Mississippi CTE

Educator Preparation I & II (2022)

Program Orientation 1

1 **Adhere to the policies and procedures of the educator preparation program. DOK1** 1.1

- a Review the curriculum, school, and program policies that help to promote safety and student success. 1.1.A
  - 1 Academics 1.1.A.1
  - 2 Attendance 1.1.A.2
  - 3 Discipline 1.1.A.3
  - 4 Dress code 1.1.A.4
  - 5 Safety (e.g., equipment safety, technology use, etc.) 1.1.A.5
  - 6 Student organizations (e.g., Educator's Rising, FCCLA, SkillsUSA, etc.) 1.1.A.6
  - 7 Transportation 1.1.A.7

2 **Develop employability and job-seeking skills to prepare for a career in education. DOK1** 1.2

- a Identify personal characteristics, professional qualities, and skills associated with the roles of an effective teacher. 1.2.A
- b Research employment opportunities, salaries, and job benefits associated with various levels of teaching including elementary, secondary, and postsecondary. 1.2.B
- c Describe the education and training requirements necessary to obtain a teaching position through various pathways and program options. 1.2.C
  - 1 Content areas 1.2.C.1
  - 2 Alternative route 1.2.C.2
  - 3 Traditional route 1.2.C.3
  - 4 Educator preparation programs (EPP) 1.2.C.4
  - 5 Teacher academies 1.2.C.5

3 **Describe the organizational structure, professional standards, and social issues that affect education and schools. DOK1** 1.3

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a Identify the roles, responsibilities, and funding sources within the federal, state, and local levels of education. 1.3.A

1 U.S. Department of Education 1.3.A.1

2 Mississippi Department of Education 1.3.A.2

3 School districts 1.3.A.3

4 School buildings 1.3.A.4

b Discuss the relationship between schools and communities and the impact of social problems, such as poverty and violence. 1.3.B

1 Examine the role of professional organizations in the teaching profession. 1.3.B.1

2 National Board for Professional Teaching Standards (NBPTS) 1.3.B.2

3 National Education Association (NEA) 1.3.B.3

4 Educational Testing Service (ETS) 1.3.B.4

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4 Create a professional portfolio that demonstrates abilities, experiences, and skills. DOK3 1.4

a Include the following items in the portfolio: 1.4.A

1 Teaching philosophy 1.4.A.1

2 Cover letter 1.4.A.2

3 Résumé 1.4.A.3

4 Work samples 1.4.A.4

5 References 1.4.A.5

6 Follow-up letter 1.4.A.6

History and Trends in American Education 2

1 Explain how historical people and events shaped the American education system.DOK2 2.1

a Describe how significant events and trends impacted American education during the colonial period (1600-1776). 2.1.A

1 European migration 2.1.A.1

2 Apprenticeships 2.1.A.2

3 Dame schools 2.1.A.3

4 Religious influences 2.1.A.4

b Describe how conditions and people influenced American education during the early national period (1776-1840). 2.1.B

1 Rural living 2.1.B.1

2 Benjamin Franklin 2.1.B.2

3 Thomas Jefferson 2.1.B.3

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c Explain how significant people and events impacted the American education system during the common school period (1840-1880). 2.1.C

1 Horace Mann 2.1.C.1

2 Oregon Trail 2.1.C.2

3 African Americans 2.1.C.3

4 Friedrich Froebel 2.1.C.4

5 Morrill Act 2.1.C.5

d Explain the significance of people and events that shaped the American education system during the progressive period (1880-1921). 2.1.D

1 Industrial Revolution 2.1.D.1

2 Reform movement 2.1.D.2

3 John Dewey 2.1.D.3

4 Maria Montessori 2.1.D.4

5 Career and technical education 2.1.D.5

e Describe the impact of the 1920s Great Depression Era (1921-1949) on the American education system. 2.1.E

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2 **Explain how people and events helped to develop the modern American education system. DOK2** 2.2

a Describe the significance of events on the American education system during the period from 1940 to 1970. 2.2.A

