



TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Fundamentals of Education

Primary Career Cluster:	Education and Training
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Programs of Study and Sequence:	This is the first course in the following programs of study: <ul style="list-style-type: none">• <i>Teaching as a Profession</i>• <i>Early Childhood Education</i>• <i>Educational Support Careers</i>
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placements can be offered. Visit http://tennessee.gov/education/cte/wb/ to learn more.
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education or Education Fundamentals Certificate
Dual Credit or Dual Enrollment Opportunities:	There are no dual credit or dual enrollment opportunities for this course.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/EducationTraining.shtml

Course Description

Fundamentals of Education is a foundational course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, teacher, librarian, or speech-language pathologist. This course covers 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. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee state standards in Biology I, Psychology, and U.S. History, as well as National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This course is the foundational course in each of the following Education and Training programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <http://www.state.tn.us/education/cte/EducationTraining.shtml>.

- *Teaching as a Profession*
- *Early Childhood Education*
- *Educational Support Careers*

Course Standards

Foundations of Education

- 1) Synthesize research from informational texts to create an annotated timeline (Post-Civil War to the present) of significant events in the history of U.S. public education. 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, and No Child Left Behind. (TN CCSS Reading 2, 7; TN CCSS Writing 2, 9; TN U.S. History Era; FACS 4)
- 2) Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution 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, The Great Society, the development of the Internet, and national tragedies such as 9/11. (TN CCSS Reading 1; TN CCSS Writing 1, 9; TN U.S. History Era)
- 3) Research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies. Evaluate the validity 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:
 - a. John Dewey
 - b. Maria Montessori
 - c. Benjamin Bloom(TN CCSS Reading 8; TN CCSS Writing 2, 7; FACS 4)
- 4) Create an annotated graphic illustration of the U.S. education system from pre-K through postsecondary education. The graphic should include evidence from informational texts about the structure of local school districts, state governing bodies, and federal authorities with appropriate supporting citations to demonstrate knowledge of common citation conventions. (TN CCSS Writing 9)



Careers in Education

- 5) 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 discuss in an essay how personal career aptitudes align with careers in education. Careers may include the following:
- Teacher
 - Librarian
 - Educational technologist
 - Counselor
 - Interpreter
 - Speech pathologist
 - Consulting teacher for students with special needs
- (TN CCSS Reading 1, 7, 9; TN CCSS Writing 7, 8, 9; FACS 4, 13)
- 6) 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. (TN CCSS Writing 8, 9; FACS 4)

Educator Responsibilities and Aptitudes

- 7) 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. Write informative narratives exploring multiple facets of common teaching activities, such as:
- Planning effective instruction
 - Facilitating instruction by using multiple teaching methods
 - Assessing student learning
 - Non-instructional tasks (such as parent communication, building activities, etc)
- (TN CCSS Reading 9; TN CCSS Writing 2, 9; FACS 4)
- 8) Describe the aptitudes, including 21st century skills, needed by education professionals; create a rubric for self-assessing 21st century skills, such as the ability to:
- Communicate verbally and nonverbally in a respectful manner
 - Work effectively in teams and resolve conflicts when necessary
 - Demonstrate a positive work ethic
 - Understand different cultural perspectives and their impact in the classroom
 - Use technology
 - Adapt to changes
 - Manage time wisely
- (TN CCSS Reading 2; TN CCSS Writing 4; FACS 13)
- 9) Using the self-assessment rubric created during this course, establish a baseline evaluation of 21st century skills, attitudes, and work habits. Create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.



