

Teaching as a Profession Standards

STRAND 1: Students will explore a variety of educational careers, compare school types, and identify employability skills needed to gain and maintain employment in education.

Standard 1: Explore and compare the different roles and benefits in the administrative, academic, and support services careers in education.

Administrative:

Superintendent

p. 352

Principal

p. 429

Assistant Principal

p. 433

Academic Teachers (Elementary and Secondary):

Arts

p. 34

Career and Technical Education

p. 22

Health/Physical Education

p. 35

Language Arts

p. 310

Mathematics

p. 310

Science

p. 311

Social Studies

p. 311

Special Education

p. 22, 32

Support Services:

Counselor

p. 117, 125

Librarian

Paraprofessional

Psychologists

p. 125, 150

Social Workers

p. 104, 127

Standard 2: Identify and compare different types of schools and discuss how schools who receive public funds are required to follow state and federal policies and regulations.

Public school is a school supported by public funds.

p. 8, 14, 31

Private school is a school supported by private organizations or individuals instead of the state and federal government.

p. 31

Charter school is a publicly funded independent school established by parents, teachers, or community groups.

p.371

Online school is a school using internet connection to receive instruction.

p. 292, 296

Magnet school is a public school that focuses on a special area of study (e.g. science, performing arts, military, career education).

p. 31, 47

Standard 3: Identify employability skills in the workplace.

Communication is exchanging information, both verbal and nonverbal, between individuals or groups within an organization.

pp. 44-47

Verbal communication is spoken and written words:

p. 45

Email

p. 394

Face-to-face	
Thank you note	p. 414
Nonverbal communication is visual body language and personal appearance used to convey a message:	
Facial expression	p. 212
Clothing	p. 240
Posture	p. 240
Collaboration is contributing ideas, perspectives, and experiences to accomplish a common goal.	p,78, 441
Digitally literate is evaluating and using digital technologies to enhance learning and achieve learning goals.	p. 261, 281
Compassionate is creating a mutually respectful relationship with and between students.	pp. 88-89
Critical thinker is evaluating and analyzing information in order to make intelligent decisions and find effective solutions.	pp. 42-43
Integrity is being trustworthy, ethical, and reliable.	p. 74, pp. 379-381

STRAND 2: Students will evaluate the theories of Bloom, Piaget, Maslow, and Erikson and explain how they relate to student learning outcomes and child development.

Standard 1: Identify the developmental domains of student learning.

Cognitive is the construction of thought process, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.	p. 138, 171
Physical is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty.	pp. 168-170
Social-emotional is the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.	p. 54, p. 98, p. 108

Standard 2: Identify Bloom's Taxonomy for the 21st Century Learning and apply to student learning outcomes and explain how they relate to student learning outcomes and child development

Developmental domain: Cognitive	
Differentiated instruction: Helps educators identify achievable learning goals and develop plans to meet them.	pp. 186-188
Application of learning	
Remember is recalling facts and basic concepts (define, duplicate, list, memorize, repeat, state).	p. 225, p. 252
Understand is explaining ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate).	p. 39, p. 252
Apply is the use of information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch).	p. 252
Analyze is drawing connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test).	p. 252
Evaluate is justifying a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh).	p. 252
Create is producing new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate).	p. 252

Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research. p. 53, 127

Standard 3: Identify Piaget's theory of cognitive development and apply to student learning outcomes and explain how they relate to student learning outcomes and child development.

