

Educational Therapy and Support I

Primary Career Cluster:	Education & Training
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6180
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
Programs of Study and Sequence:	This is the first course in the <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-education-training

Course Description

Educational Therapy and Support I is an exploratory course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. Upon completion of this course, proficient students will gain knowledge in foundations of education, exploration of careers, and ethics and legal responsibilities. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Program of Study Application

This is the foundational course in the *Educational Therapy and Support I* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://tn.gov/education/article/cte-cluster-education-training>.

Course Standards

Foundations of Education

- 1) Gather and analyze information from multiple authoritative sources to assess the impact of important significant events in the history of the U.S. education system. Examples of events include but are not limited to: WWII, Sputnik and the space race, the passage of the Civil Rights Act and desegregation, The Great Society, the development of the Internet, No Child Left Behind and national tragedies such as 9/11.
- 2) Synthesize research that includes evidence from informational texts about the structure of local school districts, state governing bodies, and federal authorities with appropriate supporting citations. Identify and describe accountability practices within the state of Tennessee that applies to local school districts and federal authorities (i.e., Race to the Top, etc.).
- 3) Research educational theorists' philosophies that influence teaching strategies and learning practices. Distinguish differences between 19th, 20th, and 21st century theories. Explain how education is evolving through the influence of those theories.
- 4) Using the content from Standard 3 and specific case studies, analyze the importance of evaluating and applying developmental theories. Identify learning difficulties and modify instruction to meet the needs of students.
- 5) Synthesize and cite information from reliable academic sources to describe and critique the influence of the following theories on school service personnel practices and teaching practices.
 - a. Classical Conditioning (Ivan Pavlov)
 - b. Stage Theory of Cognitive Development (Jean Piaget)
 - c. Social Learning Theory (Lev Vygotsky)
 - d. Constructivism (Jerome Bruner)
 - e. Experiential Learning (David Kolb)
 - f. Multiple intelligences (Howard Gardener)
- 6) Using the Tennessee Educator Acceleration Model (TEAM) – or other appropriate teacher evaluation instrument – investigate the domains and associated indicators of expected teacher behaviors and characteristics. In a coherent narrative, summarize the steps in the educator assessment process and analyze their classroom impact on improving quality classroom instruction.

- 7) Conduct a research project on lesson planning in multiple grade levels and subject areas. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:
- a. Content-area, academic integration or collaboration, and 21st Century Skills standards
 - b. Student learning objectives aligned to standards
 - c. Materials and equipment needed
 - d. Instructional activities
 - e. Pacing chart
 - f. Accommodations for special needs students
 - g. Closure/reflection
 - h. Assessment

Career Exploration

- 8) Identify and analyze career pathways within the Education and Training career cluster. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys and analyze the results. Careers may include the following:
- a. School Guidance Counselor
 - b. Career and College Counselor
 - c. Audiologist
 - d. School Psychologist
 - e. School Social Worker
 - f. Interpreter
- 9) Shadow a professional in the one of the roles listed in Standard 5 to gather information about their roles and responsibilities. Reflect and explore the multiple facets of common responsibilities, such as:
- a. Planning effective meetings and observations
 - b. Facilitating meetings by using multiple methods
 - c. Assessing student learning and developmentally appropriate behavior
 - d. Non-instructional tasks (such as parent communication, building activities, etc.)
 - e. Generating and maintaining accurate documentation
- 10) Collaboratively, describe the aptitudes and employability skills needed by education professionals; create a rubric for self-assessing the skills, such as the ability to:
- a. Communicate verbally and nonverbally in a respectful manner
 - b. Work effectively in teams and resolve conflicts when necessary
 - c. Use leadership and teamwork skills in collaborating with others
 - d. Demonstrate a positive work ethic
 - e. Describe different cultural perspectives and their impact in school
 - f. Use technology
 - g. Adapt to changes
 - h. Manage time and resources wisely

- i. Demonstrate problem-solving and critical thinking skills that affect multiple groups: faculty and staff, students, and/or parents

Ethics and Legal Responsibilities

- 11) Differentiate and explain professional ethics and legal responsibilities of professional practice in learning settings. Analyze major laws that govern professional behavior. Accurately explain personal and organizational liabilities associated with major laws and ethical codes.
- 12) Compile and critique procedures for maintaining a safe and healthy learning environment for students present in a school facility. Cite information for the following regulations and guidelines:
 - a. Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries
 - b. First Aid-equipment and subject requirements (i.e., art and science, industrial arts, and culinary arts)
 - c. Emergency Preparedness for weather, nonweather, fires, medical, and threats to personal safety
 - d. Traffic concerns, pedestrian traffic, and appropriate signage
 - e. Employee training requirements
- 13) Interview one or more experienced primary and/or secondary teachers and synthesize findings to create a checklist for performing classroom procedures and for responding to emergency situations. The checklist should include, but is not limited to: appropriate daily procedures, recognizing possible child abuse and neglect, defusing violent behavior, responding to fire or natural disaster and intruder emergencies. Drawing on academic research and news media, select an emergency situation and prepare a staff development training on maintaining a safe school facility during the emergency; cite sources.
- 14) Identify signs of child abuse, including bullying and abusive relationships, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures.

