

Teaching as a Profession 2

Exam Information	Description														
Exam number 12 Items 39 Points 47 Prerequisites Teaching as a Profession 1	<p>The Teaching as a Profession 2 industry certification exam assesses learners' understanding of career opportunities and the credentials needed to be a qualified educator. Learners are assessed on educator roles and responsibilities and professional education organizations. They identify historic court cases that have impacted the learning environment and use educational theories to show their knowledge of lesson plans that incorporate multiculturalism and diversity while understanding the role of classroom management procedures. Learners also demonstrate the understanding to implement instructional strategies and develop learner-appropriate activities that inspire each person to enjoy learning.</p>														
Recommended course length One semester National Career Cluster Education & Training Human Services Performance standards Included (Optional) Certificate available Yes	Exam Blueprint <table> <tr> <th>Standard</th><th>Percentage of exam</th></tr> <tr> <td>1. Teaching as a Profession</td><td>21%</td></tr> <tr> <td>2. School & Education Design</td><td>11%</td></tr> <tr> <td>3. Theories & Student Learning</td><td>17%</td></tr> <tr> <td>4. Cultural Teaching & Learning Environment</td><td>17%</td></tr> <tr> <td>5. Components of the Learning Environment</td><td>19%</td></tr> <tr> <td>6. Managing the Learning Environment</td><td>15%</td></tr> </table>	Standard	Percentage of exam	1. Teaching as a Profession	21%	2. School & Education Design	11%	3. Theories & Student Learning	17%	4. Cultural Teaching & Learning Environment	17%	5. Components of the Learning Environment	19%	6. Managing the Learning Environment	15%
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Standard 1

Students will examine career opportunities, licensing requirements, professional conduct, practices, and organizations.

Objective 1 Explore education career options, salaries, required degrees, endorsements, and certifications needed for each position.

1. Administrative
 - a. Superintendent
 - b. Principal
 - c. Assistant Principal
2. Core-Subject teachers
 - a. Language Arts
 - b. Math
 - c. Science
 - d. Social Studies
 - e. Special Education
3. Non-Core Subject teachers
 - a. Arts
 - b. Career and Technical Education (CTE)
 - c. Foreign Languages
 - d. Health/Physical Education
4. Support Services
 - a. Counselor
 - b. Librarian
 - c. Paraprofessional
 - i. Per your local education agency (LEA)

Objective 2 Explain professional roles and responsibilities of administrative, core-subject teachers, non-core subject teachers, and support services in the local school environment.

1. Identify ethical practices in the workplace.
 - a. Define confidentiality as the state of keeping or being kept secret or private.
 - b. Define impartiality as treating all fair.

- c. Define equity as personal and social circumstances are not obstacles to achieve education potential.
 - d. Define privacy as protecting individual information.
 - i. Define Family Educational Right and Privacy Act (FERPA) as is a federal law that protects the student's education records.
 - 1. Transcripts
 - 2. Test scores
 - 3. Behavior support
- 2. Explore the Professional Educator Conduct
- 3. Demonstrate professionalism appropriate to students, parents, and colleagues in the workplace.
 - a. Define communication as the exchange of information, both verbal and nonverbal, between individuals or groups within an organization.
 - b. Define professional dress as defined by your position, administration, and/or LEA.
 - c. Define workplace conduct as appropriate behavior and interactions, face-to-face and online, with students, parents, and colleagues before, during and after school hours.

Objective 3 Explore the role of educational advocacy and the impact of professional educational organizations at local, state and national levels.

- 1. Administrative
 - a. Superintendent
 - i. The School Superintendents Association (AASA)
 - b. Principal
 - i. National Association of Secondary School Principals
 - ii. National Association of Elementary School Principals
 - c. Assistant Principal
 - i. National Association of Secondary School Principals
 - ii. National Association of Elementary School Principals
- 2. Core-Subject teachers
 - a. Language Arts
 - i. National Council for Teachers of English (NCTE)
 - b. Mathematics
 - i. National Council of Teachers of Mathematics (NCTM)
 - c. Science
 - i. National Science Teaching Association (NSTA)

- d. Social Studies
 - i. National Council for the Social Studies (NCSS)
 - e. Special Education
 - i. National Association of Special Education Teachers (NASSET)
- 3. Non-Core Teachers
 - a. Arts
 - i. National Art Educators Association (NAEA)
 - b. Career and Technical Education (CTE)
 - i. Association for Career and Technical Education (ACTE)
 - c. Foreign Languages
 - i. American Council on Teaching a Foreign Language (ACTFL)
 - d. Health/Physical Education
 - i. SHAPE America
- 4. Support Services
 - a. Counselor
 - i. American School Counselor Association (ASCA)
 - b. Librarian
 - i. American Library Association (ALA)
 - ii. American Association of School Librarians (AASL)
 - c. Paraprofessional
 - i. National Association of Education Office Professionals (NAEOP)

Objective 4 Demonstrate knowledge of collaboration and continuous learning as applied to the education workplace.

