

Introduction to Teaching as a Profession

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H00
Prerequisite(s):	None
Credit:	1
Grade Level:	9
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 first 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 are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee 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

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

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

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note 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 1.1-1.2** | Invite an industry representative to discuss foundations of education.
- **Standards 2.1-2.2** | Invite a school counselor to discuss education career opportunities.
- **Standards 3.1-3.3** | Informational Interview with industry professional.
- **Standards 4.1-4.3** | Invite an industry rep to discuss human development.
- **Standards 5.1-5.2** | Integrated project with an industry professional.
- **Standards 7.1-7.3** | Create a portfolio to be evaluated by industry representatives.

Course Description

Introduction to Teaching as a Profession is a foundational course in the *Teaching as a Profession* program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Course Standards

1. Foundations of Education

- 1.1 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, and No Child Left Behind, Civil Rights Act, the development of the internet and COVID-19.
- 1.2 Validity Theories: Research and summarize in a clear and coherent narrative the influences of major **educational theorists' philosophies**. Evaluate the validity 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:
 - a. John Dewey
 - b. Maria Montessori
 - c. Benjamin Bloom

2. Careers in Education

- 2.1 Career Pathways: Identify and analyze **career pathways within the Education and Training cluster**. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and analyze how personal career aptitudes align with careers in education. Careers may include the following:
 - a. Teacher
 - b. Librarian
 - c. Educational technologist
 - d. Counselor
 - e. Interpreter
 - f. Speech pathologist
 - g. Consulting teacher for students with special needs
- 2.2 Labor Market Data: Compile and analyze **real-time labor market data**, including economic and demographic trends, and compare with authentic vacancy announcements on local and

national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits.

3. Educator Responsibilities and Aptitudes

3.1 Roles/Responsibilities: Interview professionals in the education field to gather information about their roles and responsibilities. Categorize the **range of tasks** that different educators are responsible for and estimate the **time spent** on each one. Explore multiple facets of common teaching activities, such as:

- a. Lesson preparation and internalization
- b. Facilitating instruction by using multiple teaching methods
- c. Assessing student learning
- d. Non-instructional tasks (e.g., parent communication, building activities, etc.)

3.2 Aptitudes: Describe the aptitudes, including 21st century skills, needed by education professionals; self-assess **21st century skills**, including the ability:

- a. Communicate verbally and nonverbally in a respectful manner
- b. Work effectively in teams and resolve conflicts when necessary
- c. Demonstrate a positive work ethic
- d. Understand different cultural perspectives and their impact in the classroom
- e. Use technology
- f. Adapt to changes
- g. Manage time wisely

3.3 Baseline Evaluation and Growth Plans: Using the self-assessment from standard 3.2, establish a baseline evaluation of 21st century skills, attitudes, and work habits. Create a **growth plan** promoting advancement of skills and abilities that will be placed in the course portfolio.

4. Introduction to Human Development

4.1 Milestones of Development: Compare and contrast physical, emotional, cognitive, and social **milestones of development** from toddlerhood through adolescence. Research and summarize, specific **psychological theories about human development**. Illustrate the differences in major developmental theories and milestones.

4.2 Physical & Cognitive Development: Illustrate the **parts of the human brain**, detailing their principle functions as they relate to physical and cognitive development. Draft a companion timeline of the **stages of human development** from toddlerhood through early adulthood. Determine the most important influences on and relationships among brain development, reasoning capacity, and learning. Define **brain plasticity** and describe how it changes over the lifespan.

4.3 Factors that Contribute to Personality: Analyze the factors that contribute to personality and investigate several research-based **personality assessment tools**. Analyze and reflect on the connections among personality, life experience, environment, and brain development.

5. Introduction to Learning

5.1 Theories of Human Learning: Describe and critique major approaches to **theories of human learning**, including but not limited to:

- 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)
- f. Multiple intelligences (Howard Gardener)

Explain the influence of these and other theories on teaching practices.

5.2 Student Self-Concept and Academic Performance: Research the influence of the following factors on **student self-concept** and **academic performance**:

- a. Student experience, interests, aptitudes, family, and culture
- b. Teacher behavior and attitudes
- c. Peers

6. Literacy

6.1 Components of Literacy: Research the following foundational skills- phonemic awareness, phonics, fluency, vocabulary, and comprehension. Examine how they are integrated into fluent reading.

6.2 Supporting Reading Instruction: Identify the district and state level effective **practices, approaches, methods, and high-quality instructional materials used to support reading instruction**. Use this information to address the learning curricular needs of diverse learners to establish high expectations and design learning that meets the needs of all children.

6.3 Assessments: Identify district and state level **assessment tools and practices** (e. g. universal screeners) to plan and evaluate **effective reading instruction**. Explain the use of assessments for various purposes, including determining strengths, planning instruction, flexible grouping, monitoring progress, and assessing curriculum.

7. Career Portfolio

7.1 Professional Portfolio: Create an **electronic professional portfolio**, using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course.

7.2 Career Pathway Plan: Synthesize information from Education and Training career exploration to create a written or electronic **career pathway plan** outlining academic and career achievement goals, as well as a timeline for ongoing reflection throughout the program of study coursework.

- a. Identify dual credit courses available within specific programs of study

- b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study

7.3 Teaching Philosophy: Drawing upon content in this course, write a definition of **teaching philosophy**, develop and support a claim about its significance to student learning, and create a **personal teaching philosophy** for inclusion in the professional portfolio.

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

- History of Education graphic
- Educational Theorists narrative
- U.S. Education System graphic
- Career Aptitude Survey results and comparison
- Career exploration graphic
- Educator Responsibilities and Aptitudes graphics
- Introduction to Human Development chart and narrative
- Brain development graphic
- Human Development Personality narrative
- Introduction to Learning narrative
- Peer Influence Investigation artifacts
- Career Pathway plan
- Teaching Philosophy

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.