students will conduct observations of educator professionals 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 be able to pursue more advanced coursework needed to become a school counselor, school psychologist, school social worker, or other specialized school service personnel.

Course Standards

1. Human Development

- 1.1 Parts of Human Brain: Illustrate and describe the **parts of the human brain**, detailing their principle functions as they relate to physical, emotional, and cognitive development. Draft a companion representation of the **stages of human development**. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning.
- 1.2 Personality: Analyze the **factors that contribute to personality** and investigate several research-based **personality assessment tools**. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.
- 1.3 Child Development: Compare and contrast the “**ages and stages**” identified by influential **child development theorists**. Evaluate the relationship between child development and how children learn.
- 1.4 Development Theories: Analyze the importance of **evaluation and application of developmental theories** to address problems within a school. Create an illustrative guide to help school-aged (ages six to twelve) students understand reasoning behind consequences of actions or behaviors that will alleviate future problems.
- 1.5 Developmental Techniques: Prepare an informational artifact for teachers justifying activities and **techniques that optimize the development of school-age children**; include real life examples.

2. Educational Methodology

- 2.1 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 in an informative text, graphic organizer, or other illustration. Learning styles include the following:
 - a. visual/spatial learners,
 - b. auditory/verbal/linguistic learners,
 - c. analytic learners,
 - d. kinesthetic or tactile learners, and
 - e. global learners.
- 2.2 Economic Factors: Investigate how social, cultural, and economic factors, including internal and external factors, of the school building influence **student learning and student behavior**.

- 2.3 Diversity: Determine the most appropriate methods to address **issues of diversity** in instructive and culturally sensitive ways. Write recommendations for a **diversity policy** that contributes to a positive school environment and benefits all students.
- 2.4 Educational Issues: Research and identify an **educational issue with conflicting data and viewpoints**. Use inductive and deductive reasoning to state a position and describe the effects the position could impose in an educational setting.
- 2.5 Conflict Resolution Skills: Demonstrate how education professionals use **perspective-taking and conflict-resolution skills** to enhance instruction and learner achievement. Using strong communication skills, encourage multiple opinions and feedback from an audience. Identify solutions that meet the needs of all parties involved.
- 2.6 Childhood Care Services: Compare and contrast various types of **childhood care services** and include information about relevant **regulations and licensure requirements**. Explain school services personnel responsibilities in an early childhood care facility or program. Example childcare facilities and programs include, but are not limited to, the following:
- a. day care centers,
 - b. elementary school,
 - c. head start,
 - d. Montessori school, and
 - e. preschool.
- 2.7 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 each type of assessment can be used to evaluate, modify, and inform effective instruction.
- 2.8 Diverse Learnings: Utilizing multiple strategies (e.g., research, observation, interview, or consultation), determine the **needs of diverse learners**. Appraise multiple assessment tools, including state and federal assessments, and identify and explain the **process to align and modify assessment tools** to learner needs and characteristics.

3. Ethics and Legal Responsibilities

- 3.1 Children's Internet Protection Act (CIPA): 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.

4. Career Pathways

- 4.1 Learners' Needs: Discuss strategies and techniques used to raise awareness of **learners' needs**. Prepare a persuasive artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) advocating to **raise awareness** of a specific need.

- 4.2 Vision of Success for Learners: Synthesize innovative research studies and trends to construct a **vision of success for all learners**. Identify the learning goals and needs of diverse learners, and apply educational theories and strategies to create the vision of success. Create an illustrative guide that outlines the plans and processes to implement the vision.
- 4.3 Engaging Stakeholders: Determine the most appropriate methods to **engage diverse stakeholders in the community**. Research community relations models, community engagement programs, and marketing strategies. Create a **plan for media relations** and stakeholder partnerships for a local school, identifying strengths and weaknesses.

5. Guidance and Social Services

- 5.1 Intervention Plans: Research an **academic intervention plan** and a **behavior intervention plan**, describing their similarities and differences. Identify proactive approaches to support student success.
- 5.2 Referrals: Research the **types of referrals** that school counselors make to social service agencies. Given a scenario, identify which agency would be the appropriate referral. Create a mock scenario referring a student to the appropriate social service professional and explain the steps taken to choose the professional.

6. Team Project

- 6.1 Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process to design a solution**. Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing CTSO event.
- Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
 - Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
 - Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
 - Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Level II course.)
 - Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design

process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

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

- Human Development Informational Artifacts
- Illustrative Guide for School-Age Students
- Educational Theorists Artifacts
- Learning Styles Artifacts
- Influences on Student Behavior Artifacts
- Recommendations for Diversity Policy
- Information on Educational Issues
- Educational Methodology Artifacts
- Internet Safety Artifacts
- Vision of Success Artifact
- Community Relations Artifact

Standards Alignment Notes

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Educational Guidance and Social Services III

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H31
Prerequisite(s):	<i>Educational Guidance and Social Services I (C32H29) and Educational Guidance and Social Services II (C32H30)</i>
Credit:	1
Grade Level:	11
Elective Focus - - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
POS Concentrator:	This course satisfies one out of two required courses that 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 the program <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseeefccla.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/educators/career-and-technical-education/work-based-learning.html .
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Required Teacher Certifications:	None
Required Teacher Training:	None
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- 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) 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 1.1-1.3** | Invite an industry representative to discuss human development.
- **Standards 2.1-2.3** | Do an informational interview with an industry professional.
- **Standards 3.1-3.5** | Visit a local LEA and discuss special populations.
- **Standards 4.1, 5.1-5.3** | Have an industry mentor discuss career pathways and ethical responsibilities.
- **Standard 7.1** | Job shadow.