1. Define collaboration as when two or more people work together through idea sharing and thinking to accomplish a common goal.
2. Define continuous learning as the process of learning new skills and knowledge on an ongoing basis.
3. Define professional learning communities (PLC) as a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and academic performance of students.
4. Discuss how educators mature during their careers.
 - a. Personal growth
 - b. Group study
 - c. Professional development

- d. Professional organizations

Standard 1 Performance Evaluation included below (Optional)

Standard 2

Students will identify different types of schools and education design.

Objective 1 Identify and define common types of schools.

1. Compare and contrast the different types of schools.
 - a. Define public school as a school supported by public funds.
 - b. Define private school as a school supported by a private organizations or individuals instead of the state and federal government.
 - c. Define charter school as a publicly funded independent school established by parents, teachers, or community groups.
 - d. Define online school as a school using internet connection to receive instruction.
 - i. Also known as:
 1. Virtual school
 2. E-school
 3. Cyber-school
2. Define magnet school as a public school offering special instruction and program not available elsewhere.

Objective 2 Identify and define common types of educational designs.

1. Identify and define common types of educational designs.
2. Identify and define common educational design.
 - a. Define common core as a set of education standards for teaching and testing Language Arts and Mathematics between kindergarten and twelfth grade.
 - b. Define standard-based assessment as measuring proficiency in mathematics, language arts, science, and writing.
 - c. Define STEM as grouping academic disciplines that include science, technology, engineering and mathematics.
 - d. Define professional learning communities (PLC) as a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and academic performance of students.

- e. Define project-based learning (PBL) as a teaching method where students gain knowledge and skills by working for an extended period of time and an authentic and complex question problem, or challenge.
- f. Define flipped learning as a student is introduced to content at home and practices working through it at school.
- g. Define blended learning as combining online educational materials and opportunities for interaction with traditional classroom methods.

Standard 2 Performance Evaluation included below (Optional)

Standard 3

Students will examine the theories of Piaget, Maslow, and Erikson and how they relate to student learning.

Objective 1 Identify and define developmental domains.

- 1. Define cognitive as the construction of thought processes, including remembering, problem-solving, and decision-making, from childhood through adolescence to adulthood.
- 2. Define physical as the process that starts in human infancy and continues into late adolescence concentrating on gross and fine motor skills as well as puberty.
- 3. Define social-emotional as the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.

Objective 2 Examine Piaget's theory of cognitive development and explore applications for learning.

- 1. Define sensorimotor stage as the cognitive development where infants and toddlers acquire knowledge through sensory experiences and manipulating objects.
 - a. Age: Birth to 2 years
- 2. Define preoperational stage as the cognitive development where kids learn through pretend play but still struggle with logic and taking point of view of other people.
 - a. Age: 2 to 7 years
- 3. Define concrete operational stage as the cognitive development where children become much more adept at using logic.
 - a. Age: 7 to 11 years

4. Define formal operational stage as the final cognitive development stage that involves an increase in logic, the ability to use deductive reasoning, and understanding abstract ideas.
 - a. Age: 12 and up

Objective 3 Examine Maslow's hierarchy of needs and explore applications for learning.

1. Deficiency Needs
 - a. Define physiological needs as a condition in which something is required or wanted.
 - i. Physiological needs include air, food, water, shelter, warmth, sleep
 - b. Define safety needs as something that is needed to keep safe from harm.
 - i. Safety needs include shelter, security, law and order, employment, health stability
 - c. Define belonging and love needs as a person's needs for feeling loved and accepted, both romantic relationships as well as ties to friends and family members.
 - i. Belonging and love needs include affection, intimacy, family, friends, relationships
 - d. Define esteem needs as a person's needs for internal esteem factors, such as self-respect, autonomy, and achievement.
 - i. Esteem needs include self-esteem, self-confidence, achievement, recognition, status, respect
2. Growth Needs
 - a. Define cognitive needs as the desire to know, understand, and solve problems.
 - i. Cognitive needs include knowledge, meaning, understanding
 - b. Define aesthetic needs as the appreciation and search for beauty, balance, and form.
 - i. Aesthetic needs include appreciation, search for beauty, balance, form
 - c. Define self-actualization as growth of an individual toward fulfillment of the highest needs, meaning in life.
 - i. Self-actualization needs include realizing personal potential, self-fulfillment, personal growth, peak experiences
 - d. Define transcendence as putting needs aside to serve something greater than oneself.
 - i. Transcendence needs include helping others to achieve self-actualization