1 Brown v. Board of Education 2.2.A.1

2 Civil Rights Act of 1964 2.2.A.2

3 Elementary and Secondary Education Act 2.2.A.3

4 Project Head Start 2.2.A.4

b Explain the impact of events and trends on the American education system from 1970 to 1990. 2.2.B

1 Desegregation and busing 2.2.B.1

2 Bilingual education 2.2.B.2

3 Equal Opportunity in Education Act (Title IX) 2.2.B.3

4 Education for All Handicapped Children Act 2.2.B.4

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c Describe how events and trends influenced American education from 1990 to 2010. 2.2.C

1 Technology 2.2.C.1

2 Accountability 2.2.C.2

3 No Child Left Behind Act 2.2.C.3

4 Every Student Succeeds Act (ESSA) 2.2.C.4

5 Strengthening Career and Technical Education for the 21st Century Act (i.e., Perkins V) 2.2.C.5

Human Growth and Development 3

1 Explain the significance of human growth and development on the learning and teaching processes. DOK2 3.1

a Describe the general changes in abilities and behaviors associated with the four main types of human development (i.e., physical, cognitive, social, and emotional). 3.1.A

b Explain the contributions of major developmental theories to human development. 3.1.B

1 Heredity versus environment 3.1.B.1

2 Pavlov's classical conditioning 3.1.B.2

3 Thorndike's law of effect 3.1.B.3

4 Skinner's operant conditioning 3.1.B.4

5 Bandura's social cognitive theory 3.1.B.5

6 Piaget's stages of cognitive development 3.1.B.6

7 Vygotsky's sociocultural theory 3.1.B.7

8 Kolb's experiential learning theory 3.1.B.8

9 Erikson's psychosocial theory 3.1.B.9

10 Kohlberg's theory of moral development 3.1.B.10

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2 Identify the stages of human growth and development and describe the progression of learning abilities with each phase. DOK1 3.2

a Describe the major characteristics of growth and development for preschool-age children. 3.2.A

1 Physical, cognitive, and socio-emotional development 3.2.A.1

2 Piaget's and Vygotsky's developmental theories 3.2.A.2

3 Developmentally appropriate activities and guidance 3.2.A.3

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b Describe the major characteristics of growth and development for children ages 5-7. 3.2.B

1 Physical, cognitive, and socio-emotional development 3.2.B.1

2 Kindergarten-ready skills 3.2.B.2

3 Piaget's and Erikson's developmental theories 3.2.B.3

4 Describe the major characteristics of growth and development for children ages 8-12. 3.2.B.4

5 Physical, cognitive, and socio-emotional development 3.2.B.5

6 Piaget's and Kohlberg's developmental theories 3.2.B.6

c Describe the major characteristics of growth and development for teenage students. 3.2.C

1 Physical, cognitive, and socio-emotional development 3.2.C.1

2 Piaget's developmental theory 3.2.C.2

Diverse Learners 4

1 **Demonstrate the importance of supporting diverse learners in the classroom. DOK2** 4.1

a Identify characteristics of visual, auditory, and kinesthetic learning styles. 4.1.A

b Define multiple intelligences and identify the characteristics associated with each type. 4.1.B

1 Logical 4.1.B.1

2 Spatial 4.1.B.2

3 Kinesthetic 4.1.B.3

4 Linguistic 4.1.B.4

5 Musical 4.1.B.5

6 Naturalistic 4.1.B.6

c Apply differentiated instructional practices for the various learning styles. 4.1.C

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2 **Demonstrate strategies to address the needs of exceptional learners in the classroom. DOK2** 4.2

a Explain the process to identify gifted and talented learners based on students' characteristics and unique abilities. 4.2.A

b Relate lesson adaptations and special programs to meet the needs of gifted and talented learners. 4.2.B

c Describe the characteristics of the general types of disabilities and disorders (i.e., developmental, intellectual, and learning). 4.2.C

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d various types of disabilities in the special population 4.2.D