Course Description

Educational Therapy and Support III is an applied knowledge course in the Education and Training career cluster for students interested in learning more about becoming an administrator or school counselor. This course covers the components of adolescent human development, educational methodology, an introduction to special populations, ethics and legal responsibilities, and career pathways. 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 *Educational Therapy and Support Practicum* course and further their studies at the postsecondary level.

Course Standards

1. Human Development

- 1.1 Behavioral, Developmental, or Social Problems: Research and compile a list of **behavioral, developmental, or social problems** that arise in schools. Write a plan proposing changes to solve problems within schools and justify alternative solutions with cited educational theory.
- 1.2 Crisis Situations: Investigate **types of crises impacting teenagers and families**, such as unemployment, child exceptionality, divorce, death, and sexual orientation. Describe the **characteristics of crisis situations**, citing rates of frequency for each situation. Synthesize research on theories and strategies for helping teenagers deal productively with crises. Recommend a specific activity to assist an adolescent individual in crisis situations.
- 1.3 Student Self-Concept & Academic Performance: Research the following influences and how they affect **student self-concept and academic performance**:
 - a. Student experience, interests, and aptitudes
 - b. Teacher, administrator, and counselor behavior and attitudes
 - c. Peers, family, and culture
 - d. Tests and measurement data
 - e. Extra-curricular activities and after school employment

2. Educational Methodology

- 2.1 Behavior Policy: Research common reasons for **student** misbehaviors (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, citing evidence from research to justify recommendations.
- 2.2 Behavior Management: Create a rubric for evaluating **classroom and school-wide behavior management**. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students. Write an informative narrative in an official communications format to all school staff indicating school-wide expectations.
- 2.3 Differentiated Instruction: 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.

3. Special Populations

- 3.1 Eligibility Requirements: 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 impact of these pieces of legislation on the education of students with disabilities.

- 3.2 Adaptions and Accommodations: Describe the roles of parents, teachers, school administrators, and school service personnel 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. 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.
- 3.3 Effective Instruction: Evaluate key indicators, diagnostic tests, and most important features of **effective instruction for students** diagnosed with the following:
- 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)
- 3.4 Developmental and Supportive Needs: Describe how the Tennessee Department of Education and the Local Education Agency (LEA) address the **development and supportive needs** of the following special populations:
- a. English learners
 - b. Homeless students
 - c. Migrant students
 - d. Economically disadvantaged students
 - e. Teen parents
 - f. Other at-risk students
- 3.5 Classroom Modifications: Discuss and demonstrate **modifications in the classroom** to accommodate exceptional learners, including students with disabilities and those identified as gifted.

4. Ethics and Legal Responsibilities

- 4.1 Laws Affecting Education: Evaluate various **Supreme Court cases and educational topics** such as free speech, due process, establishment clauses, corporal punishment, desegregation, FERPA, FAPE, and zero tolerance. Analyze and explain how these topics affect teenagers.

5. Career Pathway

- 5.1 Learning Climates: Gather and analyze strategies to assess **learning climates**. Discuss strategies to capitalize on **diversity** (e.g., gender, race and ethnicity, socio-economic status,

disabilities, etc.). Create an informational artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) outlining a **positive learning climate strategy** specific to meet the needs of the local high school.

5.2 Assessment Tools: Use multiple **assessment tools** to determine the **needs of diverse learners**. Define and interpret standardized, qualitative, and quantitative measures. Create examples of assessments in various formats (e.g., multiple choice, constructed response, true/false, essay, etc.) while meeting the needs of specific individuals.

5.3 Action Plan: Evaluate appropriate resources that meet a specific learner's needs and characteristics. Develop an **action plan for educational success**, documenting data and sources. Include appropriate stakeholders and educational goals to enhance the student's learning progress.

6. Guidance and Social Services

6.1 Career Assessments: Research **Tennessee approved student career assessments**. Interpret **assessment results**. Create a 4-year plan based on the school district's course offerings for a student that includes all courses that align based on their career assessment results. Identify limitations of course offerings versus alignment to career assessment results.

6.2 Social and Personal Competencies: Create a **guidance lesson plan** that incorporates Social and Personal Competencies.