Objective 4 Examine Erikson's stages of psychosocial development and explore applications for learning.

1. Define trust vs. mistrust as a child's needs are being met then basic trust is being developed.
 - a. Stage 1
 - b. Age: birth to 1 year
2. Define autonomy vs. shame and doubt as a child learns to exercise their own will and do things for themselves or they develop doubt in their abilities.
 - a. Stage 2
 - b. Age: 2 to 3 years
3. Define initiative vs. guilt as a child learns to initiate tasks and carry out plans or they develop guilt about their efforts to be independent.
 - a. Stage 3
 - b. Age: 3-6 years
4. Define industry vs. inferiority as a child learns to apply themselves to tasks or they feel inferior to others.
 - a. Stage 4
 - b. Age: 6-11 years
5. Define identity vs. role confusion as a child refines a sense of self by testing roles to form a single identity or they become confused about who they are.
 - a. Stage 5
 - b. Age: 12-18 years

Standard 3 Performance Evaluation included below (Optional)

Standard 4

Students will identify and analyze how culturally responsive teaching meets the needs of diverse learners, explore landmark court cases and the impact on the learning environment today.

Objective 1 Define multiculturalism and the dimensions of diversity.

1. Define multiculturalism as people from many different cultures learning together in a classroom with mutual respect.
2. Define diversity as an understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of:
 - a. Define gender as a range of characteristics related to masculinity and femininity.
 - b. Define race as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
 - c. Define ethnicity as a group of people sharing a common national or cultural tradition.
 - d. Define disability as a physical or mental impairment that substantially limits one or more major life activity.
 - e. Define sexual orientation as an identity based on whether someone is attracted to people of a sex different than their own, the same sex, or both sexes (i.e., heterosexual, homosexual, bisexual).
 - f. Define academic learning needs as the gap between a learners current knowledge and the knowledge needed to complete or perform a task or set of tasks
 - g. Define linguistic needs as providing curriculum in both the primary language and secondary language.

Objective 2 Explore landmark court cases that impacted education in the United States and identify how gender, race, and civil liberties were affected.

1. Mendez vs. Westminster
 - a. Date: 1947
 - b. State: U.S. District Court, California
 - c. Outcome: Schools cannot deny admission to a student based on their ethnicity.
2. Brown vs. Board
 - a. 1954
 - b. United States Supreme Court
 - c. Outcome: Radical segregation of schools violates the Equal Protection Clause of the 14th Amendment, even if the segregated schools are otherwise equal in quality ("separate educational facilities are inherently unequal").

3. Engel vs. Vital
 - a. 1962
 - b. United State Supreme Court
 - c. Outcome: Reciting government-written prayers in public schools violates the Establishment Clause of the 1st Amendment.
4. Tinker vs. Des Moines.
 - a. 1969
 - b. United State Supreme Court
 - c. Outcome: Reciting government-written prayers in public schools violates the Establishment Clause of the 1st Amendment.
5. Title IX of the Education Amendments Act
 - a. 1972
 - b. Define Title IX of the Education Amendment Act as a federal law that prohibits gender discrimination as it pertains to educational funding.
 - c. Outcome: Provides equity in school activities (most often applied to extracurricular activities-athletics)
6. Lau vs. Nichols
 - a. 1974
 - b. United States Supreme Court
 - c. Outcome: Schools must provide education to students with limited English proficiency under the Civil Rights Act of 1964.

Objective 3 Identify and analyze culturally responsive teaching.

