STRANDS AND STANDARDS
TEACHING AS A PROFESSION 3

Learning that works for Utah
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Course Description

This course is designed to familiarize students with professional expectations and responsibilities of an educator. Students will identify different philosophies in education and begin to develop the foundation of their own philosophy of education. Students will recognize the impact of multiculturism, diversity, and economic factors in the classroom. Using the Utah Effective Teaching Standards and Indicators, students will effectively apply them in lesson planning and classroom observations. Students will explore the state approved standards, identify various types of instructional teaching methods, and apply effective strategies and learning methods for effective classroom management.

Pilot Year	2021-2022
Effective School Year	2022-2023
Intended Grade Level	9-12
Units of Credit	0.5
Core Code	39.02.00.00.003
Concurrent Enrollment Core Code	39.02.00.13.003
Prerequisite	None
Skill Certification Test Number	013
Test Weight	0.5
License Area of Concentration	Professional Secondary License
Required Endorsement(s)	
Endorsement 1	K-12 Teaching as a Profession

ADA Compliant: May 2021

STRAND 1

Students will compare and contrast the different roles and temperament needed in various careers in education and define, identify, and develop a personal philosophy of education.

Standard 1

Compare and contrast the different roles and temperament needed in the administrative, core subject, non-core subject, and support services careers in education.

- Administrative
  - Superintendent
  - Principal
  - Assistant Principal
- Core Subject Teachers (Elementary and Secondary)
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Special Education
- Non-Core Subject Teachers
  - Arts
  - Career and Technical Education
  - Foreign Languages
  - Health/Physical Education
- Support Services
  - Counselor
  - Librarian
  - Paraprofessional

Standard 2

Define, identify, and develop a personal philosophy of education.
- Define personal philosophy of education as an explanation of personal values and beliefs as they relate to teaching.
  - Identify personal core beliefs and value pertaining to education.
  - Identify the responsibility of professional growth.
  - Identify the benchmarks of student success expectations.
- Develop a personal philosophy of education.

Strand 1 Performance Skills listed below.

STRAND 2

Students will define multiculturism, diversity, and social economic status, explore self-awareness as a learner in an educational environment, and identify the different social, cultural, ethnic, and economic backgrounds in a classroom and how it affects student performance in the classroom.

Standard 1

Define multiculturism and the dimensions of diversity.
- Define **multiculturism** as people from many different cultures learning together in a classroom with mutual respect.

- Define **diversity** as an understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of:
  - Define **gender** as a range of characteristics related to masculinity and femininity.
  - Define **race** as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
  - Define **ethnicity** as a group of people sharing a common national or cultural tradition.
  - Define **disability** as a physical or mental impairment that substantially limits one or more major life activities.
  - Define **sexual orientation** as an identity based on whether someone is attracted to people of sex different than their own (heterosexual), the same sex (homosexual), or both sexes (bisexual).
  - Define **academic learning needs** as the gap between a learner's current knowledge and the knowledge needed to complete or perform a task or set of tasks.
  - Define **linguistic needs** as providing curriculum in both the primary language and secondary language.

Standard 2

Explore and identify self-awareness as a learner in an educational environment.
- Explore personal histories, values, and beliefs to identify attitudes towards education.
  - Positive/negative interactions within a school.
  - Positive/negative interactions outside a school.
- Identify personal biases that may limit learning opportunities.
  - Positive/negative experiences with other diverse populations (i.e. gender, race, ethnicity, disability, sexual orientation, academic learning needs, and linguistic needs).

Standard 3

Define social economic status and identify the different social, cultural, ethnic, and economic backgrounds in a classroom and how it affects student performance.
- Define social economic status (SES) as three levels (high, middle, and low) that describe the three places a family and/or individual may fall based upon income, education, and occupation.
- Identify local social and cultural norms (i.e. religion, ethnicity, geographical, holidays, etc.)
- Compare and contrast how different cultural and ethnic backgrounds effect student performance.
  - Discuss situations that may inhibit student learning due to cultural expectations and norms (i.e. contributing to family finances, family structure, educational expectations, sibling care, etc.)

Strand 2 performance skill listed below.

STRAND 3

Students will explore the Utah Effective Teaching Standards and Indicators (UETS), identify common components of an effective lesson plan, and develop a lesson plan using state approved standards.

Standard 1

Explore the Utah Effective Teaching Standards and Indicators (UETS).
- Compare and contrast effective teaching strategies from Utah Effective Teaching Standards and Indicators (UETS) Standards 1-7.
- Discuss how the Utah Effective Teaching Standards and Indicators (UETS) Standards 1-7 apply in various classroom settings (i.e. traditional, lab setting, large group, field trips, etc.)

Standard 2

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

- Define **lesson plan** as a teacher's plan for teaching an individual lesson.
- Common components of a lesson plan include:
  - Objective
    - Define **objective** as a brief statement that describes what a student is expected to learn by the end of the school year, course, unit, lesson, project, or class period.
  - Required materials and equipment
    - Explore recommended instruction materials (RIMS) on the Utah State Board of Education website.
  - Anticipatory set
    - Define **anticipatory set** as pre-assessing the learner's prior knowledge, skills, languages, culture, and experience in instructional planning.
  - Direct instruction
    - Define **direct instruction** as the presentation of academic content to students by teachers, such as in a lecture or demonstration.
  - Guided practice
    - Define **guided practice** as the interactive instruction between teacher and students.
  - Formative assessment
    - Define **formative assessment** as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
  - Independent practice
    - Define **independent practice** as students have a chance to reinforce skills and utilize the new acquired knowledge by complete a task or series of tasks on their own and away from the teacher's direct guidance.
  - Summative assessment
    - Define **summative assessment** as a measurement of student learning at the conclusion of a defined instruction period.
  - Reflection
    - Define **reflection** as the metacognitive strategy to help teachers and students reflect upon teaching and learning experiences.
  - Define **scope and sequence** as an instructional map and calendar to outline the strands and standards, lessons, activities, and assessments of a course.
  - Define **unit of study** as a framework that guides students through a process of learning concepts or content.