7. Final Project

7.1 Classroom/Consulting Strategies: Apply knowledge from this course by demonstrating **specific strategies in a classroom or consulting situation**. Document artifacts from the capstone project in the course portfolio. Demonstration of knowledge includes, but is not limited to, the following activities:

- Assess student problems, plan goals and actions to process
- Roleplay parental and teacher consultations to discuss learning, behavioral, familial, and social problems
- Select and use multiple types of resources and methods
- Evaluate student developmental levels in order to implement differentiated instruction
- Synthesize behavioral management techniques
- Establish a positive climate and promote positive behaviors
- Appraise and advise school disciplinary practices for troubled students
- Advocate for particular issues that support students
- Interpret special education laws and procedures, testing, meetings, and individualized education plans

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

- Behavioral, Developmental, or Social Issues Plan
- Information on crises that impact teenagers
- Behavioral policy
- Classroom & s-wide behavior management artifacts
- Differentiated instructional artifacts
- Special populations research & artifacts
- Positive learning climate strategy
- Assessment artifacts
- Teaching journal reflecting on lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice

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.

Educational Guidance and Social Services Practicum

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H32
Prerequisite(s):	<i>Educational Guidance & Social Services I (C32H29), Educational Guidance & Social Services II (C32H30), and/or Educational Guidance & Social Services III (C32H31)</i>
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 & Training courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth course in the program <i>Educational Therapy and Support</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/educators/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/educators/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:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/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 careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) 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, 2.1-2.8** | Participate in an internship.
- **Standards 3.1-3.2** | Invite an ethics professor to discuss ethical principles in education.
- **Standards 4.1-4.7** | Complete an integrated project with an industry professional.
- **Standards 5.1-5.2** | Invite a communication specialist to discuss the importance of communication in education.
- **Standard 7.1** | Create a portfolio to be evaluated by industry representatives.

Course Description

Educational Therapy and Support 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 school counselor, school psychologist, school social worker, or other specialized school service personnel. The course covers career development, ethics and legal responsibilities, and applied research in education fields. In addition, students will complete a practicum, 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:
- a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

2. Career Development

- 2.1 Professional Education Organizations: Select and research a **professional organization in an educational field** of choice. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize the following:
- a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Resources and services provided
 - d. Credentials required for employment and how they are obtained and maintained
 - e. Policies and procedures
 - f. Reports, newsletters, and other documents published by the organization
 - g. Website and contact information
 - h. Hiring practices and employment opportunities
- 2.2 Methods for Pursuing Education and Employment: Interview school services personnel in a work environment to identify **appropriate methods of pursuing education and employment** in the given industry. Determine the required knowledge, skills, and educational credentials in the given workplace setting.
- 2.3 Education and Career Plan: Apply learning experiences throughout the course to review and update the **education and career plan** based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources to improve skills.

- 2.4 Resume: Search for the resumes of school service personnel. Compare and contrast several examples and discuss typical characteristics of these resumes. Create a **personal resume** modeled after elements identified in the search.
- 2.5 Job Search: Conduct a **job search** and simulate the experience by researching local employment options. In preparation for a future career as an educational professional, compose a **cover letter** highlighting relevant experience and skills from the resume for a specific job posting.
- 2.6 Mock Interview: Participate in a **mock interview**. Prior to the interview, research tips on **dress and grooming**, most commonly asked **interview questions**, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific knowledge and skills attained throughout the program of study. Upon completion of the interview, write a **thank you letter** to the interviewer in a written or email format.
- 2.7 Professionalism Rubric: Collaboratively, update the **professionalism rubric** created in the introductory course in Student Development and assess the **aptitudes** and **employability skills** needed by educational professionals.
- 2.8 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, etc.). 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. Synthesize principles from the standards to create a **personal code of ethics**.

3. Ethics and Legal Responsibilities

- 3.1 Professional Ethics and Legal Responsibilities: Explain and differentiate between **professional ethics and legal responsibilities** of professional practice in learning settings. Analyze **major laws that govern professional behavior** and accurately explain personal and organizational liabilities associated with major laws and ethical codes.
- 3.2 Personal Philosophy: Write a statement of **personal philosophy** reflecting on the importance of following policy and procedure as an educational professional.

4. Applied Research

- 4.1 Work-Based Learning: Apply skills and knowledge from previous courses in an authentic **work-based learning** internship, job shadow, or classroom-based industry project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.

