

Teaching as a Profession 1

Exam Information	Description
Exam number 11 Items 38 National Career Cluster Education Certification available Yes	The Teaching as a Profession 1 industry certification exam assesses learners' understanding of the role and positive influence of an effective educator. Learners explore various careers in education and develop employability skills to become successful professionals. They demonstrate their understanding of the value of multiculturalism and diversity in the classroom and how it enhances individual student learning. Learners identify instructional strategies and understand the role of technology and feedback in student engagement.

Exam Blueprint and Performance Skills

Standard	Percentage of exam score
1. Careers and Employability Skills*	9%
2. Gardener and Bloom*	23%
3. Instructional Strategies*	16%
4. Technology in the Classroom*	9%
5. Feedback	16%
6. Special Populations, Multiculturalism, and Diversity* 0%	27%

*Includes performance skill evaluation

Standard 1 - Careers and Employability Skills (11% of exam score)

Candidates will explore career options and employability skills needed for gaining and maintaining employment in education.

Objective 1 Explore the different roles and benefits in the administrative, core subject, non-core subject, and support service careers in education.

1. Administrative
 - a. Superintendent
 - b. Principal
 - c. Assistant Principal
2. Core-Subject teachers
 - a. Language Arts
 - b. Math
 - a. Science
 - b. Social Studies
 - c. 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

Objective 2 Identify employability skills in the workplace.

1. Define communication as the exchange of information, both verbal and nonverbal, between individuals or groups within an organization.
 - a. Define verbal communication as spoken and written words.
 - i. Email
 - ii. Face-to-face
 - iii. Thank you note
 - b. Define nonverbal communication as visual body language and personal appearance used to convey a message.
2. Define problem-solving as the ability to handle difficult or unexpected situations.
3. Define teamwork as when two or more people work together through idea sharing and thinking to accomplish a common goal.
4. Define critical thinking as effectively diagnosing problems and identifying possible solutions

5. Define dependability as producing consistent work and following workplace policies.
6. Define accountability as a responsibility of employees to complete the tasks assigned in order to achieve the goals of the organization

Optional: Standard performance evaluations on the final page of this document

Standard 2 - Gardner and Bloom (39%)

Candidates will examine the theories of Gardner and Bloom and how they relate to student learning.

Objective 1 Examine Gardner's Theory of Multiple Intelligences and explore applications for learning.

1. Define verbal-linguistic as learning through spoken and written words (reading, listening, speaking, and writing).
2. Define mathematical-logical as learning through reasoning and problem-solving (numbers).
3. Define musical as learning through songs, patterns, rhythms, instruments, and musical expression.
4. Define visual-spatial as learning visually and organizing ideas spatially (thinking in images and pictures and "seeing" things in one's mind).
5. Define bodily/kinesthetic as learning through interaction with one's environment (concrete experiences).
6. Define intrapersonal as learning through feelings, values and attitudes (understanding other people).
7. Define interpersonal as learning through interactions with others (working collaboratively and cooperatively).
8. Define naturalist learning through classification, categories, and hierarchies (picking up on subtle differences).
9. Define existential as learning by seeing the "big picture" (connecting real world understandings and application to new learning).

Objective 2 Examine Bloom's Taxonomy for 21st Century Learning and explore applications for learning.

1. Define remember as recalling facts and basic concepts (define, duplicate, list, memorize, repeat, state).
2. Define understand as explaining ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate).
3. Define apply as the use of information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch).
4. Define analyze as drawing connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test).
5. Define evaluate as justifying a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh).
6. Define create as producing new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate).

Objective 3 Apply Gardner's and Bloom's theories to investigate personal learning preferences.

Optional: Standard performance evaluations on the final page of this document

Standard 3 - Instructional Strategies (13%)

Candidates will analyze the standard and objective of a lesson plan and effective instructional strategies.

Objective 1 Define standard and objective and examine the role of each in a lesson plan.

