Tennessee CTE

Teaching as a Profession (TAP) Practicum

Personalized Learning Plan 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) 1.1.A
- b Career knowledge and navigation skills 1.1.B
- c 21st Century learning and innovation skills 1.1.C
- d Personal and social skills 1.1.D

Professionalism, Ethics, and 21st Century Skills 2

1 **Professional Attributes: Develop a professionalism rubric with performance indicators for each of the following professional attributes:** 2.1

- a Attendance/punctuality 2.1.A
- b Professional dress and behavior 2.1.B
- c Positive attitude 2.1.C
- d Collaboration 2.1.D
- e Honesty 2.1.E
- f Respect 2.1.F
- g Responsibility 2.1.G
- h Appropriate technology use 2.1.H
- i Reflective teaching practice 2.1.I

2 **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.** 2.2

Po Skip to main content **tudent Information: Use authentic resources (e.g., federal or state regulations; .ocal 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. 3.1
	2 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. 3.2
	3 Problematic School Situations: Analyze case studies of problematic school situations and assess the degree to which legal and ethical policies support the proposed resolutions. 3.3
Requirements for Careers in Education and Training 4	1 Teaching Certification Requirements: Access electronic resources from the Tennessee Department of Education 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
	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
	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 behaviors and characteristics. Summarize the steps in the educator assessment process and analyze their classroom relevance. 4.3
	4 Training Career Requirements: Examine job descriptions and occupational requirements for various job training careers within and outside the education field. Describe a specific job trainer occupation including the requirements to obtain a position at an agency, business, or other entity, the credentials one must obtain, and the necessary personal and professional attributes for success. 4.4
	5 Job Training: Identify local, corporate, public and private agencies, businesses, and other entities that provide job training to their employees. Conduct phone or face-to-face interviews with a business employer or employee to learn about specific training styles and the educational background needed to acquire a training career position. Compile a list of necessary job training opportunities and required credentials. 4.5
Teaching and Learning 5	1 Educator Knowledge: Investigate the impact of teacher content knowledge and pedagogical knowledge on quality of instruction, as measured by student outcomes. Make a claim about the impact of educator background on student outcomes. 5.1
	eacher Methods: Identify teaching methods advocated by current learning .esearch and describe appropriate research-based practices at developmental

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levels from ages 9 to 21, including subject-specific teaching practices. Assign suitable teaching methods to high quality instructional materials evaluated in the previous courses and recommend adaptations to support individual students' strengths and needs. 5.2

3 **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.** 5.3

4 **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.** 5.4

Communication 6

1 **Classroom Communication and Student Learning: Evaluate the relationship between classroom communications and student learning, citing examples from case studies, instructional materials, and academic journals.** 6.1

2 **Effective Communication: Develop a communications rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create parent/guardian contact information forms and a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to the internship).** 6.2

Literacy 7

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.** 7.1

2 **Reading Strategies: Analyze craft and structure in the language of texts (including print, visual, multimodal, and digital texts and interpret:** 7.2

a How language effects meaning , style and comprehension 7.2.A

b Text structure 7.2.B

c Textual evidence 7.2.C

d Central ideas and themes 7.2.D

e Point of view 7.2.E

Internship 8

1 **Internship Rubrics: Create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.** 8.1

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.** 8.2

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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:** 8.3

- a Tasks accomplished and activities implemented 8.3.A
- b Lesson effectiveness 8.3.B
- c Positive and negative aspects of the experience 8.3.C
- d Self-assessment and plans for refining instructional practice 8.3.D
- e Interactions with students, families, teachers and staff 8.3.E
- f Personal satisfaction 8.3.F

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 on highlights, challenges, and lessons learned from the internship.** 8.4