1. Define culturally responsive teaching as using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them.
2. Identify characteristics of culturally responsive teaching as:
 - a. Positive perspectives on parents and families.
 - b. Communication of high expectations.
 - c. Learning within the context of culture.
 - d. Student-centered instruction.
 - e. Culturally mediated instruction.
 - f. Reshaping the curriculum.
 - g. Teacher as facilitator.
3. Explore research-based strategies for working with diverse learners in the learning community.
 - a. High expectations
 - i. Teachers address beliefs that lead to lower expectations of diverse students and persistently teach challenging curricula.
 - ii. Culturally relevant instruction
 - iii. Associate engaging curriculum with the knowledge, skills, values, and concerns that students bring with them from their homes and

- community.
- iv. Caring relationships
- v. Parent and community involvement
- 4. Identify characteristics of a safe learning environment for all learners.
 - a. Keep a clean and orderly classroom.
 - b. Allow students to be openly expressive and encouraging to others.
 - c. Celebrate student work in different ways.
 - d. Create a list of guidelines that are “law” (i.e. no name calling, bullying, etc.)
 - e. Stay calm and in control.
- 5. Explore the factors between academic achievement gaps and diverse learning populations.
 - a. Define the academic achievement gap as the disparity in academic performance between groups of students.
 - b. Common factors that contribute to academic achievement gaps:
 - i. Teaching related
 - ii. Uncertified and inexperienced teachers
 - iii. Insensitivity to different cultures
 - iv. Poor teacher preparation
 - v. Low expectations of students
 - vi. Inadequate materials, equipment, and resources, including technology-based resources.
 - vii. Student related
 - viii. Interest in school
 - ix. Level of effort
 - x. Responsibility for own learning

Standard 4 Performance Evaluation included below (Optional)

Standard 5

Students will identify components of a lesson plan, explore state-approved strands and standards, and identify instructional strategies, technology, and assessments used in the learning environment.

Objective 1 Identify the common components in preparing effective lesson plans and discuss the relationship between lessons, scope and sequences, and units of study.

- 1. Define lesson plan as a teacher's plan for teaching an individual lesson.
- 2. Common components of a lesson plan include:
 - a. Objective
 - i. Define objective as a brief statement that describes what a student is expected to learn by the end of the school year, course, until, lesson, project, or class period.

- ii. Required materials and equipment
 - iii. Anticipatory set
 - iv. Define anticipatory set as pre-assessing the learner's prior knowledge, skills, languages, culture, and experiences in instructional planning.
 - v. Direct Instruction
 - vi. Define direct instruction as the presentation of academic content to students by teachers, such as in a lecture or demonstration.
 - vii. Guided Practice
 - viii. Define guided practice as the interactive instruction between teacher and students.
 - ix. Formative assessment
 - x. Define formative assessment as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
 - xi. Independent practice
 - xii. Define independent practice as students have a chance to reinforce skills and utilize the new acquired knowledge by completing a task or series of tasks on their own and away from the teacher's direct guidance.
 - xiii. Summative assessment
 - xiv. Define summative assessment as a measurement of student learning at the conclusion of a defined instructional period.
 - xv. Reflection
 - xvi. Define reflection as the metacognitive strategy to help teachers and students reflect upon teaching and learning experiences.
- 3. Define scope and sequence as an instructional map and calendar to outline the strands and standards, lessons, activities, and assessments of a course.
 - 4. Define unit of study as a framework that guides students through a process of learning concepts or content.

Objective 2 Explore state board-approved standards.

Objective 3 Explore and identify the characteristics and uses of specific types of instructional methods and uses of technology in the learning environment.

- 1. Develop lessons using appropriate instructional strategies for all learners.
 - a. Define cooperative learning as a technique that allows students to learn from each other and gain important interpersonal skills.
 - b. Define differentiated learning as tailored instruction to meet individual needs.
 - c. Define blended learning as combining online educational materials and

- opportunities for interaction with traditional classroom methods.
- d. Define project-based learning as a teaching method where students gain knowledge and skills by working for an extended period of time on an authentic and complex question, problem, or challenge.
- 2. Discuss the role of the teacher and student in developing critical thinking skills, essential questions, and comprehension.
- 3. Explore technology in the learning environment.
- 4. Compare benefits and limitations of technology in the learning environment.
 - a. Equity and access for students
 - b. Improves knowledge retention
 - c. Encourages individual learning and collaboration
 - d. Develop workplace skills
 - e. Describe ethical considerations regarding technology in lesson development.
 - i. Define cheating as acting dishonestly or unfairly in order to gain an advantage.
 - ii. Define cyberbullying as the use of electronic communication to bully a person, typically by sending messages of an intimidating, embarrassing, or threatening nature.
 - iii. Define plagiarism as the practice of taking someone else's intellectual property and using it as your own (e.g. copy/paste, images).