- 4.2 Personal Journal: Create and continually update a **personal journal** to document **skills and knowledge learned** during the practicum. Draw connections between the experience and previous course content by reflecting on the following:
- Tasks accomplished and activities implemented
 - Positive and negative aspects of the experience
 - How challenges were addressed
 - Team participation in a learning environment
 - Comparisons and contrasts between classroom and work environments
 - Interactions with colleagues and supervisors
 - Personal career development
 - Personal satisfaction
- 4.3 Instructional Programs: Develop and successfully implement **instructional programs to meet the Local Education Authority (LEA) objectives**. (If participating in a work-based learning arrangement, apply programs and processes to satisfy placement requirements.) Demonstrate the ability to divide roles and responsibilities among team members, track progress toward goals, and use technology and information systems to evaluate and meet instructional objectives.
- 4.4 Learner Performance Profile: Research and create a **learner performance profile** to assess needs of learners. Using data-based, effective practice strategies, assist instructional staff in understanding and applying effective **practices for teaching and learning**, while also providing appropriate resources. Describe the differences in generational learning gaps among Baby Boomers, Generation X, and Millennials to exhibit empathy and consideration for generational differences.
- 4.5 Sources and Support Services: Evaluate the outcomes and successes of the **sources and support services** available in the Local Education Agency (LEA). Recommend future support services that will enhance students' learning and development.
- 4.6 Needs of Students: During observations, identify and describe the **needs of students** to enhance their achievement and development. Identify the multiple **strategies for recognizing needs and barriers** and explain the benefits of proactive support and intervention.
- 4.7 Advocacy Strategies: Investigate **advocacy strategies** to influence and negotiate within political, social, economic, legal, and cultural contexts to meet an LEA's vision. Illustrate the multiple intersections between the larger contexts and an LEA's objectives.

5. Communication

- 5.1 Communication Strategies: 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 practicum).

- 5.2 Communication with Stakeholders: Practice effective verbal, nonverbal, written, and electronic **communication skills for working with stakeholders** while demonstrating the ability to empathize, motivate, listen attentively, speak courteously and respectfully, defuse stakeholder's anger or skepticism, resolve conflicting interests, and respond to stakeholder objections or complaints to satisfaction.

6. Guidance and Social Services

- 6.1 Service Project: Assist a social service professional with **creating a school or community event** that showcases Social Personal Competencies, Career Pathways and/or other community/district social services. Create a **community resource page** that details the supports and services available. Reflect on the event's impact on the school/community and include what changes you would make for a future event.

7. Portfolio

- 7.1 Portfolio: Update materials from coursework to add to the **portfolio** begun in the introductory course. The portfolio should reflect a **thoughtful assessment and evaluation of the progression of work** involving the application of leadership (instructional and managerial), assessment, and support and intervention specific to the education environment. The following documents should reside in the career portfolio:
- a. Career plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Artifacts of project outcomes (such as storyboards, production schedules, and videos)
 - e. Periodic journal entries reflecting on tasks and activities
 - f. Feedback from instructor and/or supervisor based on observations

8. Practicum Results

- 8.1 Practicum: Upon completion of the practicum, develop a **technology-enhanced presentation** showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally but supported by relevant artifacts. Throughout the presentation, justify decisions, assess the quality of the work, and reflect on the impact of the experience on future career goals. Prepare the presentation in a format that could be presented to both students and an educational professional audience, as well as for a career and technical student organization (CTSO) competitive event.

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

- Revised statement of personal teaching philosophy
- Revised career and professional growth plan
- Professional organization artifact
- Career development research & artifacts
- Cover letter & resume

- Revised professionalism rubric
- Personal code of ethics
- Ethics and legal responsibilities
- Practicum journal
- Documentation & feedback from implemented instructional programs
- Learner performance profile & learning gaps research
- Applied research documentation & artifacts
- Communication rubric
- Practicum Presentation

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.

Introduction to Teaching as a Profession

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H33
Prerequisite:	None
Credit:	1
Grade Level:	9
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Program of Study (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 first 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 are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/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/educators/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:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/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 careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and 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 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related 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 | Invite an industry representative to discuss the foundations of education.
- Standards 2.1-2.2 | Invite a school counselor to discuss education career opportunities.
- Standards 3.1-3.3 | Conduct an informational interview with an industry professional.
- Standards 4.1-4.3 | Invite an industry representative to discuss human development.
- Standards 5.1-5.2 | Complete an integrated project with an industry professional.
- Standards 7.1-7.3 | Create a portfolio to be evaluated by industry representatives.

Course Description

Introduction to Teaching as a Profession is a foundational course in the *Teaching as a Profession* program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge of the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Course Standards

1. Careers in Education

- 1.1 Career Pathways: Identify and analyze **career pathways within the Education and Training cluster**. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and analyze how personal career aptitudes align with careers in education. Careers may include the following:
- a. teacher,
 - b. librarian,
 - c. educational technologist,
 - d. counselor,
 - e. interpreter,
 - f. speech-language pathologist, and
 - g. consulting teacher for students with special needs.
- 1.2 Labor Market Data: Compile and analyze **real-time labor market data**, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits.
- 1.3 Career and Technical Student Organization Introduction: **Introduce** the program's **aligned Career and Technical Student Organization** (CTSO), Technology Student Association (TSA) and Skills USA, **through an interactive activity**, such as classroom competition.

2. Educator Responsibilities and Aptitudes

- 2.1 Roles/Responsibilities: Interview professionals in the education field to gather information about their roles and responsibilities. Categorize the **range of tasks** that different educators are responsible for and estimate the **time spent** on each one. Explore multiple facets of common teaching activities, such as the following:
- a. lesson preparation and internalization,
 - b. facilitating instruction by using multiple teaching methods,
 - c. assessing student learning, and
 - d. non-instructional tasks (e.g., parent communication, building activities, etc.).
- 2.2 Aptitudes: Describe the aptitudes, including 21st-century skills, needed by education professionals; self-assess **21st-century skills**, including the ability to do the following:
- a. communicate verbally and nonverbally in a respectful manner;
 - b. work effectively in teams and resolve conflicts when necessary;
 - c. demonstrate a positive work ethic;
 - d. understand different cultural perspectives and their impact on the classroom;
 - e. use technology;
 - f. adapt to changes; and
 - g. manage time wisely.