Introduction to Human Development

- 10) Compare and contrast physical, emotional, cognitive, and social milestones of development from toddlerhood through adolescence. Research and summarize, in an informative narrative, specific psychological theories about human development. Illustrate the differences in major developmental theories and milestones. (TN CCSS Reading 1, TN CCSS Writing 1; TN Psychology; FACS 12)
- 11) Create an annotated model or graphic illustration of the parts of the human brain, detailing their principle functions as they relate to physical and cognitive development. Draft a companion representation of the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from informational texts about 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. (TN Biology I 4; TN Psychology; FACS 4, 12)
- 12) 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. (TN CCSS Reading 9; TN Psychology; FACS 12)

Introduction to Learning

- 13) Synthesize and cite information from reliable academic sources to describe and critique major approaches to theories of human learning, including but not limited to:
 - 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)Write an informative narrative explaining the influence of these and other theories on teaching practices. (TN CCSS Reading 1, 4; TN CCSS Writing 1, 2, 7, 8, 9; TN Psychology; FACS 12)
- 14) 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
 - c. Peers(TN CCSS Reading 1, 2, 9; TN CCSS Writing 1; TN Psychology; FACS 4)

Career Portfolio

- 15) Create an electronic professional portfolio, using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course. (TN CCSS Writing 2, 4, 6; FACS 4, 13)



- 16) 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.
- Identify dual credit courses available within specific programs of study
 - Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study (TN CCSS Reading 7; TN CCSS Writing 2, 4, 6, 8; FACS 4)
- 17) 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. (TN CCSS Reading 1, 7; TN CCSS Writing 1, 4, 6, 9)

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:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5, 6, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN Biology: Tennessee Science: [Biology I](#) standard 4 may provide additional insight and activities for educators.



- TN Psychology: Tennessee Social Studies: [Psychology 9-12](#) standards may provide additional insight and activities for educators.
- TN U.S. History: Tennessee Social Studies: [United States History 9-12](#) standards may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- 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.





School Counseling

Primary Career Cluster:	Education & Training
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	Fundamentals of Education (TBD) and Teaching as a Profession I (6010)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Programs of Study and Sequence:	This is the third course in the <i>Educational Support Careers</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. Visit http://tennessee.gov/education/cte/wb/ to learn more.
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Education Fundamentals Certificate
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/EducationTraining.shtml

Course Description

School Counseling is an applied knowledge course in the Education and Training career cluster for students interested in learning more about becoming school counselors. The course covers the history of the profession, career investigation, professional ethics, school counseling models, counseling approaches for a range of ages, and communication skills. In addition, students will complete a job-shadowing experience. Artifacts will be created to add to the portfolio started in the foundational

course, which students will continue to build throughout the program of study. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee Psychology and Sociology standards and the National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This course is an applied knowledge course in the *Educational Support Careers* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Education and Training website at <http://www.state.tn.us/education/cte/EducationTraining.shtml>.

Course Standards

History of School Counseling

- 1) Research and summarize in a clear and coherent narrative the influence of significant contributors to the history and development of school counseling in schools in the United States. Create a timeline or graphic illustration that represents when each of these major figures lived and highlights their unique contributions. (TN CCSS Reading 2, 7; TN CCSS Writing 2; FACS 4)

Career Investigation

- 2) Compile and analyze real-time labor market data, as well as economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to describe counselor education and licensing requirements, job availability, salaries, and benefits as school guidance counselors. (TN CCSS Reading 2; TN CCSS Writing 4, 9; FACS 4)
- 3) Citing specific textual evidence from Tennessee State Laws and Tennessee State Board of Education Policy Rules and Regulations, document the roles of counselors in serving students, parents, and staff in schools, explaining the difference between direct and indirect services. Duties may include but are not limited to:
 - a. Administering diagnostic and placement tests
 - b. Providing academic advisement and course scheduling
 - c. Guiding career and college readiness activities
 - d. Advocating for students with special needs
 - e. Conducting parent conferences
 - f. Handling discipline referrals
 - g. Counseling individual students(TN CCSS Reading 1, 2, 4; CCS Writing 4, 9)
- 4) Analyze the relationship between the knowledge, abilities, skills, and attitudes outlined in the American School Counselor Association (ASCA) Competencies and the importance of graduate degrees in hiring and advancement. Revisit and revise where appropriate the career pathway plan, which outlines academic and career achievement goals created in the Fundamentals of Education course with findings. (TN CCSS Reading 2; TN CCSS Writing 6, 9; TN Psychology; TN Sociology)