1. Define standard as a concise, written description of what students are expected to know and be able to do at a specific grade level of their education.
2. 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.
3. Define a lesson plan as a daily guide for what students need to learn, how it will be taught, and how learning will be measured.
 - a. Effective lesson planning will include planning, delivering, reflecting, and managing (time and behavior) throughout.

Objective 2 Define instructional strategies and the role they play in student engagement.

1. Define instructional strategies as techniques used to help students become independent strategic learners.
2. Identify how the instructional strategies engage students.
 - 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.
3. Define student engagement as the degree of attention, curiosity, interests, optimism, and passion that students show when they are learning and being taught.

Optional: Standard performance evaluations on the final page of this document

Standard 4 - Technology in the Classroom (26%)

Candidates will discuss the role of technology in the classroom and the effect on student engagement and the learning process

Objective 1 Explore and discuss education technology that enhances teacher delivery and student learning.

1. Discuss the benefits of technology in education.
 - a. Define adaptive learning as programs that adjust based on individual student interactions.

- b. Allows students to collaborate with other students.
- c. Promotes digital literacy skills for lifelong learning.
- 2. Discuss the challenges of technology in education.
 - a. Equity and access for students
 - b. Student distraction
 - c. Plagiarism and cheating

Objective 2 Review legislation related to internet safety for students.

- 1. Children's Internet Protection Act (CIPA)
 - a. Define Children's Internet Protection Act as an act by Congress to address concerns about children's access to obscene or harmful content over the internet.
 - b. Understand schools are required to adopt and implement an internet safety policy that addresses:
 - i. Access by minors to inappropriate matter on the internet
 - ii. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
 - iii. Measures restricting a minor's access to materials harmful to them
- 2. Acceptable Use Policies (AUP)
 - a. Define acceptable use policy as a document that governs students' use of the internet at school.

Optional: Standard performance evaluations on the final page of this document

Standard 5 - Feedback (11%)

Candidates will identify the role of feedback in the learning process.

Objective 1 Define and identify the importance of specific, timely, and direct feedback.

- 1. Define feedback as information given to the learner about the learner's performance related to standards and objectives.
 - a. Feedback should identify the following:
 - i. Where the student is
 - ii. Where the student needs to be
 - iii. How to get the student there
- 2. Identify the types of feedback
 - a. Teacher-student
 - i. Written/Verbal
 - ii. Formal/Informal
 - b. Student-teacher
 - i. Self-evaluation
 - c. Student-student
 - i. Peer review

Objective 2 Define formative assessment feedback and how it evaluates student learning.

1. Define formative assessment as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
2. The formative process allows the teacher to evaluate:
 - a. Define comprehension as the action or capability of understanding something.
 - b. Define learning needs as the gap between what the student knows and what the student needs to know.
 - c. Define progress as a forward movement toward a learning objective.

Objective 3 Define summative assessment feedback and how it evaluates student learning.

1. Define summative assessment as a measurement of student learning at the conclusion of a defined instructional period.
2. The summative process allows the teacher to evaluate:
 - a. Define competency as demonstrating learned skills and knowledge as expected.

Standard 6 - Special Populations, Multiculturalism, and Diversity (0%)

Candidates will review legislation related to special populations, identify the various populations (students learning English, Gifted and Talented, and Special Education), and explore multiculturalism and diversity within a school.

Objective 1 Review legislation related to special populations.

1. Define Individuals with Disabilities Education Act (IDEA) as a law that makes available a free appropriate public education to students with a disability enrolled in public education and ensures special education and related services to those children.
2. Define Section 504 of the Rehabilitation Act of 1973 as a law that requires accommodations be provided to students with disabilities to access the general curriculum and activities.
3. Define Individualize Education Program (IEP) as a written statement developed for each student with a disability who qualifies for special education services, including specially designed instruction and related services.
4. Describe the difference between a 504 plan and an IEP.
 - a. Students with 504 plans are provided accommodations within a general education classroom setting.
 - b. Students with an IEP receive special education services from a special educator as well as accommodations within a general education classroom setting

Objective 2 Identify and explore various populations within a school.