- 2.3 Baseline Evaluation and Growth Plans: Using the self-assessment from standard 3.2, establish a baseline evaluation of 21st-century skills, attitudes, and work habits. Create a **growth plan** promoting the advancement of skills and abilities that will be placed in the course portfolio.

3. Introduction to Human Development

- 3.1 Milestones of Development: Compare and contrast physical, emotional, cognitive, communicative, and social **milestones of development** from toddlerhood through adolescence. Research and summarize specific **psychological theories about human development**. Illustrate the differences in major developmental theories and milestones.
- 3.2 Physical and Cognitive Development: Illustrate the **parts of the human brain**, detailing their principle functions as they relate to physical, linguistic, and cognitive development. Draft a companion timeline of the **stages of human development** from toddlerhood through early adulthood. Determine the most important influences on and relationships among brain development, reasoning capacity, and learning. Define **brain plasticity** and describe how it changes over the lifespan.
- 3.3 Factors that Contribute to Personality: Analyze the factors that contribute to personality and investigate several research-based **personality assessment tools**. Analyze and reflect on the connections among personality, life experience, environment, and brain development. Develop a digital storyboard outlining the creation of a hands-on creative project that allows children of a specific grade band to express their personalities and interests. This could include developmentally appropriate art projects, dramatic play, music and movement activities, or building and construction tasks. Make predictions on these project outcomes based on investigative research-based personality assessment tools. Document the design process as a digital portfolio artifact.

4. Introduction to 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 the following:
- a. visual/spatial learners,
 - b. auditory/verbal/linguistic learners,
 - c. analytic learners,
 - d. kinesthetic or tactile learners, and
 - 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 Self-Concept and Academic Performance: Research the influence of the following factors on **student self-concept** and **academic performance**:
- a. student experience, interests, aptitudes, family, and culture;
 - b. teacher behavior and attitudes; and
 - c. peers.

5. Teaching Strategies

- 5.1 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. implementing high-quality instructional materials (HQIM);
 - e. encouraging cooperative learning;
 - f. setting lesson objectives and goals for student learning;
 - g. providing continuous feedback; and
 - h. fostering student engagement.

6. Literacy

- 6.1 Components of Literacy: Research the following foundational skills: **phonemic awareness, phonics, fluency, vocabulary, and comprehension**. Examine how they are integrated into fluent reading.
- 6.2 Supporting Reading Instruction: Identify the district and state-level effective **practices, approaches, methods, and high-quality instructional materials used to support reading instruction**. Use this information to address the learning curricular needs of diverse learners to establish high expectations and design learning that meets the needs of all children.
- 6.3 Assessments: Identify district and state-level **assessment tools and practices** (e.g., universal screeners) to plan and evaluate **effective reading instruction**. Explain the use of assessments for various purposes, including determining strengths, planning instruction, flexible grouping, monitoring progress, and assessing curriculum.

7. Career Portfolio

- 7.1 Professional Portfolio: Create an **electronic professional portfolio** using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course.
- 7.2 Career Pathway Plan: Synthesize information from Education and Training career exploration to create a written or electronic **career pathway plan** outlining academic and

career achievement goals, as well as a timeline for ongoing reflection throughout the program of study coursework.

- a. Identify dual credit courses available within specific programs of study.
- b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study.

7.3 Teaching Philosophy: Drawing upon content in this course, write a definition of **teaching philosophy**, develop, and support a claim about its significance to student learning, and create a **personal teaching philosophy** for inclusion in the professional portfolio.

7.4 Classroom Observation(s): Create a **guided note-taker synthesizing concepts** studied in Introduction to TAP **to use as a classroom observation tool. Perform guided observations** in diverse classroom settings **to identify effective instructional strategies**. Reflect on the observation experience(s) by journaling about the specific instructional strategies witnessed and detailing the impact of the strategies on student learning.

8. Data Analysis

8.1 Data Analysis in Education & Training: **Research the use of data in Education & Training cluster career fields**. Include data that is **generated internally** by businesses, and **externally** by local communicates, state, and the nation. Explore examples of how the data is used, including the following:

- a. customer/client use of products and services;
- b. demographics of end users;
- c. community, state, and national statistics; and
- d. data that must be reported to another entity.

9. Ethical Artificial Intelligence

9.1 Ethical Artificial Intelligence (AI): **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.

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

- History of Education Graphic
- Educational Theorists' Narrative
- U.S. Education System Graphic
- Career Aptitude Survey Results and Comparison
- Career Exploration Graphic
- Educator Responsibilities and Aptitudes Graphics
- Introduction to Human Development Chart and Narrative
- Brain Development Graphic
- Human Development Personality Narrative
- Introduction to Learning Narrative

- Peer Influence Investigation Artifacts
- Career Pathway Plan
- Teaching Philosophy

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.