1 Intellectual 4.2.D.1

2 Learning 4.2.D.2

3 Emotional or behavioral 4.2.D.3

4 Attention-deficit/hyperactivity disorder (ADHD) 4.2.D.4

5 Autism spectrum 4.2.D.5

6 Communication 4.2.D.6

7 Hearing loss or deafness 4.2.D.7

8 Low vision or blindness 4.2.D.8

e Explain the processes and support systems designed to address the educational needs of learners with disabilities. 4.2.E

1 Individualized Education Program (IEP) 4.2.E.1

2 Section 504 services 4.2.E.2

3 Educational placement (i.e., mainstreaming, inclusion, special education) 4.2.E.3

4 Tier process 4.2.E.4

5 Performance levels of academic achievement and functional performance (PLAAF) 4.2.E.5

3 **Identify methods to support English language learners (ELL) or students with limited English proficiency (LEP). DOK1** 4.3

Learning Environments 5

1 **Develop strategies to create safe, engaging, and respectful classroom environments. DOK2** 5.1

a Define classroom management and describe how certain factors help to create an engaging and stimulating learning environment. 5.1.A

1 Sense of community 5.1.A.1

2 Respect 5.1.A.2

3 Student involvement 5.1.A.3

4 Positive relationships 5.1.A.4

5 Visual displays and materials 5.1.A.5

2 **Demonstrate effective classroom management styles that promote teaching and learning processes. DOK2** 5.2

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a Discuss the purpose of classroom management styles and the different types of management styles of teachers. 5.2.A

1 Authoritarian 5.2.A.1

2 Authoritative 5.2.A.2

3 Indulgent 5.2.A.3

4 Permissive 5.2.A.4

b Apply classroom management strategies that promote student engagement during the learning process. 5.2.B

1 Lesson relevance 5.2.B.1

2 Varied instructional strategies 5.2.B.2

3 Individual and group activities 5.2.B.3

4 Transitions 5.2.B.4

c Demonstrate the proper use of strategies to avoid, minimize, and address behavior problems in the classroom. 5.2.C

1 Behavior management plan 5.2.C.1

2 Classroom rules and procedures 5.2.C.2

3 Personal responsibility 5.2.C.3

4 Routines 5.2.C.4

5 Seat assignments 5.2.C.5

6 Keep records 5.2.C.6

7 Parental involvement 5.2.C.7

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3 **Create a physical classroom environment that is safe and effective for instruction.** **DOK3** 5.3

a Design physical spaces that allow for the ease of mobility, teaching, and supervision within a classroom. 5.3.A

b Establish classroom safety procedures to follow in the event of emergencies, such as evacuation, lockdown, and shelter-in-place. 5.3.B

Career and Professional Development 6

1 **Adhere to the philosophy and policies of the educator preparation program.** **DOK1** 6.1

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a Review the curriculum, school, and program policies that help to promote safety and success. 6.1.A

1 Academics 6.1.A.1

2 Attendance 6.1.A.2

3 Career portfolio 6.1.A.3

4 Discipline 6.1.A.4

5 Dress code 6.1.A.5

6 Safety 6.1.A.6

7 Student organizations 6.1.A.7

8 Transportation 6.1.A.8

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2 Develop professional skills, materials, and resources to pursue a position in the teaching profession. DOK3 6.2

a Prepare professional documents to practice the interview process. 6.2.A

1 Cover letter 6.2.A.1

2 Résumé 6.2.A.2

3 References 6.2.A.3

4 Follow-up or thank-you letter 6.2.A.4

5 Update skills, work samples, and teaching philosophy in student portfolio. 6.2.A.5

b Participate in a mock job interview to demonstrate employability skills for a teaching position. 6.2.B

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3 Demonstrate the benefits of professional memberships, community involvement, and ongoing professional development. DOK2 6.3

a Mississippi Association for Career and Technical Education (MS ACTE) conference 6.3.A

b Educator's Rising competitions 6.3.B

c Subject area organizations 6.3.C

d Service-learning projects 6.3.D

Instructional Planning 7

1 Develop instructional materials that meet educational standards and students' learning goals. DOK3 7.1

a Examine components of state academic and CTE curriculum frameworks. 7.1.A

1 Standards 7.1.A.1

2 Competencies 7.1.A.2

3 Objectives 7.1.A.3

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b Design a lesson plan. 7.1.B