Professional Ethics

- 5) Research professional ethical standards for school counselors from recognized professional organizations, such as the American School Counselor Association and/or the American Counseling Association. Synthesize principles from the standards to create a personal code of ethics. (TN CCSS Reading 1, 8; TN CCSS Writing 4, 7, 9)
- 6) Define confidentiality in the context of school counseling. Synthesize information from local, state, and federal laws and policies to create a list of guidelines under which student counseling records may be released and to whom. Use the guidelines to analyze counseling case studies and assess the extent to which confidentiality requirements were appropriately implemented. (TN CCSS Reading 4, 8; TN CCSS Writing 4, 7)

School Counseling Models

- 7) Compare and contrast mental health therapy models/theories and create an informational artifact summarizing the findings. Include key theorists, their therapy philosophies and techniques, and implications for modern counseling practice. Theories to research include but are not limited to:
 - a. Behavioral therapy
 - b. Cognitive-Behavioral therapy
 - c. Person-Centered therapy
 - d. Family Systems therapy(TN CCSS Reading 1, 2, 9; TN CCSS Writing 2, 7; TN Psychology; TN Sociology)
- 8) Illustrate specific strategies used within the following major domains highlighted by the American School Counselor Association:
 - a. Academic
 - b. Personal/Social
 - c. Career(TN CCSS Reading 1; TN CCSS Writing 8)
- 9) Working collaboratively, research various models of student-to-student intervention, including but not limited to peer mediation and tutoring. Assess the potential benefits of implementing a peer assistance program within a school and present findings to the class. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 4, 7, 9)

Counseling Young Children (pre-K to fifth grade)

- 10) Research the types, indicators, and the legal requirements for reporting child welfare issues. Prepare an informational artifact for different types of issues, describing the common signs and symptoms indicative of abuse, and outline the reporting requirements and procedures at the district and state levels. (TN CCSS Reading 7; TN CCSS Writing 4, 7, 9; FACS 4)
- 11) Research circumstances that elementary level guidance counselors may be required to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:
 - a. Divorce/remarriage of parents



- b. Discipline issues
- c. Learning disabilities
- d. Career awareness and exploration
- e. Education on understanding self and others
- f. Peer relationships, coping strategies and effective social skills
- g. Transition to middle school

(TN CCSS Reading 1, 9; TN CCSS Writing 1, 7, 9; TN Psychology; FACS 4, 12)

Counseling in Middle School (sixth grade to eighth grade)

12) Research situations that guidance counselors in middle schools may need to address. Synthesize information gathered into a research paper or project on topics including, but not limited to:

- a. Puberty
- b. Discipline issues
- c. Learning disabilities
- d. Bullying
- e. Eating disorders
- f. Academic skills support and planning
- g. Peer relationships and effective social skills
- h. Communication, problem-solving, decision-making and conflict resolution
- i. Career awareness, exploration and planning
- j. Substance abuse education
- k. Individual/family/school crisis intervention
- l. Transition to high school

(TN CCSS Reading 1, 9; TN CCSS Writing 1, 7, 9; TN Psychology; FACS 4, 12)

13) Craft an argumentative essay about the strength of peer influence versus parental influence on decision-making among adolescents. Develop claim(s) and counterclaim(s) with reasoning and evidence. (TN CCSS Reading 1; TN CCSS Writing 1, 9; FACS 4, 6, 12, 13)

Counseling in High School (ninth to 12th grade)

14) Research situations that guidance counselors in high schools may need to address. Synthesize information gathered into a research paper or a project based on topics including, but not limited to:

- a. Class scheduling
- b. Popularity
- c. Stress
- d. Peer relationships and effective social skills
- e. Bullying
- f. Sexuality
- g. Pregnancy or other health issues
- h. Truancy and school refusal
- i. Juvenile Justice
- j. Drug and alcohol use
- k. Study and test-taking skills
- l. Postsecondary planning and application process



- m. Career planning and awareness
 - n. Conflict resolution
- (TN CCSS Reading 1, 9, 10; TN CCSS Writing 1, 7, 9; TN Psychology; FACS 4)

