Tennessee CTE

Teaching as a Profession I

Components of Instruction 1	1.1	Effective Instruction: Identify components of effective instruction. Compare and contrast components of instructional design models. Articulate the structure of the relationships among pedagogical cycle, curriculum, scope, and sequence. 1.1
	1.2	Elements of Effective Instruction: Illustrate the stages of human development and the corresponding elements of effective instruction at each stage. Demonstrate knowledge of how students learn and develop at each stage. Provide examples of opportunities that support intellectual, social, and personal development. 1.2
Teaching Strategies 2	2.1	Effective Teaching Methods: Justify why specific teaching methods have been identified as effective compared with those that research indicates are less effective. Accurately describe characteristics and examples of the following effective teaching strategies: 2.1
Identifying similarities and differences 2.1A	a	Identifying similarities and differences 2.1A
Reinforcing effort by providing encouragement 2.1B	b	Reinforcing effort by providing encouragement 2.1B
Providing opportunities for additional practice 2.1C	c	Providing opportunities for additional practice 2.1C
Implementing high quality instructional materials (HQIM) 2.1D	d	Implementing high quality instructional materials (HQIM) 2.1D
Encouraging cooperative learning 2.1E	e	Encouraging cooperative learning 2.1E
Setting lesson objectives an lea	f	Setting lesson objectives and goals for student learning 2.1F

Skip to main content

Providing continuous feedback 2.1G	**g Providing continuous feedback** 2.1G
Fostering student engagement 2.1H	**h Fostering student engagement** 2.1H
Assessments 3	**3 Assessments** 3
Formative and Summative Assessments: Differentiate between formative and summative assessments by comparing and contrasting the characteristics of each and describing appropriate times to employ each in an instructional setting. Articulate how to use each type of assessment to evaluate, modify, and inform effective instruction and justify their importance. 3.1	**3.1 Formative and Summative Assessments: Differentiate between formative and summative assessments by comparing and contrasting the characteristics of each and describing appropriate times to employ each in an instructional setting. Articulate how to use each type of assessment to evaluate, modify, and inform effective instruction and justify their importance.** 3.1
Assessment Examples: Create examples of formative and summative assessments in various formats (e.g., multiple choice, constructed response, true/false, essay, etc.) as an addition to the course portfolio. 3.2	**3.2 Assessment Examples: Create examples of formative and summative assessments in various formats (e.g., multiple choice, constructed response, true/false, essay, etc.) as an addition to the course portfolio.** 3.2
Universal Reading Screeners: Research the district and state level approved universal reading screeners. Describe the appropriate time to em ins articulate how to use	**3.3 Universal Reading Screeners: Research the district and state level approved universal reading screeners. Describe the appropriate time to employ in an instructional setting and articulate how to use this assessment to inform effective instruction.** 3.3

Skip to main content

this assessment to inform effective instruction. 3.3

Student Learning 4

4.1 Learning Styles: Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods and assignments. Learning styles include: 4.1

- a Visual/Spatial Learners 4.1A
- b Auditory/Verbal/Linguistic Learners 4.1B
- c Analytic Learners 4.1C
- d Kinesthetic or Tactile Learners 4.1D
- e Global Learners 4.1E

4.2 Learning Style Survey: Form a hypothesis about personal learning style and complete a learning style survey to test the hypothesis. Evaluate the results of the survey and use evidence from prior research and real-life examples to develop claim(s) and counterclaim(s) that support or question the results. 4.2

4.3 Student Learning and Behaviors: Investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. 4.3

4.4 Diversity: Determine the most appropriate teaching methods to address issues of diversity in instructive and culturally sensitive ways. Write recommendations for a diversity policy that contributes to a positive classroom environment and benefits all students. 4.4

Special Populations 5

5.1 Disabilities: Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements. Investigate the legislations' impact on the education of students with disabilities. 5.1

5.2 Meetings Addressing Student Needs: 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. 5.2

5.3 Effective Instruction for Students with Disabilities: Illustrate the key indicators, diagnostic tests, and most important features of effective instruction for students diagnosed with: 5.3

Skip to main content

a Intellectual disabilities 5.3A

b Developmental disabilities 5.3B

c Learning disabilities 5.3C

d Emotional/behavioral disorders 5.3D

e Autism spectrum disorders 5.3E

f Communication disorders 5.3F

g Hearing loss or deafness 5.3G

h Low vision or blindness 5.3H

i Attention Deficit Hyperactivity Disorder (ADHD) 5.3I

j Dyslexia 5.3J

Educational Technology 6

6.1 Technology in the Classroom: Research and evaluate the role of technology in the classroom by identifying available technology applications. Examine how technology can enhance or inhibit the learning process. 6.1

6.2 Internet Safety: Research the Children's Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Create acceptable-use policies for students that are appropriate at different developmental milestones. 6.2

Literacy 7

7.1 Academic language: Research the role that academic language plays in developing knowledge of concepts and content within all disciplines. Explain the reading, writing, listening, and speaking demands associated with specific disciplines. 7.1

7.2 Instructional Literacy Practices: Identify evidence-based and developmentally appropriate instructional literacy practices in the areas of oral language, decoding, comprehension, phonemic awareness, phonological awareness, phonics, vocabulary, fluency, written composition, spelling, usage. and grammar. 7.2

7.3 Technological Tools: Research various technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, interactive web sites, blogs, and online research. 7.3

Final Project & Observation 8

8.1 Classroom Observations: Create a checklist or rubric synthesizing concepts studied in TAP I to use as a classroom observation tool. Perform guided observations at the elementary and secondary levels to identify characteristics of an effective classroom and teacher. Reflect on the observation experience and revise written career goals and personal teaching philosophy (developed in 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. 8.1