Career Portfolio

- 15) Create an electronic professional portfolio, using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course.
- 16) Using the self-assessment rubric created during this course, establish a baseline evaluation of employability skills, attitudes, and work habits. Create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.

- 17) Synthesize information from Education and Training career exploration to create a written or electronic career pathway plan outlining academic and career achievement goals, as well as a timeline for ongoing reflection throughout the program of study coursework.
- a. Identify dual credit courses available within specific programs of study
 - b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study
- 18) Drawing upon content in this course, write a clear and coherent definition of *teaching* and/or *counseling philosophy*, argue its significance to student learning and development, and create a personal teaching/counseling philosophy for inclusion in the professional portfolio.

The following artifacts will reside in the student's portfolio:

- History of Education artifact
- Education System artifact
- Educational Theorists artifacts
- Educator Evaluation narrative
- Lesson Plan Template
- Career Exploration artifacts
- Educator Responsibilities & Aptitudes artifact
- Ethics & Legal Responsibilities artifacts
- Career Pathway & Growth plans
- Personal Teaching/Counseling Philosophy

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Educational Therapy and Support II

Primary Career Cluster:	Education & Training
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6181
Prerequisite(s):	<i>Educational Therapy and Support I</i> (6180)
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
Programs of Study and Sequence:	This is the second course in the program <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-education-training

Course Description

Educational Therapy and Support II is an intermediate course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. This course covers the components of human development, educational methodology, career pathways, and ethics and legal responsibilities. Students will conduct observations of educator professionals at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will be able to pursue more advanced course work needed to become a school counselor, school psychologist, school social worker, or other specialized school service personnel.

Program of Study Application

This is the second course in the *Educational Therapy and Support* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://tn.gov/education/article/cte-cluster-education-training>.

Course Standards

Human Development

- 1) Illustrate and describe of the parts of the human brain, detailing their principle functions as they relate to physical, emotional, and cognitive development. Draft a companion representation of the stages of human development. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning.
- 2) Analyze the factors that contribute to personality and investigate several research-based personality assessment tools. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.
- 3) Using relevant information from multiple print and electronic resources, compare and contrast the “ages and stages” identified by influential child development theorists. Evaluate the relationship between child development and how children learn and cite textual evidence to support the hypothesis.
- 4) Refer to research on educational theories, analyze the importance of evaluation and application of developmental theories to address problems within a school. Create an illustrative guide to help school-aged (ages six to twelve) students understand reasoning behind consequences of actions or behaviors that will alleviate problems that arise in the future.
- 5) Prepare an informational artifact for teachers justifying activities and techniques that optimize the development of school-age children, include real life examples.

Educational Methodology

- 6) Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:
 - a. Visual/Spatial Learners
 - b. Auditory/Verbal/Linguistic Learners
 - c. Analytic Learners
 - d. Kinesthetic or Tactile Learners
 - e. Global Learners

- 7) Using academic journals and news articles, investigate how social, cultural, and economic factors, including internal and external factors, of the school building influence student learning and student behavior. Assess the extent to which reasoning and evidence in a specific text support the author's claim.
- 8) Citing research from case studies and academic journals, determine the most appropriate methods to address issues of diversity in instructive and culturally sensitive ways. Write recommendations for a diversity policy that contributes to a positive school environment and benefits all students.
- 9) Research and identify an educational issue with conflicting data and viewpoints, explain the similarities and differences. Using inductive and deductive reasoning and citing sources, state a position and describe the effects the position could impose in an educational setting.
- 10) Demonstrate how education professionals utilize perspective-taking and conflict resolution skills to enhance instruction and learner achievement. Using strong communication skills, encourage multiple opinions and feedback from an audience. Identify solutions that meet needs of all parties involved.
- 11) Compare and contrast various types of childhood care services and include information about relevant regulations and licensure requirements. Explain school services personnel responsibilities in an early childhood care facility or program. Example childcare facilities and programs include, but are not limited to, the following:
 - a. Day care centers
 - b. Elementary school
 - c. Head Start
 - d. Montessori School
 - e. Preschool
- 12) Differentiate between formative and summative assessments by comparing and contrasting the characteristics of each and describing appropriate times to employ each in an instructional setting. Articulate how each type of assessment can be used to evaluate, modify, and inform effective instruction and justify their importance.
- 13) Utilizing multiple strategies (e.g., research, observation, interview, or consultation), determine the needs of diverse learners. Appraise multiple assessment tools, including state and federal assessments, and identify and explain the process to align and modify assessment tools to learner needs and characteristics.

Ethics and Legal Responsibilities

- 14) Research the Children's Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize and create acceptable-use policies for students that are appropriate at different developmental milestones.