- 15) Demonstrate understanding of the Tennessee juvenile justice system by synthesizing information from various reputable sources to describe:
- a. The potential roles and responsibilities of a school counselor
 - b. The role of a Court Appointed Special Advocate
 - c. The three major circumstances under which a juvenile court decides custody arrangements for juveniles
- (TN CCSS Reading 2; TN CCSS Writing 7; FACS 12)

Emergency Counseling

- 16) Research tools for assessing self-harm and suicide risk, including depression inventories. Create a chart for analyzing risk level (low, medium, high) based on the following:
- a. Immediate predictors
 - b. Psychiatric history
 - c. Current life events or situations
 - d. Support systems
 - e. Emotional or behavioral factors
- (TN CCSS Reading 7; TN CCSS Writing 4; FACS 12)
- 17) Create an informative artifact explaining the difference between characteristics of grief at preschool, elementary, and secondary school levels and cite evidence for appropriate preliminary interventions. (TN CCSS Reading 1, 9; TN CCSS Writing 4)
- 18) Develop grade-appropriate written and illustrated instructional materials, including electronic media (if available), directing students to various resources. Examples of resources include but are not limited to crisis hotlines and social service agencies. (TN CCSS Writing 4, 9)

Communication Skills

- 19) Develop and practice active listening skills including identification of speaker's major points, focusing on speaker's message rather than listener's response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note-taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions. (TN CCSS Writing 3; TN Sociology; FACS 13)
- 20) Differentiate between verbal and nonverbal communication when interacting with students. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN CCSS Reading 4, 9; TN CCSS Writing 7; TN Sociology; FACS 13)



- 21) Practice communication skills by writing and participating in role play exercises and critiquing the role play exercises of others. Demonstrate specific techniques for building rapport with students, parents, and other stakeholders, including but not limited to:
- Reflecting without judgment
 - Affirmation
 - Summarizing
 - Asking open-ended questions
 - Empathizing
- (TN CCSS Writing 4; FACS 13)
- 22) Cite evidence to support the idea that conflict is a normal part of human relationships at home, school, and work. Compare and contrast communication styles in conflicts. Practice different styles of handling conflicts by participating in role-play exercises and critiquing the role-play exercises of others. (TN CCSS Reading 1)

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

- History of School Counseling graphic
- Career Investigation artifacts
- Personal Code of Ethics artifacts
- Guidelines for Student Records
- Counseling Model artifacts
- Domain illustrations
- Circumstance Research artifacts
- Emergency Graphic illustrations
- Greif illustration
- Communication artifacts

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5 and 10 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).



- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- 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.





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Teaching as a Profession I (TAP I)

Primary Career Cluster:	Education and Training
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	6010
Prerequisite(s):	Fundamentals of Education (TBD)
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Programs of Study and Sequence:	This is the second course in both the <i>Teaching as a Profession</i> and <i>Educational Support Careers</i> programs of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. Visit http://tennessee.gov/education/cte/wb/ to learn more.
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education or Education Fundamentals Certificates
Dual Credit or Dual Enrollment Opportunities:	There are local dual credit opportunities for this course available at Roane State Community College.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/EducationTraining.shtml

Course Description

Teaching as a Profession I (TAP I) is an applied-knowledge course for students interested in learning more about becoming a school counselor, teacher, 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 in this course will conduct observations of educators at work and create artifacts for a course portfolio. Standards in this course are aligned with

Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee Psychology, Sociology, and Scientific Research standards, and the National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This course is the second course in each of the following Education and Training programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <http://www.state.tn.us/education/cte/EducationTraining.shtml>.