Standard 3

Identify a state approved standard on the Utah State Board of Education website and develop a lesson plan including all common components.

- Arts
  - Visual art
  - Music
  - Dance
  - Media arts
  - Drama

- [Career and Technical Education (CTE)](#)
- Humanities
  - Language Arts
  - Social Studies
    - Civics and Government
    - Economics
    - History
    - Geography
- STEM
  - Science
  - Technology
  - Engineering
  - Mathematics
  - Health Sciences
  - Physical Education

Standard 4

Reflect on the common components of an effective lesson plan.
- What do the students need to learn?
- How will they demonstrate what they learned?
- What happens when they do not learn?

Strand 3 performance skill listed below.

STRAND 4

Students will define various instructional methods and identify strategies to assess student understanding through instruction methods and effective questioning.

Standard 1

Define and identify various instructional methods.
- Define **direct instruction** as an instructional approach that is structured, sequenced, and led by teachers.
  - Lecture
  - Teacher demonstration
- Define **differentiated instruction** as tailored instruction to meet individual needs.
  - Assignment choices for units
  - Learning stations
  - Small group
- Define **cooperative instruction** as a technique that allows students to learn from each other and gain important interpersonal skills.
  - Jigsaw
  - Pair share
  - Peer review
- Define **inquiry-based instruction** as a student center approached where the teacher guides the students through a driving question.
  - Project-based learning (PBL)

- Define **instructional technology** as a technique that uses technology and other electronic devices/software in its delivery.
  - Blended learning
  - Flipped classroom
  - Software products
  - Virtual environment (i.e. guest speaker, field trip, etc.)

Standard 2

Identify strategies to adapt to student learning.
- What do the students need to learn?
- How will they demonstrate what they learned?
- What happens when they do not learn?

Standard 3

Assess student understanding by using effective questioning techniques.
- Identify and evaluate various questions types.
  - Define **knowledge-based questions** as a question about knowledge rather than focusing in on specific content or situations. Typically, one correct answer.
  - Define **open-ended questions** as a question that requires more than one-word answers.
  - Define **engagement questions** as a question that is intended to help solve a problem.

Strand 4 performance skill listed below.

STRAND 5

Students will apply effective strategies and learning methods to manage the classroom learning environment.

Standard 1

Identify classroom management strategies and techniques.
- Define **classroom management** as a variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during class.
- Identify classroom management strategies in the learning environment.
  - Define **classroom culture** as creating an environment where students feel safe and free to be involved.
  - Define **consistency** as steadfast adherence to the same principles, course, form, etc. regardless of bias and/or personality.
  - Define **planning** as the process of being prepared.
  - Define **procedures** as an established or official way of doing something.
  - Define **proximity** as nearness in space, time, or relationship.
  - Define **rapport** as a close and harmonious relationship in which the teacher and students understand each other's feelings or ideas and communicate well.
  - Define **rules** as a set of explicit or understood regulations or principles governing conduct within the learning environment.

Standard 2

Explore classroom rules and procedures.
- Differentiate between rules and procedures.
  - Define procedures as an established or official way of doing something.

- Define rules as a set of explicit or understood regulations or principles governing conduct within the learning environment.
- Identify positive reinforcement and negative consequences strategies for rules and procedures.
    - Classroom
        - Positive reinforcement
            - Praise and nonverbal communication
            - Note home
        - Negative reinforcement
            - Phone guardians
            - Restrictions
    - School
        - Positive reinforcement
            - Rewards activities (No Fs, attendance, etc.)
            - Recognitions (Student of the Month)
        - Negative reinforcement
            - Suspension/Expulsion
            - Removal from activities

Strand 5 performance skill listed below.

Performance Skills

Strand 1
- Students will create a visual presentation reflecting on their experience and insights gained through an interview and/or observation using the Utah Effective Teaching Standards and Indicators (UETS): Professional Responsibility Standards 8-10 in a career in administration, core subject, non-core subject, or support services.
- Students will create a verbal presentation about their personal philosophy of education that illustrates the power of being an educator.

Strand 2
- Students will create an introductory activity that engages students to learn more about their peers.
- Students will create an interactive visual that highlights the local education community (classroom, school, community) showcasing diversity.

Strand 3
- Students will create a rubric based on the Utah Effective Teaching Standards and Indicators (UETS): The Learner and Learning and Instructional Practice Standards 1-7 for students to use during classroom observations.
- Using a lesson plan template, develop a lesson plan that includes all common components listed in Strand 3 Standard 1 from a state approved standard.

Strand 4
- Using a lesson plan template, develop and deliver a 5-7-minute lesson plan that includes variety of instructional methods listed in Strand 4 Standard 1 from a state approved standard.

Strand 5
- Students will compare and contrast multiple classrooms, observing effective and non-effective classroom management strategies. (Teaching Tip: Remind students when sharing observations to not use teacher/student names, subjects, etc.)

Teaching as a Profession 3 Vocabulary

academic learning needs

anticipatory set

classroom culture

classroom management

consistency

cooperative instruction

differentiated instruction

direct instruction

disability

diversity

engagement questions

ethnicity

formative assessment

gender

guided practice

independent practice

inquiry-based instruction

instructional technology

knowledge-based questions

lesson plan

linguistics needs

multiculturism

objective

open-ended questions

personal philosophy of education

planning

procedures

proximity

race

rapport

reflection

rules

scope and sequence

sexual orientation

social economic status (SES)

summative assessment

unit of study

Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		