Tennessee CTE

Teaching as a Profession (TAP) Practicum (2025)

Personalized Learning Plan 1

1.1 Personalized Learning Plan: A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas: 1.1

a. application of academic and technical knowledge and skills (embedded in course standards); 1.1A

b. career knowledge and navigation skills; 1.1B

c. 21st century learning and innovation skills; 1.1C

d. personal and social skills. 1.1D

Foundations of Education 2

2.1 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, No Child Left Behind, the Civil Rights Act, the development of the Internet, and COVID-19. 2.1

2.2 Validity Theories: Research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies. Evaluate the validity of 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 the following: 2.2

a. John Dewey, 2.2A

b. Maria Montessori, and 2.2B

c. Benjamin Bloom. 2.2C

Policies 3

3.1 Code of Ethics: Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (e.g., the National Education Association and others). 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. Create a personal code of ethics. 3.1

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	3.2 Student Information: Use authentic resources (e.g., federal or state regulations, local education agency policies, etc.) to create a checklist of the circumstances under which grades, records, medical information, or other student information may be released and to whom. 3.2
	3.3 Child Welfare Concerns: 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. 3.3
	3.4 Problematic School Situations: Analyze case studies of problematic school situations and assess the degree to which legal and ethical policies support the proposed resolutions. 3.4
Requirements for Careers in Education and Training 4	**4.1** Teaching Certification Requirements: Access electronic resources from the Tennessee Department of Education's Office of Teacher Licensing to identify the teacher certification requirements for the state of Tennessee. Compare the educational and licensing requirements for entering and advancing in specific teaching careers (e.g., preschool, elementary school, middle school, and/or high school). Include the specific requirements for teaching in various content areas. 4.1
	4.2 Hiring Requirements: Review case studies in education and argue for or against the use of background checks in teacher hiring, including fingerprinting, drug testing, and checking professional references. 4.2
	4.3 Teacher Evaluation: Using the Tennessee Educator Acceleration Model (TEAM)—or other appropriate teacher evaluation instrument—investigate the domains and associated indicators of expected teacher and student behaviors and characteristics. Summarize the steps in the educator assessment process and analyze their classroom relevance. 4.3
Teaching and Learning 5	**5.1** Theories of Human Learning: Describe and critique major approaches to theories of human learning, including but not limited to the following: 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), and f. multiple intelligences (Howard Gardener). Explain the influence of these and other theories on teaching practices. 5.1
	5.2 Educator Knowledge: Investigate the impact of teacher content knowledge and pedagogical knowledge on the quality of instruction, as measured by student outcomes. Make a claim about the impact of educator background on student outcomes. 5.2
	5.3 Teacher Methods: Identify teaching methods advocated by current learning research and describe appropriate research-based practices at developmental levels from ages three to 21, including subject-specific teaching practices. Assign

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suitable teaching methods to high-quality instructional materials evaluated in the previous courses and recommend adaptations to support individual student's strengths and needs. 5.3

5.4 Assessments: Using current understanding of the types and purposes of assessments, implement the appropriate assessment tool for a student who may be at risk for significant reading deficiency. Explain the use of assessment results for planning instruction. Administer assessments, record results, and provide student and parent feedback. 5.4

5.5 Instructional Materials: Implement grade-appropriate written and illustrated instructional materials and resources, as well as electronic media, if available, to accompany lesson facilitation during the internship. 5.5

Literacy 6

6.1 Curriculum and Instruction: Implement curriculum and instruction that provides opportunities for students to write for authentic purposes in different formats (e.g., formal, informal, creative, expository, writing as a process, etc.) to demonstrate the power and importance of writing throughout their lives. 6.1

6.2 Reading Strategies: Analyze, craft and structure in the language of texts (including print, visual, multimodal, and digital texts) and interpret the following: 6.2

a. How languages affects meaning, style, and comprehension; 6.2A

b. text structure, 6.2B

c. textual evidence, 6.2C

d. central ideas and themes, and 6.2D

e. point of view 6.2E

Internship 7

7.1 Internship Rubrics: Create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism. 7.1

7.2 Internship Lesson Preparation: During the internship, implement high-quality instructional materials developed in a previous course. Annotate the materials to document the teaching process. 7.2

7.3 Internship Personal Teaching Journal: Create and continually update a personal teaching journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on the following: 7.3

a. tasks accomplished and activities implemented; 7.3A

b. lesson effectiveness; 7.3B

c. positive and negative aspects of the experience; 7.3C

d. self-assessment and plans for refining instructional practice; 7.3D

e. interactions with students, families, teachers, and staff; and 7.3E

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f. personal satisfaction. 7.3F

7.4 Internship Personal Teaching Philosophy: Upon conclusion of the internship, write a reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Present highlights, challenges, and lessons learned from the internship. 7.4