- *Teaching as a Profession*
- *Educational Support Careers*

Course Standards

Components of Instruction

- 1) Identify components of effective instruction using research published by universities, scholarly journals, and educational theorists. Compare and contrast components of instructional design models. Articulate the structure of the relationships between the concepts of pedagogical cycle, curriculum, scope, and sequence. (TN CCSS Reading 4, 5; TN CCSS Writing 8, 9; FACS 4)
- 2) Illustrate the stages of human development and the corresponding elements of effective instruction at each stage via graph, chart and/or illustration. Prepare an accompanying informative narrative to demonstrate knowledge of how students learn and develop at each stage. Provide examples of opportunities that support intellectual, social, and personal development. (TN CCSS Writing 2, 8, 9; TN Psychology; TN Sociology; FACS 4, 12)

Teaching Strategies

- 3) Justify why specific teaching methods have been identified as effective compared with those that research indicates are less effective, citing specific evidence. Accurately describe characteristics of, and examples of, the following effective teaching strategies:
 - a. Identifying similarities and differences
 - b. Reinforcing effort by providing encouragement
 - c. Providing opportunities for additional practice
 - d. Selecting proper instructional resources
 - e. Encouraging cooperative learning
 - f. Setting lesson objectives and goals for student learning
 - g. Providing continuous feedback
 - h. Fostering student engagement(TN CCSS Reading 2; TN CCSS Writing 8, 9; TN Psychology; TN Sociology; FACS 4)

Assessments

- 4) 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 and justify their importance.

- 5) Create examples of formative and summative assessments in a variety of formats (multiple choice, constructed response, true/false, essay, etc.) as an addition to the course portfolio. (TN CCSS Writing 4)

Student Learning

- 6) 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:
 - a. Visual/Spatial Learners
 - b. Auditory/Verbal/Linguistic Learners
 - c. Analytic Learners
 - d. Kinesthetic or Tactile Learners
 - e. Global Learners(TN CCSS Reading 2, TN Psychology 1; TN Sociology 1; FACS 4, 12)
- 7) Form a hypothesis about personal learning style and complete a learning style survey to test the hypothesis. Write a summary evaluating the results of the survey, using evidence from prior research and real-life examples to develop claim(s) and counterclaim(s) that support or question the results. (TN CCSS Reading 9; TN CCSS Writing 7, 9; TN Psychology 1; FACS 12)
- 8) Using academic journals and news articles, investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. Assess the extent to which reasoning and evidence in a specific text support the author's claim. (TN CCSS Reading 1, 8; TN Psychology 1, 6; TN Sociology 1, 6; FACS 4, 12)
- 9) Citing research from case studies and academic journals, 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. (TN CCSS Reading 1; TN CCSS Writing 4, 8, 9; TN Psychology 1, 6; TN Sociology 1,6; FACS 4)

Special Populations

- 10) 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, citing specific textual evidence. Investigate the impact of these pieces of legislation on the education of students with disabilities by conducting a research project or interview(s) of impacted individuals. (TN CCSS Reading 1, 2, 9; TN CCSS Writing 2, 7; TN Psychology 1)
- 11) Describe the roles of parents, teachers, and school administrators at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine



examples of authentic individualized education programs (IEPs) designed to address the needs of students with disabilities and analyze how the required adaptations and accommodations vary from standard teaching practices. Define inclusion and least restrictive environment and justify the importance of these concepts, citing specific textual evidence. (TN CCSS Reading 1, 2, 9)

12) Create an annotated visual representation of the key indicators, diagnostic tests, and most important features of effective instruction for students diagnosed with:

- a. Intellectual disabilities
- b. Developmental disabilities
- c. Learning disabilities
- d. Emotional/behavioral disorders
- e. Autism spectrum disorders
- f. Communication disorders
- g. Hearing loss or deafness
- h. Low vision or blindness
- i. Attention Deficit Hyperactivity Disorder (ADHD)

(TN CCSS Reading 2; TN CCSS Writing 2, 9; TN Psychology 1, 6)

Educational Technology

13) Research and evaluate the role of technology in the classroom by identifying available technology applications. Draw evidence from research to develop an argumentative essay on how technology can enhance or inhibit the learning process. (TN CCSS Reading 1; TN CCSS Writing 1, 9)

14) Research the Children’s Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize and create acceptable-use policies for students that are appropriate at different developmental milestones. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 9)

Final Project & Observation

15) Create a checklist or rubric synthesizing concepts studied in TAP I to use as a classroom observation tool. Perform guided observations at the elementary and secondary levels to identify characteristics of an effective classroom and teacher. Reflect on the observation experience and revise written career goals and personal teaching philosophy (developed in Level One course – Fundamentals of Education/Education Careers). Connect observations from the final project to concepts learned in this course and add these reflections to the course portfolio. (TN CCSS Reading 2; TN CCSS Writing 2)

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:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 3, 5, 6, 8, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, 6, and 10 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- 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.





