Arkansas CTE

Introduction to Education (2022)

Understanding the Profession 1.0

1 Exploring the Profession 1.1

1. Explore the numerous career opportunities within the educational field, such as teachers, counselors, instructional and athletic coaches, school psychologists, administrators, and other types of professionals. 1.1.1
2. Observe professional educators at work in different settings. 1.1.2
3. Investigate licensure pathways required for education career areas of interest, in addition to salary trends and employment projections. 1.1.3
4. Plan an individualized educational pathway to educator licensure. 1.1.4

2 Becoming an Accomplished Professional 1.2

1. Discuss ways in which teachers advance their abilities over the course of their careers. 1.2.1
2. Identify and practice the skills needed to work productively and intentionally with other educators as a part of a collaborative team within a Professional Learning Community (PLC). 1.2.2
3. Evaluate what it means to dress, behave, and interact as a professional. 1.2.3
4. Apply confidentiality guidelines provided under the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and the importance of protecting student data. 1.2.4
5. Recognize that teachers are Arkansas Mandated Reporters and understand their critical role in protecting children by recognizing and reporting child abuse. 1.2.5
6. Analyze the standards outlined in the Code of Ethics for Arkansas Educators and the process for investigating alleged violations. 1.2.6

3 Advocating for the Profession 1.3

1. Explore the history of the profession including significant legal events in education. 1.3.1
2. Examine the current state of education and understand the impact educators can have on the future. 1.3.2
3. Identify professional organizations and advocacy groups within the field and begin seeking opportunities and platforms to elevate one's voice by participating in education-related activities. 1.3.3

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Learning About Students 2.0

1 Gaining Self-Knowledge 2.1

1. Explore one's own identity in perspective to those of others. 2.1.1
2. Examine personal histories, values, and beliefs to assess personal attitudes. 2.1.2
3. Reflect on individual passions and strengths and uncover personal biases and weaknesses. 2.1.3
4. Examine oneself as a learner, with unique talents, preferences, and motivations and appreciate that these qualities differ from person to person. 2.1.4
5. Acknowledge preconceptions that may limit students in order to create opportunities that will maximize student potential instead. 2.1.5
6. Analyze the significance of different opinions and beliefs, recognizing that some of these ideas may challenge one's own thinking. 2.1.6

2 Developing Cultural Competence 2.2

1. Acknowledge that students are individuals, each possessing a unique story. 2.2.1
2. Recognize students' diverse human qualities, characteristics, and talents. 2.2.2
3. Acknowledge and describe the different social, cultural, ethnic, and economic backgrounds as well as different family structures, religious beliefs, sexual orientations, physical traits, intellectual attributes, and career ambitions of students. 2.2.3
4. Engage students and other stakeholders to learn about interests, motivations, and aspirations as well as their social, emotional, physical, and cognitive development. 2.2.4
5. Identify strategies that respond to students' individual needs while helping them succeed and elevating their voices. 2.2.5

3 Different Learning Needs 2.3

1. Consider students' individual talents and learning needs as well as those of the whole class when planning and providing instruction. 2.3.1
2. Customize interaction with students to foster positive relationships with them as people and distinguishing them as learners. 2.3.2

Engaging in Responsive Planning 3.0

1 Meeting Student Needs 3.1

1. Consider student needs during the planning process to create a dynamic and productive learning environment. 3.1.1
2. Design student-focused instruction that responds to learner input, engages interests, and encourages exploration. 3.1.2
3. Foster safe, supportive school cultures to help students build confidence and discover their individual voices. 3.1.3
4. Create plans that facilitate student growth and development by addressing students' changing needs. 3.1.4

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2 Designing Learning Environments 3.2

1 Utilize effective planning that takes into account physical layouts, available resources, student groupings, and class procedures to support positive social interaction, encourage full participation, and promote safe and productive learning spaces. 3.2.1

2 Craft plans to anticipate potential issues and strategize successful solutions by establishing norms and routines that support positive school culture. 3.2.2