Teaching as a Profession I (TAP I)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H01
Prerequisite:	<i>Introduction to Teaching as a Profession</i> (C32H33)
Credit:	1
Grade Level:	10
Elective Focus–Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Program of Study (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 the <i>Teaching as a Profession</i> program of study.
Aligned Student Organization:	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/educators/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/educators/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:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-education-training.html 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 careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

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** | Complete 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. Assessments

- 2.1 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.
- 2.2 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.
- 2.3 Universal Reading Screeners: Research the district and state-level **approved universal reading screeners**. Describe the appropriate time to employ in an instructional setting and articulate how to use this assessment to inform effective instruction.

3. Classroom Management and Environment

- 3.1 Behavior Policy: Research common **reasons for student misbehaviors** (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.
- 3.2 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.
- 3.3 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.

- 3.4 Positive Classroom Environment: Create a rubric for evaluating a **positive classroom environment**. Include indicators such as the visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students.

4. Factors of Diversity

- 4.1 Student Learning and Behaviors: Investigate how social, cultural, and economic factors inside and outside of the classroom influence **student learning and student behavior**.
- 4.2 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 **the Americans with Disabilities Act (ADA)**. Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements. Investigate the legislation's 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 Individualized Education Program (IEP) team meeting and create a visual representation of the evaluation, eligibility, review, and re-evaluation processes for students with IEPs. 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 the following:
- intellectual disabilities,
 - developmental disabilities,
 - learning disabilities,
 - emotional/behavioral disorders,
 - autism spectrum disorders,
 - communication disorders,
 - hearing loss or deafness,
 - low vision or blindness,
 - attention deficit hyperactivity disorder (ADHD), and
 - dyslexia.

6. Educational Technology

- 6.1 Technology in the Classroom: Research and evaluate the **role of technology in the classroom** by identifying available technology applications including assistive technology. 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, phonemic awareness, phonological awareness, phonics, 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 websites, blogs, and online research.

8. Final Project and 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 Year One course – Introduction to Teaching as a Profession). Connect observations from the final project to concepts learned in this course and add these reflections to the course portfolio.
- 8.2 Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process to design a solution**. Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing CTSO event.
- Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
 - Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.

- c. **Review the Stages of the Engineering Design Process:** Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
- d. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year II course.)
- e. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

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.

Teaching as a Profession II (TAP II)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H02
Prerequisite(s):	<i>Introduction to Teaching as a Profession</i> (C32H33) and <i>Teaching as a Profession I</i> (C32H01)
Credit:	1
Grade Level:	11
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Program of Study (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/educators/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/educators/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:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/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 careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related 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** | Complete a project to be used by a local industry.
- **Standard 6.1** | Have the 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, scaffolding instruction, and strategies for 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. Professionalism and 21st Century Skills

- 1.1 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, and
 - reflective teaching practice.

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. Communication

- 3.1 Classroom Communication and Student Learning: Evaluate the relationship between **classroom communications and student learning**, citing examples from case studies, instructional materials, and academic journals.
- 3.2 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.

4. Instructional Modifications

- 4.1 Scaffolding: Understand when **scaffolding** is needed to assist students in **accessing grade-level content** by analyzing individual student's **strengths and needs**.
- 4.2 Classroom Modifications: Discuss and demonstrate **modifications** in the classroom to accommodate **exceptional learners**, including students with disabilities and those identified as gifted.

5. Planning for Instruction

- 5.1 Curriculum Standards: Investigate relevant **national and state curriculum standards** and explain how they help guide teaching in order to affect learning.
- 5.2 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.
- 5.3 Design Principles: Analyze the **design principles of high-quality instructional materials in literacy** used in the state of Tennessee to engage students. Examples of criteria may include the following:
- a. evidence-based practices,
 - b. grade-level standards,
 - c. progression of content or task,
 - d. access points,
 - e. content accuracy, and
 - f. student-centered.
- 5.4 Lesson Planning: Research lesson preparation in multiple grade levels and subject areas. Analyze the typical components of **lesson preparation documents** used in Tennessee and

identify a **lesson preparation document** that incorporates components such as the following:

- 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; and
- h. assessment.

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

6. Literacy

6.1 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.

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

6.3 Literacy Legislation: Research the **legislation, policies, procedures, and resources** implemented in Tennessee to **address literacy**.

7. Final Project

7.1 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. implementing standards-based, subject-specific high-quality instructional materials 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 teaching methods;
- d. creating a classroom floor plan designed to provide equitable access and maximize learning for all students;
- e. evaluating student levels; and
- 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.