TENNESSEE DEPARTMENT OF

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Teaching as a Profession II (TAP II)

Primary Career Cluster:	Education and Training
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	Fundamentals of Education (TBD) and Early Childhood Education Careers II (6016) or Teaching as a Profession I (6010)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Education and Training or Human Services courses.
Programs of Study and Sequence:	This is the third course in both the <i>Teaching as a Profession</i> and <i>Early Childhood Education</i> programs of study.
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placements can be offered. Visit http://tennessee.gov/education/cte/wb/ to learn more.
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education or Education Fundamentals Certificate
Dual Credit or Dual Enrollment Opportunities:	There are local dual credit opportunities for this course available at Roane State Community College.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/EducationTraining.shtml

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, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in

laboratory settings while building a course portfolio of work. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee Psychology, Scientific Research, and Sociology standards, and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This course is the third course in each of the following Education and Training and Human Services programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the following websites:

- *Teaching as a Profession*: <http://www.state.tn.us/education/cte/EducationTraining.shtml>
- *Early Childhood Education*: <http://www.state.tn.us/education/cte/HumanServices.shtml>

Course Standards

Classroom Management and Environment

- 1) Research common reasons for student disobedience (such as unclear expectations, desire for attention, fear, embarrassment, or lack of basic needs) and develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations. (TN CCSS Reading 1, 5; TN CCSS Writing 2, 4, 7, 9)
- 2) Interview one or more experienced primary and/or secondary teachers and synthesize findings to create a checklist for performing classroom procedures and for responding to emergency situations. The checklist should include, but is not limited to: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, and responding to fire or natural disaster emergencies. (TN CCSS Writing 2, 4; FACS 4)
- 3) Research the correlation between classroom layout and effective classroom management. Compare the use of furniture and space in several classrooms and analyze their compliance with both research-based recommendations for effective classroom management and legal requirements for safety. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 7, 9; FACS 4)
- 4) Drawing on evidence from research, create a rubric for evaluating the establishment of a positive classroom environment. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students. (TN CCSS Reading 1; TN CCSS Writing 2, 9; TN Psychology; TN Sociology; FACS 4)

Teaching for Higher Order Thinking

- 5) Investigate theories (such as those proposed by Benjamin Bloom, Robert Marzano and Norman Webb) on instructional strategies and activities that promote the development of higher level cognitive skills. Create and annotate a graphic illustration aligning Webb's Depth of Knowledge and/or Bloom's Taxonomy with teaching methods at each skill level. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 4, 8, 9; TN Psychology; FACS 4, 12)



- 6) Research various reflection strategies and make a claim about how reflection strategies influence academic achievement and student understanding. Develop claim(s) and counterclaim(s) about the relationships between the use of reflection strategies, improvement of student understanding and academic achievement, with reasoning and evidence from texts. (TN CCSS Reading 1, 6; TN CCSS Writing 1, 4, 7, 9; TN Psychology; FACS 4, 12)
- 7) Gather research on the major elements of successful cooperative/collaborative learning and their relationship to higher order thinking skills. Design small group instructional activities incorporating those elements. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 7, 9; TN Psychology; FACS 4)

Differentiating Instruction

- 8) Define differentiated instruction. Citing specific textual evidence about characteristics of certain learners, create examples of instructional methods that differentiate instruction to meet the educational needs of students based on:
 - a. Language
 - b. Culture
 - c. Socioeconomic status (SES)
 - d. Educational background
 - e. Preferred learning style
 - f. Gender
 - g. Ethnicity
 - h. Religion(TN CCSS Reading 1, 4, 9; TN CCSS Writing 2, 4, 9; TN Psychology; TN Sociology; FACS 12)
- 9) Discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices. (TN CCSS Reading 3; TN Psychology; TN Sociology)

