



CTSO Course Alignments: Teaching as a Profession I

Below you will find standards for the Teaching as a Profession I course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

Important to note: While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Identify components of effective instruction using research published by universities, scholarly journals, and educational theorists. Compare and contrast components of instructional design models. Articulate the structure of the relationships between the concepts of pedagogical cycle, curriculum, scope, and sequence. (TN Reading 4, 5; TN Writing 8, 9; FACS 4)		
2	Illustrate the stages of human development and the corresponding elements of effective instruction at each stage via graph, chart and/or illustration. Prepare an accompanying informative narrative to demonstrate knowledge of how students learn and develop at each stage. Provide examples of opportunities that support intellectual, social, and personal development. (TN Writing 2, 8, 9; TN Psychology; TN Sociology; FACS 4, 12)		<ul style="list-style-type: none"> • HOSA: Health Education, Public Service Announcement • TSA: Digital Video Production, Children's Stories, Promotional Graphics

3	<p>Justify why specific teaching methods have been identified as effective compared with those that research indicates are less effective, citing specific evidence. Accurately describe characteristics of, and examples of, the following effective teaching strategies:</p> <ol style="list-style-type: none"> a. Identifying similarities and differences b. Reinforcing effort by providing encouragement c. Providing opportunities for additional practice d. Selecting proper instructional resources e. Encouraging cooperative learning f. Setting lesson objectives and goals for student learning g. Providing continuous feedback h. Fostering student engagement <p>(TN Reading 2; TN Writing 8, 9; TN Psychology; TN Sociology; FACS 4)</p>		<ul style="list-style-type: none"> • HOSA: Researched Persuasive Speaking
4	<p>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 each type of assessment can be used to evaluate, modify, and inform effective instruction and justify their importance.</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Writing, Researched Persuasive Writing • TSA: Extemporaneous Presentation
5	<p>Create examples of formative and summative assessments in a variety of formats (multiple choice, constructed response, true/false, essay, etc.) as an addition to the course portfolio. (TN Writing 4)</p>		
6	<p>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 in an informative text, graphic organizer, or other illustration. Learning styles include:</p> <ol style="list-style-type: none"> a. Visual/Spatial Learners b. Auditory/Verbal/Linguistic Learners c. Analytic Learners d. Kinesthetic or Tactile Learners e. Global Learners <p>(TN Reading 2, TN Psychology 1; TN Sociology 1; FACS 4, 12)</p>		<ul style="list-style-type: none"> • HOSA: Researched Persuasive Speaking • TSA: Essays on Technology
7	<p>Form a hypothesis about personal learning style and complete a learning style survey to test the hypothesis. Write a summary evaluating the results of the survey, using evidence from prior research and real-life examples to develop claim(s) and counterclaim(s) that support or question the results. (TN Reading 9; TN Writing 7, 9; TN Psychology 1; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Biomedical Debate • TSA: Debating Technological Issues

8	Using academic journals and news articles, investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. Assess the extent to which reasoning and evidence in a specific text support the author’s claim. (TN Reading 1, 8; TN Psychology 1, 6; TN Sociology 1, 6; FACS 4, 12)		<ul style="list-style-type: none"> • FFA: Agricultural Issues • HOSA: Researched Persuasive Speaking • TSA: Essays on Technology
9	Citing research from case studies and academic journals, 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. (TN Reading 1; TN Writing 4, 8, 9; TN Psychology 1, 6; TN Sociology 1,6; FACS 4)		<ul style="list-style-type: none"> • HOSA: Researched Persuasive Speaking • TSA: Essays on Technology
10	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, citing specific textual evidence. Investigate the impact of these pieces of legislation on the education of students with disabilities by conducting a research project or interview(s) of impacted individuals. (TN Reading 1, 2, 9; TN Writing 2, 7; TN Psychology 1)	FCCLA: Advocacy	<ul style="list-style-type: none"> • HOSA: Researched Persuasive Speaking, Public Service Announcement, Health Education • TSA: Digital Video Production
11	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, citing specific textual evidence. (TN Reading 1, 2, 9)	FCCLA: Advocacy	
12	Create an annotated visual representation of the key indicators, diagnostic tests, and most important features of effective instruction for students diagnosed with: <ul style="list-style-type: none"> a. Intellectual disabilities b. Developmental disabilities c. Learning disabilities d. Emotional/behavioral disorders e. Autism spectrum disorders f. Communication disorders g. Hearing loss or deafness h. Low vision or blindness i. Attention Deficit Hyperactivity Disorder (ADHD) (TN Reading 2; TN Writing 2, 9; TN Psychology 1, 6)		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster • TSA: Desktop Publishing

13	Research and evaluate the role of technology in the classroom by identifying available technology applications. Draw evidence from research to develop an argumentative essay on how technology can enhance or inhibit the learning process. (TN Reading 1; TN Writing 1, 9)	FCCLA: Advocacy	<ul style="list-style-type: none"> • DECA: Professional Selling Event • HOSA: Researched Persuasive Speaking, Extemporaneous Writing • TSA: Extemporaneous Presentation
14	Research the Children’s Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize and create acceptable-use policies for students that are appropriate at different developmental milestones. (TN Reading 1, 2; TN Writing 1, 9)		
15	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. (TN Reading 2; TN Writing 2)		
ALL	CAN BE USED WITH ALL/MOST STANDARDS	<ul style="list-style-type: none"> • FCCLA: Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, Teach and Train, Early Childhood Education, Focus on Children, Career Investigation 	<ul style="list-style-type: none"> • HOSA: Prepared Speaking SkillsUSA: Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display, • TSA: Future Technology Teacher, Prepared Presentation