Teaching as a Profession (TAP) Practicum

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H03
Prerequisite(s):	<i>Intro to Teaching as a Profession (C32H33)</i> , <i>Teaching as a Profession I (C32H01)</i> , and/or <i>Teaching as a Profession II (C32H02)</i>
Credit:	1
Grade Level:	12
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Program of Study (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/educators/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/educators/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:	None
Required Teachers Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

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CTSOs are a great resource to put classroom learning into real-life experiences for 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related 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 a Child Protective Service (CPS) industry representative 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 | Complete 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 | Participate in an 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 the 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:
- a. application of academic and technical knowledge and skills (embedded in course standards);
 - b. career knowledge and navigation skills;
 - c. 21st century learning and innovation skills; and
 - d. personal and social skills.

2. Foundations of Education

- 2.1 U.S. Public Education: Identify significant events in the **history of U.S. public education**. Assess the impact of important cultural and social events on the **evolution of the US education system**. Examples of events include but are not limited to the establishment of the first public school, major U.S. Supreme Court cases, the Vocational Rehabilitation Act, desegregation, Title IX, No Child Left Behind, the Civil Rights Act, the development of the Internet, and COVID-19.
- 2.2 Validity Theories: Research and summarize in a clear and coherent narrative the influences of major **educational theorists' philosophies**. Evaluate the validity of theories by assessing the extent to which the reasoning and evidence of each theorist support their claims. Examples of theorists include but are not limited to the following:
- a. John Dewey,
 - b. Maria Montessori, and
 - c. Benjamin Bloom.

3. Policies

- 3.1 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**.

- 3.2 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.
- 3.3 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.
- 3.4 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's 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 and student behaviors and characteristics**. Summarize the steps in the educator assessment process and analyze their classroom relevance.

5. Teaching and Learning

- 5.1 Theories of Human Learning: Describe and critique major approaches to **theories of human learning**, including but not limited to the following:
- classical conditioning (Ivan Pavlov),
 - stage theory of cognitive development (Jean Piaget),
 - social learning theory (Lev Vygotsky),
 - constructivism (Jerome Bruner),
 - experiential learning (David Kolb), and
 - multiple intelligences (Howard Gardener).
- Explain the influence of these and other theories on teaching practices.
- 5.2 Educator Knowledge: Investigate the impact of teacher content knowledge and pedagogical knowledge on **the quality of instruction**, as measured by student outcomes. Make a claim about the impact of educator background on student outcomes.

- 5.3 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 student's strengths and needs.
- 5.4 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.
- 5.5 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. Literacy

- 6.1 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.
- 6.2 Reading Strategies: Analyze, craft and **structure in the language of texts** (including print, visual, multimodal, and digital texts) and interpret the following:
- a. How language affects meaning, style, and **comprehension**;
 - b. **Text structure**,
 - c. **Textual evidence**,
 - d. **Central ideas and themes**, and
 - e. **Point of view**.

7. Internship

- 7.1 Internship Rubrics: Create a **rubric** that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.
- 7.2 Internship Lesson Preparation: During the internship, implement **high-quality instructional materials** developed in a previous course. Annotate the materials to document the teaching process.
- 7.3 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 the following:
- a. tasks accomplished and activities implemented;
 - b. lesson effectiveness;

- c. positive and negative aspects of the experience;
- d. self-assessment and plans for refining instructional practice;
- e. interactions with students, families, teachers, and staff; and
- f. personal satisfaction.

7.4 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 the supervising teacher at the site and from the TAP III teacher based on observations, using the 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.

Foundational Literacy Practicum

Course at a Glance

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code:	C32H37
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), or Early Childhood Careers I (C32H06), Early Childhood Education II (C32H07), and/or Early Childhood III (C32H08)
Credit:	1
Grade Level:	12
Elective Focus – Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Program of Study (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 or Early Childhood Education Careers</i> program of study.
Aligned Student Organization:	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/educators/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/content/tn/education/educators/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:	None
Required Teacher Training:	All teachers who teach this course within this program of study MUST attend the required Reading 360 Literacy training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that 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 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 the 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 interviews.
- Participate in leadership activities such as the National Leadership and Skills Conference, National Week of Service, and 21st Century Skills.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related 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 1.1-2.2 | Complete an integrated project with an industry professional.
- Standards 3.1-3.2 | Invite an early childhood industry rep to discuss early literacy.
- Standards 4.1-4.5 | Complete a project on word recognition to be used by a local school.
- Standards 5.1-5.7 | Invite a communications specialist to discuss the importance of communication in education.
- Standards 6.1-6.2 | Participate in a writing lab collaboration with a community partner.
- Standards 7.1-7.2 | Complete an integrated project with a local school on data instruction.
- Standards 8.1-9.1 | Participate in an internship.

Course Description

Foundational Literacy 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 an early childhood teacher, a K-12 teacher, or a reading specialist. The course covers reading development anchored in the components of Scarborough's Rope (2010). 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:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

2. Scarborough's Rope

- 2.1 Components of Literacy: Examine the components of the word recognition strands of Scarborough's Rope (sounds/phonemes, letters/graphemes, and word recognition/decoding/phonics) and explain the language comprehension strands of Scarborough's Rope (background knowledge, vocabulary, sentences, connections, and gist).
- 2.2 Literacy Development: Analyze how the parts of Scarborough's Rope interact in order to make reading increasingly automatic and fluent as a child progresses from PreK through fifth grade.