1. Define students learning English (ELL) as students who are unable to communicate fluently or learn effectively in English.
 - a. ELL students may require specialized or modified instruction in learning the English language and learning in academic courses.
2. Define Gifted and Talented as students whose superior academic performance or potential for accomplishment requires a differentiated and challenging instructional model.
 - a. Define asynchronous development as a mismatch between cognitive, emotional, and physical development of gifted individuals.

- b. Define underachievement as a discrepancy between a student's school performance and their ability that can be influenced by motivation, fear of failure, and/or boredom.
3. Define Special Education (SPED) as specially designed instruction provided at no cost for the guardian to meet the unique needs of a student with a disability.
 - a. Define specially designed instruction as adapting as appropriate to the needs of an eligible child, including in content, methodology, or delivery, to ensure access to the grade-level general curriculum.
 - b. Define disability as physical, cognitive or emotional impairment requiring specially designed instruction and/or related services and supports.
4. Explore a variety of accommodations to meet all student needs.
 - a. Extended time (e.g. tests, due dates, etc.)
 - b. Reduced workload (e.g. fewer math problems, shorter essay, etc.)
 - c. Preferential seating (e.g. close to teacher, front of classroom, away from door, etc.)
 - d. Guided notes (e.g. printed notes, fill in the blank, etc.)
 - e. Extension activities (e.g. independent study, small group investigations, etc.)

Objective 3 Define multiculturalism and diversity and explore strategies to support a diverse student population.

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 race as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
 - b. 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.
 - c. 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
 - d. Define linguistic needs as providing curriculum in both the primary language and secondary language.
3. Identify strategies that support a diverse student population.
 - a. Celebrate cultural diversity by learning about various cultural traditions.
 - b. Embrace language differences by incorporating vocabulary from other languages (i.e. sign language, greeting students in another language, etc.).
 - c. Create a multicultural library of instructional resources from diverse perspectives.
 - d. Create opportunities for students to share their cultural differences and unique experiences.

Objective 4 Identify outside factors that influence student learning behavior.

1. Define social factors as the people and relationships with which a student regularly interacts.
2. Define cultural factors as common beliefs, values, traditions, language, and laws held in common by a nation, a community, or other defined group of people.
3. Define economic factors as demographics (i.e. education, occupation, income, location) of the home that determine socioeconomic status.
4. Explore how different outside factors affect student learning behavior.

Optional: Standard performance evaluations on the final page of this document

Performance Skills Evaluation

Exam name: Teaching as a Profession 1

Candidate Name:

Performance assessments may be completed and evaluated any time before the certification is issued. The following performance skills can be used in connection with the associated standards and exam. The evaluator will function as the subject matter expert to determine if the candidate meets the skills requirements with a Yes/No for passing.

Standard 1 – Careers and Employability Skills Candidates will conduct an interview with a current administrative, core-subject, non-core subject, or support service professional regarding the benefits of their role in education. Candidates will email the professional to set up an appointment, conduct the interview using professional employability skills, and follow-up with a handwritten thank you note to the professional.	Pass:
Standard 2 – Gardner and Bloom Candidates will create a reflective artifact (essay, song, art, dance, video, etc.) analyzing their personal learning preference(s). Candidates will include three examples of how they can or have applied their personal learning preference(s) in their education career.	Pass:
Standard 3 – Instructional Strategies Candidates will design and present a 5-7 minute “how-to” lesson plan (i.e. make a peanut butter sandwich, tie a shoe, create a ringtone, etc.) that includes a standard and objective and applies an instructional strategy.	Pass:
Standard 4 – Technology in the Classroom Candidates will evaluate a piece of technology or software/application for use in the educational classroom and create (video, infographic, written guide, etc.) a step-by-step technical guide for using that device/software in a lesson.	Pass:
Standard 6 – Special Populations, Multiculturalism, and Diversity Candidates will create a children's picture book that explores diversity and/or special populations in a way that reinforces multiculturalism and diversity. The book should include a problem, conflict or issue related to diversity and an appropriate resolution.	Pass:

Evaluator Name:

Date:
