

Teaching as a Profession (TAP) Practicum

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H03
Prerequisite(s):	<i>Fundamentals of Education</i> (C32H00), <i>Teaching as a Profession I</i> (C32H01), and/or <i>Teaching as a Profession II</i> (C32H02)
Credit:	1
Grade Level:	12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the capstone course in the <i>Teaching as a Profession</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	Any teacher who has completed an educator preparation program and has a current practitioner or professional educator license in secondary education covering grade spans 6-12.
Required Teacher Certifications/Training:	All teachers who teach courses within this program of study MUST attend the required teacher training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3** | Complete an integrated project with an industry professional.
- **Standards 4-6** | Invite an CPS industry rep to discuss child welfare concerns.
- **Standards 7-11** | Invite a guest speaker to discuss the job market and hiring process.
- **Standards 12-15** | Do a project to be used by a local industry.
- **Standards 16-17** | Invite a communications specialist discuss the importance of communication in education.
- **Standards 18-21** | Internship.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Teaching as a Profession (TAP) Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Teaching as a Profession* program of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) 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:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills

- d. Personal and social skills

Professionalism, Ethics, and 21st Century Skills

- 2) Collaboratively develop a professionalism rubric with performance indicators for each of the following professional attributes:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Reflective teaching practice

- 3) Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (such as the National Education Association and others) and 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. Synthesize principles from the standards to create a personal code of ethics.

Policies

- 4) Use authentic resources (such as federal or state regulations; local education agency policies) to create a checklist of the circumstances under which grades, records, medical information or other student information may be released and to whom.

- 5) 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.

- 6) Analyze case studies of problematic school situations and assess the degree to which their proposed resolutions are supported by legal and ethical policies.

Requirements for Careers in Education and Training

- 7) Access electronic resources from the Tennessee Department of Education Office of Teacher Licensing to identify the teacher certification requirements for the state of Tennessee. Prepare a visual representation comparing the educational and licensing requirements for entering and advancing in specific teaching careers (such as preschool, elementary school, middle school, high school). Include the specific requirements for teaching in various content areas.

- 8) Review case studies in education and use findings to develop an argument supporting or opposing the use of background checks for teacher hiring, including fingerprinting, drug testing, and checking professional references.
- 9) 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. In a coherent narrative, summarize the steps in the educator assessment process and analyze their classroom relevance.
- 10) Examine job descriptions and occupational requirements for various job training careers within and outside the education field. Write an essay describing 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 personal and professional attributes needed to be successful.
- 11) Work in a team to 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 discover the specific training styles used and the educational background needed to acquire a training career position. Compile a list of job training opportunities and the credentials needed to attain the careers.

Teaching and Learning

- 12) Using academic journals and scholarly research on effective teaching practices, investigate the impact of teacher content knowledge and pedagogical knowledge on quality of instruction, as measured by student outcomes. Craft an argumentative essay making a claim about the impact of educator background on student outcomes, developing reasoning with evidence from research.
- 13) Identify teaching methods advocated by current learning research and describe appropriate research-based practices at developmental levels from ages 9 to 21, including subject-specific teaching practices. Use this research to assign suitable teaching methods to lesson plans created in the previous course and write recommendations for adaptations needed for students with different learning styles or special needs.
- 14) Build on current understanding of the types and purposes of assessments by creating appropriate assessment tools using examples and findings from current academic research. Write a narrative explaining how assessment results are used for planning instruction. Administer assessments, record results, and provide student and parent feedback.
- 15) Develop grade-appropriate written and illustrated instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internships.

Communication

- 16) Draw conclusions about the relationship between classroom communications and student learning, citing examples from case studies, instructional materials, and academic journals.
- 17) 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 internships).

Internship

- 18) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.
- 19) During the internship, implement lesson plans developed in a previous course. Annotate accordingly the plans to document the teaching process.
- 20) Create and continually update a personal teaching journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Lesson effectiveness
 - c. Positive and negative aspects of the experience
 - d. Self-assessment and plans for refining instructional practice
 - e. Interactions with students, families, teachers and staff
 - f. Personal satisfaction
- 21) Upon conclusion of the internship, write a reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the internship.

The following artifacts will reside in the student's portfolio:

- Revised statement of personal teaching philosophy
- Personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship school, student body, and a job description or list of responsibilities
- Lesson plans, assignments, assessment tools and instructional materials created
- Examples of visual materials incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff

- Feedback from supervising teacher at site and from TAP III teacher based on observations, using Tennessee Educator Acceleration Model (TEAM) or other state-approved observation rubric

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.