PROGRAM CONCENTRATION: **Education**
CAREER PATHWAY: **Teaching As A Profession**
COURSE TITLE: **Examining the Teaching Profession**

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites.

Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

CONTENT KNOWLEDGE

EDU-ETP-1: Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

CAREER AWARENESS

EDU-ETP-2. Students will analyze career paths in the field of education.

a. Identify career opportunities available in the field of education.
b. Determine preparation and educational requirements for various levels of employment in the field of education.
c. Determine rewards and demands including salaries and benefits for various levels in the field of education.
d. Identify professional organizations specific to the field of education.

ACADEMIC STANDARDS:

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.

SOCIETY AND CULTURE

EDU-ETP-3. Students will understand the historical perspective of U.S. public education.

a. Compare educational practices across the history of American public education.
b. Evaluate the impact of historical movements on American public education.
c. Describe the key influences of people who framed American public education.

ACADEMIC STANDARDS:

SSCGI. The student will demonstrate knowledge of the political philosophies that shaped the development of the United States constitutional government.

SSCG4. The student will demonstrate knowledge of the organization and powers of the national government.

PROFESSIONALISM

EDU-ETP-4. Students will demonstrate an understanding of the professional practices and standards related to working in the field of education.

a. Determine knowledge and skills needed by teaching professionals.
b. Demonstrate personal characteristics needed to work in the teaching profession.
c. Identify qualities of effective schools.
d. Define a personal philosophy of education.
e. Prepare a personal career plan in preparation for a career in the field of education.

ACADEMIC STANDARDS:

ELA10LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

INTEGRATION OF TECHNOLOGY AND INSTRUCTION

EDU-ETP-5. Students will demonstrate an understanding of the use of current technologies that are directly related to effective teaching methods.

a. Describe the role of technology in the instructional process.
b. Utilize technology applications appropriate for specific subject matter and student needs.

c. Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

ACADEMIC STANDARDS:

MM2P1. Students will solve problems using appropriate technology.

ELA10W2. The student produces technical writing that reports technical information and/or conveys logically and purposefully to a particular audience.

CLASSROOM CLIMATE

EDU-ETP-6. Students will create an effective learning environment.

a. Describe the characteristics of safe and effective learning environments.
b. Demonstrate teacher characteristics that promote an effective learning environment.
c. Apply classroom management techniques that promote an effective learning environment.
d. Describe conflict management and mediation techniques supportive of an effective learning environment.

ACADEMIC STANDARDS:

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group interactions.

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

INSTRUCTION FOR ALL LEARNERS

EDU-ETP-7. Students will plan instructional opportunities adapted to diverse learners.

a. Apply principles and theories of human development to teaching situations.
b. Apply principles and theories about the learning process to teaching situations.
c. Demonstrate teacher behaviors and skills that facilitate the learning process.
d. Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

ACADEMIC STANDARDS:

SCSh7. Students analyze how scientific knowledge is developed.

SB2. Students will analyze how biological traits are passed on to successive generations.

EDU-ETP-8. Students will analyze procedures and strategies providing effective learning opportunities for all students.

a. Analyze concepts for developing effective instructional strategies.
b. Determine the influence of student learning needs and subject matter on selection of instructional strategies.
c. Use instructional strategies effectively.
d. Utilize learner feedback to guide selection and adjustment of instructional strategies.

ACADEMIC STANDARDS:

SCSh3. Students will identify and investigate problems scientifically.

EDU-ETP-9. Students will plan instruction based on knowledge of subject matter, students, community, and performance standards.

a. Demonstrate subject matter competence.
b. Analyze the importance of subject matter knowledge and integrated learning.
c. Demonstrate the continuous development of learning skills.
d. Explain the rationale and process for instructional planning.
e. Describe principles and theories that impact instructional planning.
f. Demonstrate teaching skills appropriate for specific students and subject matter.
g. Create clear short and long term learning goals that are developmentally appropriate for the students.
h. Demonstrate lesson planning to meet the Georgia Performance Standards.

ACADEMIC STANDARDS:

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

EDU-ETP-10. Students will identify, assess and evaluate evidence that a student has or has not met performance standards.

a. Describe the role of assessment as part of the learning process and the teaching process.
b. Analyze the assessment process.
c. Use the assessment process to foster student learning.
d. Utilize assessment strategies to promote personal growth and teaching improvement.

ACADEMIC STANDARDS:

ELA10W3. The student uses research and technology to support writing.

MM4P5. Students will represent mathematics in multiple ways.

MM4P4. Students will make connections among mathematical ideas and to other disciplines.

PARENTAL INVOLVEMENT

EDU-ETP-11. Students will determine and practice procedures to promote active parent involvement in the school setting.

a. Identify needs and opportunities for parental involvement for parents of elementary, middle, and high school age students.
b. Describe the relationship between a positive home environment and effective learning.
c. Identify support systems and services for families with children in school.
d. Describe roles and assistance supportive of education appropriate for community members and representatives of business/industry.

ACADEMIC STANDARDS:

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

Reading Standard Comment
After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:
a. Reading in all curriculum areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.
   - Examine author's purpose in writing.
   - Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
   - Demonstrate an understanding of contextual vocabulary in various subjects.
   - Use content vocabulary in writing and speaking.
   - Explore understanding of new words found in subject area texts.

d. Establishing context
   - Explore life experiences related to subject area content.
   - Discuss in both writing and speaking how certain words are subject area related.
   - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.