3 Developing Instructional Methods and Strategies 3.3

1 Analyze various instructional methods and understand how they inform planning and influence teaching. 3.3.1

2 Develop a set of methods and strategies to facilitate instruction, incorporating techniques within lesson plans in response to student needs. 3.3.2

4 Building Lesson Plans 3.4

1 Analyze the ongoing cycle of planning, instruction, assessment, and adjustment. 3.4.1

2 Use curriculum materials and content standards to identify clear, measurable learning objectives based on target knowledge and skills. 3.4.2

3 Use data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards in order to guide instruction to meet learner needs. 3.4.3

4 Evaluate the potential impact that time, materials, and other resources may have on student learning. 3.4.4

5 Differentiate instruction and scaffold learning in lesson plans, thinking about how to correct any misconceptions and utilize exemplars to model quality work. 3.4.5

6 Respond to the diverse needs of students while challenging them to advance their learning. 3.4.6

7 Utilize feedback from others to create effective lesson plans. 3.4.7

5 Collaborating with Stakeholders 3.5

1 Use collaborative planning to engage students and stimulate learning. 3.5.1

2 Communicate with students and other stakeholders, asking questions and responding to feedback so they can extend the reach of their learning environments. 3.5.2

3 Observe accomplished teachers partnering with students and other stakeholders to share resources and benefit from various perspectives, promoting fairness and equity by evaluating student needs from different viewpoints. 3.5.3

Implementing Instruction 4.0

1 Establishing Learning Environments 4.1

1 Describe how a school culture that promotes mutual respect and rapport will support the growth of all students. 4.1.1

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2 Discuss ways that students benefit from the routines and procedures within a safe and supportive learning environment. 4.1.2

3 Plan a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students. 4.1.3

4 Contribute to the creation of positive learning environments that value students as individuals and advance their growth. 4.1.4

2 Communicating with Students 4.2

1 Create student-centered environments to motivate learning, foster growth, and encourage achievement through clear communication. 4.2.1

2 Practice using a range of communication strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills. 4.2.2

3 Discuss the importance of communicating instructional purpose clearly to students to engage them as partners within the learning environment. 4.2.3

4 Consider methods of communication with students, determining how to share information and exchange ideas to help develop equitable, empowering learning environments. 4.2.4

3 Utilizing Instructional Strategies 4.3

1 Identify effective instructional strategies to engage student interest and support meaningful learning. 4.3.1

2 Incorporate cross-curricular, real world, and global connections to engage students. 4.3.2

3 Differentiate instruction and draw on various teaching materials to reach all learners. 4.3.3

4 Model skills and behaviors to communicate expectations. 4.3.4

5 Facilitate hands-on activities to support student initiative. 4.3.5

6 Scaffold instruction to encourage higher levels of performance. 4.3.6

4 Foster Critical Thinking 4.4

1 Describe the importance of developing students' higher order thinking skills. 4.4.1

2 Integrate problem solving, critical thinking, technology application, and other crucial skills within activities so students have the opportunity to analyze ideas and synthesize learning. 4.4.2

3 Practice asking effective questions that probe their thinking and inspire them to ask questions of their own. 4.4.3

4 Model methods on those of accomplished teachers who use inquiry-based learning to extend student investigation, pursue additional research, and deepen conceptual engagement. 4.4.4

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Engaging in Reflective Practice 5.0

1. **Developing a Reflective Mindset** 5.1
    1. Acknowledge that reflection is a habit of mind embedded within a cycle that uses planning, instruction, assessment, and adjustment to enhance student learning. 5.1.1
    2. Acknowledge that, as they reflect, teachers engage in various activities to address the social, emotional, intellectual, and physical development of students. 5.1.2
    3. Evaluate beliefs and biases throughout reflection. 5.1.3

2. **Reflecting to Support Learning** 5.2
    1. Analyze instruction by watching videos of one's own teaching, observing other educators at work, and engaging in dialogue with peers and mentors. 5.2.1
    2. Observe teachers establish meaningful goals and target opportunities that will help them grow professionally and advance student learning. 5.2.2
    3. Work with other teachers to reflect on student needs and address them. 5.2.3