3. Early Literacy Development

- 3.1 Oral Language: Compare methods of language modeling for young children, including frequent conversation (back-and-forth exchanges, contingent responding, and peer conversation), open-ended questions that require more than one-word response, repetition and extension, self- and parallel talk (mapping actions with language), and advanced language (variety of words, connections to familiar words and/or ideas).
- 3.2 Print Concepts: Name and describe early print concepts (e.g., printed text conveys a message, book handling, author, illustrator, text directionality, turning pages right to left, words are separated by spaces, etc.).

4. Word Recognition

- 4.1 Phonemic Awareness: Justify the sounds-first approach to reading instruction by citing research behind the sounds-first approach and explaining best practices that would be observed in a sounds-first classroom for building phonemic awareness (e.g., rhyming, segmenting, blends, adding/deleting/substituting phonemes, using motion/kinesthetics, precise articulation of sounds, etc.)
- 4.2 Phonics: Defend the case for systematic, sequential phonics instruction, while summarizing the components of systematic, sequential phonics instruction in curriculum materials used in the practicum setting or the TN Foundational Skills Curriculum Supplement
- 4.3 Fluency: Explain reading fluency, while describing the relationship between fluency and comprehension
- 4.4 Usage of Decodable Readers: Research how decodable readers aid in developing fluency (e.g., automaticity and prosody).
- 4.5 Read Alouds: Compare and contrast methods for read aloud (e.g., teacher model, round robin, partner read, cloze read, repeated reading) in order to distill best practices for promoting reading fluency depending on the context (more specifically, the text and objective, the grade level, and the student's fluency level).

5. Language Comprehension

- 5.1 Types of Vocabulary: Examine the different types of vocabulary (e.g., listening, speaking, reading, and writing) and their role in reading comprehension.
- 5.2 Tiers of Vocabulary: Describe and categorize tier 1, tier 2, and tier 3 vocabulary words; describe how to incorporate tiered vocabulary into word study.
- 5.3 Word Study: Design a word study routine applying best practices (i.e., Marzano method) used for developing and expanding vocabulary.
- 5.4 "The Baseball Study:" Evaluate the effects of background knowledge on reading comprehension.
- 5.5 Knowledge/Schema: Examine best practices for activating and building students' background knowledge, including how using layers of texts on similar topics builds domain-specific expertise.
- 5.6 Effects of Student Factors on Comprehension: Critique the student factors (e.g., schema, past reading instruction, oral language, word recognition skills, vocabulary, fluency, and the ability to monitor understanding) that affect reading comprehension.

- 5.7 Models of Comprehension: Examine the different comprehension methods/theories (e.g., transactional, interactive, metacognitive, socio-psycho linguistic, constructivist) and their impact on instructional strategies.

6. Writing Development

- 6.1 Emergent Writing: Differentiate between the phases of emergent writing (e.g., drawing/scribbling, letter-like but pre-alphabetic, letter strings/transitional writing, invented spelling, etc.); connect instructional methods and best practices to each phase of writing development.
- 6.2 Encoding: Delineate the connection between phonemic awareness, phonics, and encoding in order to explain the design of encoding routines in high-quality foundational literacy materials.

7. Data Driven Instruction

- 7.1 Evaluation Preparation: Collaboratively, **create a rubric** that will be used by observers **to evaluate** preparation for the internship, **implementation of a lesson, and professionalism**.
- 7.2 Data Driven Instruction: Connect the data yielded by assessments to the next steps for instruction with students.

8. Internship

- 8.1 Reflections: Compile a set of reflections for six classroom observations. For each observation, choose the lens of one of the following components of foundational literacy: oral language development, phonemic awareness, phonics, fluency, vocabulary, and knowledge building. Observe how the lesson materials, teacher actions, and student actions build knowledge and skill for that component of foundational literacy, answering the questions:
- What were the activities in the lesson that targeted the particular component of foundational literacy?
 - What did the teacher do during the lesson?
 - What did the students do during the lesson?
 - How does the teacher know what students learned or didn't learn in the idle of the lesson? At the end of the lesson?

9. Portfolio Artifact

- 9.1 Artifact: Study a unit of instruction from your school or district's instructional materials or from the TN Foundational Skills Curriculum Supplement. In a 2–3-page narrative, explain when and how students are expected to build core foundational literacy skills. High-quality narratives will:
- Explain the unit goals.

- b. Connect the unit goals to what students would be expected to know and be able to do based on prior instruction or units.
- c. Describe daily routines/activities build in complexity over the unit.
- d. Name when the teacher will collect data on what students are learning and explain what the data will help the teacher to know about student understandings and misunderstandings.
- e. Explain how this unit's knowledge and skills progress in the next unit or year of instruction.

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
- Preparation documents for lesson and instructional materials
- 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 the supervising teacher at the site and from the TAP III teacher based on observations, using the 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.