Planning for Instruction

- 10) Investigate relevant national and state curriculum standards, and explain how they help guide teaching in order to affect learning. (TN CCSS Reading 1, 6)
- 11) Working collaboratively in pairings or small teams, gather and analyze Tennessee course content requirements in different subject areas and grade levels. Compare and contrast examples of student learning objectives and performance indicators from different subject areas and grade levels. Analyze the extent to which each provides teachers with necessary expectations for instruction. Choose a specific standard to rewrite for clarity and measurability. (TN CCSS Reading 9; TN CCSS Writing 2, 4, 5)
- 12) Drawing evidence from academic research, create a rubric for evaluating and selecting textbooks, materials, and technology resources. Examples of criteria to be analyzed include but are not limited to:
 - i. Reading level
 - j. Content accuracy
 - k. Alignment with content standards



- l. Visual appeal
- m. Adaptability for different student populations
- n. Non-stereotyped representation of groups from different cultures or ethnic backgrounds.

(TN CCSS Reading 1; TN CCSS Writing 4, 9)

13) Conduct a research project on lesson planning in multiple grade levels and subject areas. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:

- a. Content-area, Common Core, and 21st Century Skills standards
- b. Student learning objectives aligned to standards
- c. Materials and equipment needed
- d. Instructional activities
- e. Pacing chart
- f. Accommodations for special needs students
- g. Closure/reflection
- h. Assessment

(TN CCSS Reading 9; TN CCSS Writing 7, 9)

14) Research and analyze individual and group teaching strategies. Craft an argumentative essay making a claim about the appropriate strategy for a given situation, developing claim(s) and counterclaim(s) with evidence and reasoning from academic research.

(TN CCSS Reading 1, 2; TN CCSS Writing 1, 8, 9; TN Psychology; TN Sociology)

Final Project

15) Apply knowledge from this course by demonstrating specific instructional strategies in a classroom situation. Document artifacts from the capstone project in the course portfolio.

Demonstration of knowledge includes, but is not limited to, the following activities:

- a. Using a lesson plan template to produce effective standards-based, subject-specific lesson plans for teaching students at multiple grade levels
- b. Implementing standards-based lessons (created in this course) with small groups, using developmentally-appropriate teaching strategies that promote student learning and higher order thinking skills
- c. Selecting and using multiple types of resources and teaching methods
- d. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
- e. Evaluating student levels in order to adapt lessons for differentiated instruction
- f. Establishing a positive classroom climate

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

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



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 6, and 10 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- 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.





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Teaching as a Profession III (TAP III)

Primary Career Cluster:	Education and Training
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	Fundamentals of Education (TBD) and Teaching as a Profession I (6010) or Early Childhood Education Careers II (6017) and Teaching as a Profession II (TBD) or School Counseling (TBD)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Programs of Study and Sequence:	This is the fourth and final course in the following programs of study: <ul style="list-style-type: none">• <i>Teaching as a Profession</i>• <i>Early Childhood Education</i>• <i>Educational Support Careers</i>
Necessary Equipment:	None
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. Visit http://tennessee.gov/education/cte/wb/ to learn more.
Available Student Industry Certifications:	American Association of Family and Consumer Sciences Pre-PAC Early Childhood Education or Education Fundamentals Certificate
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/EducationTraining.shtml

Course Description

Teaching as a Profession III (TAP III) is a capstone course in the Education and Training Cluster for students interested in learning more about becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Standards in this course are aligned with Tennessee Common Core State Standards English Language Arts & Literacy in Technical Subjects and Tennessee Psychology, and Sociology standards, and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This course is a capstone course in each of the following Education and Training programs of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at www.state.tn.us/education/cte/EducationTraining.shtml.

