Tennessee CTE

Introduction to Teaching as a Profession

Foundations of Education 1

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, and No Child Left Behind, Civil Rights Act, the development of the internet and COVID-19.** 1.1

2 **Validity Theories: 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:** 1.2

- a John Dewey 1.2.A
- b Maria Montessori 1.2.B
- c Benjamin Bloom 1.2.C

Careers in Education 2

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:** 2.1

- a Teacher 2.1.A
- b Librarian 2.1.B
- c Educational technologist 2.1.C
- d Counselor 2.1.D
- e Interpreter 2.1.E
- f Speech pathologist 2.1.F
- g Consulting teacher for students with special needs 2.1.G

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2 **abor Market Data: Compile and analyze real-time labor market data, including conomic 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. 2.2

Educator Responsibilities and Aptitudes 3

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:** 3.1

- a Lesson preparation and internalization 3.1.A
- b Facilitating instruction by using multiple teaching methods 3.1.B
- c Assessing student learning 3.1.C
- d Non-instructional tasks (e.g., parent communication, building activities, etc.) 3.1.D

2 **Aptitudes: Describe the aptitudes, including 21st century skills, needed by education professionals; self-assess 21st century skills, including the ability:** 3.2

- a Communicate verbally and nonverbally in a respectful manner 3.2.A
- b Work effectively in teams and resolve conflicts when necessary 3.2.B
- c Demonstrate a positive work ethic 3.2.C
- d Understand different cultural perspectives and their impact in the classroom 3.2.D
- e Use technology 3.2.E
- f Adapt to changes 3.2.F
- g Manage time wisely 3.2.G

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 advancement of skills and abilities that will be placed in the course portfolio.** 3.3

Introduction to Human Development 4

1 **Milestones of Development: Compare and contrast physical, emotional, cognitive, 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.** 4.1

2 **Physical & Cognitive Development: Illustrate the parts of the human brain, detailing their principle functions as they relate to physical 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.** 4.2

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actors that Contribute to Personality: Analyze the factors that contribute to ersonality and investigate several research-based personality assessment tools.

Analyze and reflect on the connections among personality, life experience, environment, and brain development. 4.3

Introduction to Learning 5

1 **Theories of Human Learning: Describe and critique major approaches to theories of human learning, including but not limited to:** 5.1

- a Classical Conditioning (Ivan Pavlov) 5.1.A
- b Stage Theory of Cognitive Development (Jean Piaget) 5.1.B
- c Social Learning Theory (Lev Vygotsky) 5.1.C
- d Constructivism (Jerome Bruner) 5.1.D
- e Experiential Learning (David Kolb) 5.1.E
- f Multiple intelligences (Howard Gardener) 5.1.F

Explain the influence of these and other theories on teaching practices.

2 **Student Self-Concept and Academic Performance: Research the influence of the following factors on student self-concept and academic performance:** 5.2

- a Student experience, interests, aptitudes, family, and culture 5.2.A
- b Teacher behavior and attitudes 5.2.B
- c Peers 5.2.C

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.** 6.1

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.** 6.2

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.** 6.3

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.** 7.1

2 **Career Pathway Plan: Synthesize information from Education and Training career exploration to create a written or electronic career pathway plan outlining cademic and career achievement goals, as well as a timeline for ongoing eflection throughout the program of study coursework.** 7.2

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a Identify dual credit courses available within specific programs of study 7.2.A

b Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study 7.2.B

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.** 7.3