Developmental domain: Cognitive	p. 171
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Differentiated instruction: Provides a clear framework for the way in which students at different ages and stages are capable of learning.	pp. 186-188
Application of learning:	
Sensorimotor stage is when infants and toddlers acquire knowledge through sensory experiences and manipulating objects.	p. 174
Birth to 2 years of age	
Preoperational stage is when kids learn through pretend play but still struggle with logic and taking point of view of other people.	pp. 172-176
2 to 7 years of age	
Concrete operational stage is when children become much more adept at using logic.	p. 175
7 to 11 years of age	
Formal operational stage involves an increase in logic, the ability to use deductive reasoning, and understanding abstract ideas.	p. 175
12 years of age and up	
Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.	p. 98, p. 259
Standard 4: Identify Maslow's hierarchy of needs and apply to student learning outcomes and explain how they relate to student learning outcomes and child development.	
Developmental domain: Cognitive, Physical, and Social-emotional	p. 150
Differentiated instruction: Provides a model for how students are motivated to learn.	p. 186
Application of learning	p. 136, p. 272
Deficiency Needs:	
Physiological needs is a condition that something is required or wanted (e.g. air, food, water, shelter, warmth, sleep).	p. 151
Safety needs is something needed to keep safe from harm (e.g. shelter, security, law and order, employment, health stability).	p. 151
Belonging and love needs is a person's need for feeling loved and accepted (e.g. affection, intimacy, family, friends, relationships).	p. 231
Esteem needs is a person's need for internal esteem factors (e.g. self-esteem, self-confidence, achievement, recognition, status, respect).	p. 35
Growth Needs:	
Cognitive needs is the desire to know, understand, and solve problems.	p. 142
Aesthetic needs is the appreciation and search for beauty, balance, and form.	p. 146
Self-actualization is growth of an individual toward fulfillment of the highest needs, meaning in life.	p. 150
Transcendence is putting needs aside to serve something greater than oneself.	pp. 181-182
Investigate instructional methods that have proven successful over time and are backed by empirical evidence and sound research.	p. 98, p. 259
they relate to student learning outcomes and child development.	
Developmental domain: Social-emotional	
Differentiated instruction: Identifies the different goals, challenges, and concerns at each stage of life to help educators create a positive learning environment to improve student learning.	p. 186
Application of learning	
Trust vs. Mistrust (Stage 1)	p. 178
When a child's needs are being met, they develop basic trust.	p. 178

When a child's needs are not being met, they develop mistrust.	p. 178
Birth to 1 year	
Autonomy vs. Shame and Doubt (Stage 2)	p. 178
When a child learns to exercise their own will and do things for themselves, they develop autonomy.	p. 178
When a child does not learn to do things for themselves, they develop doubt in their abilities.	p. 178
Age: 2 to 3 years	
Initiative vs. Guilt (Stage 3)	p. 178
When a child learns to initiate tasks and carry out plans, they develop initiative.	p. 178
When a child does not learn to initiate tasks and carry out plans, they develop guilt about their efforts to be independent.	p. 178
Age: 3 to 6 years	
Industry vs. Inferiority (Stage 4)	p. 178
When a child learns to apply themselves to tasks, they feel accomplished.	p. 178
When a child does not learn to apply themselves to tasks, they feel inferior to others.	p. 178
Age: 6 to 11 years	
Identity vs. Role Confusion (Stage 5)	p. 178
When a child refines a sense of self by testing roles, they form a single identity.	p. 178
When a child does not form a single identity, they become confused about who they are.	p. 178
Age: 12 to 18 years	

STRAND 3: Students will develop and present a lesson plan connecting learning intentions and success criteria by using instructional strategies for student engagement.

Standard 1: Identify lesson plan, learning intentions and success criteria.

Lesson plan is an educator's plan for teaching an individual lesson.	p. 275
Learning intentions are statements written by educators that define the day-to-day learning goals aligned to state standards.	p. 38, 45
Success criteria is how educators and students will know if they have met the learning intentions.	p. 252

Standard 2: Compare instructional strategies and the role they play in student engagement.

Instructional strategies are techniques educators use to help students becomes proficient in course content.	p. 39, 47
Student engagement is the degree to which a student is focused, actively participates, and completes academic coursework.	p. 143, p. 152, p. 297
Assess how a variety of instructional strategies engage students.	p. 297
Explicit instruction is an instructional approach that is structured, sequenced, and led by teachers.	p. 265
Lecture	p. 36
Teacher demonstration	p. 265-266
Cooperative instruction is a technique that allows students to learn from each other and gain important interpersonal skills.	p. 143
Jigsaw	
Pair share	p. 228
Peer review	p. 293

STRAND 4: Students will apply DuFour's four critical questions when giving summative and formative feedback.

Standard 1: Identify ways DuFour’s critical questions are applied when giving feedback.