- *Teaching as a Profession*
- *Early Childhood Education*
- *Educational Support Careers*

Course Standards

Professionalism, Ethics, and 21st Century Skills

- 1) Collaboratively develop a professionalism rubric with performance indicators for each of the following professional attributes:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Reflective teaching practice(TN CCSS Writing 4; FACS 13)
- 2) Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (such as the National Education Association and others) and 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. (TN CCSS Reading 2, 6, 9; TN CCSS Writing 4, 7, 9; FACS 4)



Policies

- 3) Use authentic resources (such as federal or state regulations; local education agency policies) to create a checklist of the circumstances under which grades, records, medical information or other student information may be released and to whom. (TN CCSS Reading 1, 2; TN CCSS Writing 4, 9)
- 4) 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. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 1, 9; TN Psychology; TN Sociology; FACS 12)
- 5) Analyze case studies of problematic school situations and assess the degree to which their proposed resolutions are supported by legal and ethical policies. (TN CCSS Reading 1, 2, 8)

Requirements for Careers in Education

- 6) Access electronic resources from the Tennessee Department of Education Office of Teacher Licensing to identify the teacher certification requirements for the state of Tennessee. Prepare a visual representation comparing the educational and licensing requirements for entering and advancing in specific teaching careers (such as preschool, elementary school, middle school, high school). Include the specific requirements for teaching in various content areas. (TN CCSS Reading 2, 7; TN CCSS Writing 4, 6)
- 7) Review case studies in education and use findings to develop an argument supporting or opposing the use of background checks for teacher hiring, including fingerprinting, drug testing, and checking professional references. (TN CCSS Reading 8; TN CCSS Writing 1)
- 8) Using the Tennessee Educator Acceleration Model (TEAM) – or other appropriate teacher evaluation instrument – investigate the domains and associated indicators of expected teacher behaviors and characteristics. In a coherent narrative, summarize the steps in the educator assessment process and analyze their classroom relevance. (TN CCSS Reading 1, 2, 5; TN CCSS Writing 2, 4, 7, 9)

Teaching and Learning

- 9) Using academic journals and scholarly research on effective teaching practices, investigate the impact of teacher content knowledge and pedagogical knowledge on quality of instruction, as measured by student outcomes. Craft an argumentative essay making a claim about the impact of educator background on student outcomes, developing reasoning with evidence from research. (TN CCSS Reading 1; TN CCSS Writing 1, 4, 7, 9)
- 10) 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. Use this research to assign suitable teaching methods to lesson plans created in the previous course and write recommendations for adaptations needed for students with different learning styles or special needs. (TN CCSS Reading 1, 10; TN CCSS Writing 2, 4, 5, 8, 9; Psychology; Sociology)



- 11) Build on current understanding of the types and purposes of assessments by creating appropriate assessment tools using examples and findings from current academic research. Write a narrative explaining how assessment results are used for planning instruction. Administer assessments, record results, and provide student and parent feedback. (TN CCSS Writing 2, 4)
- 12) Develop grade-appropriate written and illustrated instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internships. (TN CCSS Writing 4, 6)

Communication

- 13) Draw conclusions about the relationship between classroom communications and student learning, citing examples from case studies, instructional materials, and academic journals. (TN CCSS Reading 7, 9)
- 14) 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 internships). (TN CCSS Writing 4; FACS 13)

Internship

- 15) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism. (TN CCSS Writing 4)
- 16) During the internship, implement lesson plans developed in a previous course. Annotate accordingly the plans to document the teaching process. (TN CCSS Writing 5)
- 17) Create and continually update a personal teaching journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
 - 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
 - f. Personal satisfaction(TN CCSS Writing 4, 6, 7, 10; FACS 13)
- 18) Upon conclusion of the internship, write a reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the internship. (TN CCSS Writing 2, 5, 6, 7)

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

- Revised statement of personal teaching philosophy
- Personal code of professional ethics



- Revised career and professional growth plan
- A description of the internship school, student body, and a job description or list of responsibilities
- Lesson plans, assignments, assessment tools and instructional materials created
- Examples of visual materials incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from TAP III teacher based on observations, using Tennessee Educator Acceleration Model (TEAM) or other state-approved observation rubric

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 4 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 2 and 3 at the conclusion of the course.
- TN Psychology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Psychology 9-12](#).
- TN Sociology: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Sociology 9-12](#).
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- 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.