Objective 4 Explore assessment and grading options.

- 1. Define assessment as the evaluation or estimation of the nature, quality, or ability of someone or something.
- 2. Identify types of questions on an assessment.
 - a. Multiple-choice
 - b. Short answer
 - c. Essay
 - d. True/False
 - e. Fill in the blank
 - f. Ordering
 - g. Matching
- 3. Evaluate formative and summative assessments for efficacy.
- 4. Explore assessment and grading options.
 - a. Type of grading options:
 - i. Grading scale
 - ii. Rubric
- 5. Reflect on improvement plans based on the results of assessments.

Standard 5 Performance Evaluation included below (Optional)

Standard 6

Students will learn Strategies and Methods to manage the learning environment.

Objective 1 Explore classroom management practices.

1. Define classroom management as
2. Identify common classroom management strategies in the learning environment.
 - a. Define classroom culture as creating an environment where students feel safe and free to be involved.
 - b.
 - c. Define consistency as steadfast adherence to the same principles, course, form, etc. regardless of bias and/or personality.
 - d. Define planning as the process of being prepared.
 - e. Define procedures as an established or official way of doing something.
 - f. Define proximity as nearness in space, time, or relationship.
 - g. Define rapport as a close and harmonious relationship in which the teacher and students understand each other's feelings or ideas and communicate well.
 - h. Define rules as one of a set of explicit or understood regulations or principles governing conduct within the learning environment.

Objective 2 Develop classroom rules and procedures.

1. Differentiate between rules and procedures.
 - a. Define procedures as an established or official way of doing something.
 - b. Define rules as one of a set of explicit or understood regulations or principles governing conduct within the learning environment.
2. Identify positive reinforcements and negative consequences strategies for rules and procedures.
 - a. Classroom
 - i. Positive reinforcement
 1. Rewards activities (No Fs, attendance, etc.)
 2. Recognitions (Student of the Month)
 - ii. Negative Consequences
 1. Suspension/Expulsion
 2. Removal from activities

Objective 3 Create safe learning environments for all students.

1. Define bullying as unwanted, aggressive behavior among school-aged children that involves real or perceived power balance.
2. Define cyberbullying as the use of electronic communication to bully a person, typically by sending messages of intimidating, embarrassing, or threatening nature.
3. Identify reporting methods and resources for bullying and cyberbullying.
 - a. Bullying
 - i. Tell a trusted adult.
 - b. Cyberbullying
 - i. Don't respond and don't forward the cyberbullying message.
 - ii. Keep evidence of cyberbullying.
 1. Record dates, times, and descriptions of instances where cyberbullying occurred.
 2. Save and print screenshots, emails, and text messages.
 3. Block person who is cyberbullying.
 4. Tell a trusted adult.
4. Navigate Stop Bullying to locate prevention strategies and resources related to bullying and cyberbullying.
5. Identify the health, safety, security, and emergency procedures of a school learning environment.

Standard 6 Performance Evaluation included below (Optional)

Teaching as a Profession 2

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

Performance standards rating scale

0 Limited skills 2 → 4 Moderate skills 6 → 8 High skills 10

Standard 1 – Teaching as a Profession

Score:

- Students will create an educational timeline, using educational resources and websites, to outline and plan a schedule for their personal career path.
- Students will develop a resume highlighting their personal workplace and employability skills needed for an educational career.

Standard 3 – Theories, & Student Learning

Score:

- Create a visual artifact that depicts the theory of either Piaget and Erikson for a parent of a developing child.
- Create the pyramid of Maslow's eight-level Hierarchy of Needs and incorporate personal examples.

Standard 4 – Cultural Teaching & Learning Environment

Score:

- Complete the ACES Risk Assessment at ACES. Explore personal cultural biases. Examples of artifacts could include personal essay, oral presentation, song, poetry, art, etc.
- Students will research education court cases and present findings. Examples of artifacts could include a mock court trial, debate, TED talk, or a comparison to current issues in education.

Standard 5 – Components of the Learning Environment

Score:

- Students will prepare and present a 15-minute lesson (including lesson, activity, formative/summative assessment, and a reflection) in a content area of their choice.

Standard 6 – Managing the Learning Environment

Score:

- Students will interview a teacher about their classroom management plan that includes an outline addressing safety, bullying, and expectations for all students.

Performance standard average score:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____