Feedback is information about the student’s performance related to learning intentions. p. 138, 152, 178
Ways feedback is shared to improve student learning
Teacher to student (e.g. written or verbal) p. 138, 152, 178
Student to teacher (e.g. self evaluation) p. 421
Student to student (e.g. peer review) p. 224, p. 293
Feedback aligns to DuFour’s four critical questions pp. 434-435
What do you want all students to know and be able to do?
How will we know if they learn it?
How will we respond when some students do not learn?
How will we extend the learning for students who are already proficient?

Standard 2: Identify formative assessment and how it evaluates student learning and informs educator instruction.

Formative assessment is an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course. p. 275
Formative assessment allows the educator to evaluate:
Comprehension: the action or capability of understanding something. p. 188, p. 227
Learning needs: the gap between what the student knows and what the student needs to know. p. 188, p. 227
Progress: forward movement toward a learning intention. p. 275

Standard 3: Identify summative assessment and how it evaluates student learning and informs educator instruction.

Summative assessment is a measurement of student learning at the conclusion of a defined instructional period.
Summative assessment allows the educator to evaluate:
Competency: demonstrating learned skills and knowledge as expected.
Remediation: reteaching concepts to help students achieve competency. p. 78, p. 227, p. 439
Intervention: differentiating instructional strategies to help students achieve competency. pp. 33-34, p. 90

STRAND 5: Students will review and evaluate legislation related to accommodations in the classroom and the professional roles and responsibilities of educators in the local school environment.

Standard 1: Review and evaluate legislation related to individual student accommodations in the classroom.

Family Educational Right and Privacy Act (FERPA) is federal law that addresses parent rights regarding their student’s education records and defines the conditions under which schools may share education records with third parties. pp. 400-407
Transcripts p. 385
Test scores
Behavior support p. 241
Section 504 of the Rehabilitation Act of 1973 is a law that requires accommodations be provided to students with disabilities to access the general curriculum and activities. p. 193
Individualize Education Program (IEP) is a written statement developed for each student with a disability who qualifies for special education services, including specially designed instruction and related services. p. 33, pp. 190-193

Compare a 504 plan and an IEP. pp. 192-193
Students with 504 plans are provided accommodations within a general education classroom setting. p. 193
Students with an IEP receive special education services from a special educator as well as accommodations within a general education classroom setting. p. 192

Standard 2: Evaluate a variety of accommodations to meet individual student needs.

Extended time (e.g. tests, due dates) p. 68, p. 242
Reduced workload (e.g. fewer questions, shorter essay) p. 242
Preferential seating (e.g. closer to teacher, front of classroom, away from door) p. 242
Guided notes (e.g. printed notes, fill in the blank) p. 242
Accessibility (e.g. read aloud, speech to text, screen reader) p. 300

Teaching as a Profession Vocabulary

Strand 1

public school p. 30, p. 396
private school p. 30
charter school p. 30
online school p. 30
magnet school p. 30
communication p. 44
verbal communication p. 44
nonverbal communication p. 46
collaboration p. 52
digitally literate p. 261, p. 281
compassionate
critical thinker pp. 42-43
integrity p. 74
physiological needs p. 151
safety needs p. 151
belonging and love needs p. 231
esteem needs p. 35
cognitive needs p. 142
aesthetic needs p. 146
self-actualization p. 150
transcendence
trust vs mistrust p. 178
autonomy vs shame and doubt p. 178
initiative vs guilt p. 178
industry vs inferiority p. 178
identity vs role confusion p. 178

Strand 2

cognitive p. 136

physical	p. 168
social-emotional	p. 54
remember	p. 225, p. 252
understand	p. 252
apply	p. 252
analyze	p. 252
evaluate	p. 252
create	p. 252
Sensorimotor stage	p. 174
Preoperational stage	p. 172
Concrete operational stage	p. 175
Formal operational stage	p. 175

Strand 3

lesson plan	p. 275
learning intentions	p. 137
instructional strategies	p. 39, p. 47
success criteria	p. 252
cooperative instruction	p. 143
explicit instruction	p. 265
student engagement	p. 143

Strand 4

feedback	p. 138
formative assessment	p. 275
comprehension	p. 188
learning needs	p. 188
progress	p. 275
competency	p. 78
remediation	p. 78
intervention	pp. 33-34

Strand 5

Family Educational Right and Privacy Act	p. 400
FERPA	p. 400
Section 504 of the Rehabilitation Act of 1973	p. 193
Individualized Education Program (IEP)	p. 193