1 Prepare an opening (i.e., hook, introduction, and anticipatory set). 7.1.B.1

2 List materials, equipment, supplies, preparations, and instructional resources. 7.1.B.2

3 Illustrate the appropriate sequence of instruction (e.g., guided, direct, or independent practice). 7.1.B.3

4 Identify assessment strategies. 7.1.B.4

5 Prepare a closing to the lesson. 7.1.B.5

6 Provide enrichment/remediation. 7.1.B.6

c Modify lesson plans to accommodate learning styles and differences, including special needs and gifted learners. 7.1.C

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2 Demonstrate instructional strategies that meet educational standards and students' learning goals. DOK3 7.2

a Identify the differences between teacher-centered and learner-centered instructional methods. 7.2.A

1 Lectures 7.2.A.1

2 Discussions 7.2.A.2

3 Guided notes 7.2.A.3

4 Cooperative learning 7.2.A.4

5 Flipped classroom 7.2.A.5

6 Student presentations 7.2.A.6

b Explain how and when to use various instructional techniques that reinforce the learning process. 7.2.B

1 Scaffolding 7.2.B.1

2 Examples 7.2.B.2

3 Modeling 7.2.B.3

4 Pacing 7.2.B.4

5 Closure 7.2.B.5

6 Questions (e.g., levels of difficulty, open-ended, etc.) 7.2.B.6

c Compare the components of Bloom's Revised Taxonomy and Webb's Depth of Knowledge (DOK) models. 7.2.C

d Deliver a lesson utilizing a lesson plan designed with strategies to meet standards and objectives. 7.2.D

Instructional Te

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1 Implement technology to enhance the teaching and learning processes.DOK2 8.1

Explain how technology has been used to overcome obstacles in education and make learning more accessible (e.g., distance education, online learning, virtual schools, etc.). 8.1.A

b Identify the purpose and difference between various learning management systems (LMS). 8.1.B

1 Canvas 8.1.B.1

2 Moodle 8.1.B.2

3 Schoology 8.1.B.3

4 Google Classroom 8.1.B.4

c Demonstrate the tools and functions of a LMS for instructional purposes. 8.1.C

1 Assignments 8.1.C.1

2 Discussion boards 8.1.C.2

3 Gradebooks 8.1.C.3

4 Journals 8.1.C.4

5 Videos 8.1.C.5

6 Quizzes 8.1.C.6

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2 Plan a classroom and online lesson that incorporates interactive technology tools to engage students. DOK3 8.2

a Utilize interactive technology in a classroom and online lesson. 8.2.A

1 Edpuzzle 8.2.A.1

2 Edmodo 8.2.A.2

3 FlipGrid 8.2.A.3

4 Headspace 8.2.A.4

5 Kahoot 8.2.A.5

Assessment Strategies 9

1 Explain the role of assessments in the instructional and learning processes. DOK2 9.1

a Describe the purpose of assessment. 9.1.A

b Distinguish between formative and summative assessment strategies. 9.1.B

c Construct and appropriately apply various types of assessment strategies. 9.1.C

1 Checklists 9.1.C.1

2 Observations 9.1.C.2

3 Rubrics 9.1.C.3

4 Standardized tests 9.1.C.4

5 Teacher-developed tests 9.1.C.5

6 Exit tickets 9.1.C.6

d Develop assessment strategies that align to instructional objectives, Bloom's Revised Taxonomy, or Webb's DOK. 9.1.D

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2 **Apply strategies to improve teaching and learning activities based on assessment results.DOK2** 9.2

- a Identify the purpose of feedback. 9.2.A
- b Describe methods that provide information to students about their learning and growth (e.g., grades, informal, personalized feedback, etc.). 9.2.B
- c Recognize indicators that determine when and how to reteach learning objectives. 9.2.C