Career Pathways

- 15) Discuss strategies and techniques used to raise awareness of learners' needs. Prepare a persuasive artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) advocating to raise awareness of a specific need. Use multiple resources to support your claim, citing specific evidence.
- 16) Synthesize innovative research studies and trends to construct a vision of success for all learners. Identify learning goals, needs of diverse learners, and apply educational theories and strategies to create the vision of success. Create an illustrative guide that outlines the plans and processes to implement the vision.
- 17) Citing research from case studies and academic journals, determine the most appropriate methods to engage diverse stakeholders in the community. Research community relations models, community engagement programs, and marketing strategies. Create a plan for media relations and stakeholder partnerships for a local school, identifying strengths and weaknesses.

The following artifacts will reside in the student's portfolio:

- Human Development Informational artifacts
- Illustrative guide for School-Age Students
- Educational Theorists artifacts
- Learning Styles artifacts
- Influences on Student Behavior artifacts
- Recommendations for Diversity Policy
- Information on Educational Issues
- Educational Methodology artifacts
- Internet Safety artifacts
- Vision of Success artifact
- Community Relations artifacts

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Educational Therapy and Support III

Primary Career Cluster:	Education & Training
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6182
Prerequisite(s):	<i>Educational Therapy and Support I</i> (6180) and <i>Educational Therapy and Support II</i> (6181)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
Programs of Study and Sequence:	This is the third course in the program <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-education-training

Course Description

Educational Therapy and Support III is an applied-knowledge course in the Education and Training career cluster for students interested in learning more about becoming an administrator or school counselor. This course covers the components of adolescent human development, educational methodology, an introduction to special populations, ethics and legal responsibilities, and career pathways. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study. Upon completion of this course, proficient students will be prepared to take the capstone *Educational Therapy and Support Practicum* course and further their studies at the postsecondary level.

Program of Study Application

This is the foundational course in the *Educational Therapy and Support* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://tn.gov/education/article/cte-cluster-education-training>.

Course Standards

Human Development

- 1) Using research from educational theorists' philosophies research, compile a list of behavioral, developmental, or social problems that arise in schools. Write a plan proposing changes to solve problems within schools justifying alternative solutions with cited educational theoretical evidence.
- 2) Investigate types of crises impacting teenagers and families, such as unemployment, child exceptionality, divorce, death, and sexual orientation Describe the characteristics of crises situations and citing rates of frequency pulled from census information and news articles. Synthesize research on theories and strategies for helping teenagers deal productively with crises by crafting an argumentative essay making a recommendation for a specific activity that can be used to assist an adolescent individual in crises situations.
- 3) Research the following influences and how they affect student self-concept and academic performance:
 - a. Student experience, interests, and aptitudes
 - b. Teacher, administrator, and counselor behavior and attitudes
 - c. Peers, family, and culture
 - d. Tests and measurement data
 - e. Extra-curricular activities and after school employment

Educational Methodology

- 4) Research common reasons for student disobedience (such as unclear expectations, desire for attention, fear, embarrassment, or lack of basic needs) and develop a written behavior policy with clear positively-framed expectations and consequences, citing evidence from research to justify recommendations.
- 5) Drawing on evidence from research, create a rubric for evaluating classroom and school-wide behavior management. Include indicators such as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students. Write an informative narrative in an official communications format to all school staff indicating school-wide expectations.
- 6) Define differentiated instruction. Citing specific textual evidence about characteristics of certain learners, create examples of instructional methods that differentiate instruction to meet the educational needs of students based on:
 - a. Language

- b. Culture
- c. Socioeconomic status (SES)
- d. Educational background
- e. Preferred learning style
- f. Gender
- g. Ethnicity
- h. Religion
- i. Family situation

Special Populations

- 7) Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements, citing specific textual evidence. Investigate the impact of these pieces of legislation on the education of students with disabilities by conducting a research project or interview(s) of impacted individuals.
- 8) Describe the roles of parents, teachers, school administrators and school service personnel at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of students with disabilities and analyze how the required adaptations and accommodations vary from standard teaching practices. Define inclusion and least restrictive environment and justify the importance of these concepts, citing specific textual evidence.
- 9) Evaluate key indicators, diagnostic tests, and most important features of effective instruction for students diagnosed with:
 - a. Intellectual disabilities
 - b. Developmental disabilities
 - c. Learning disabilities
 - d. Emotional/behavioral disorders
 - e. Autism spectrum disorders
 - f. Communication disorders
 - g. Hearing loss or deafness
 - h. Low vision or blindness
 - i. Attention Deficit Hyperactivity Disorder (ADHD)
- 10) Describe how the Tennessee Department of Education and the Local Education Agency (LEA) addresses the development and supportive needs of the following special populations:
 - a. English learners
 - b. Homeless students
 - c. Migrant students
 - d. Economically disadvantaged students
 - e. Teen parents
 - f. Other at risk students

- 11) Discuss and demonstrate modifications in the classroom to accommodate exceptional learners, including students with disabilities and those identified as gifted, citing specific textual evidence from research on effective teaching practices.

Ethics and Legal Responsibilities

- 12) Evaluate various Supreme Court cases and educational topics such as: free speech, due process, establishment clauses, corporal punishment, desegregation, FERPA, FAPE, and zero tolerance. Make inferences and explain how these topics affect teenagers.

Career Pathway

- 13) Working collaboratively in pairings or small teams, gather and analyze strategies to assess learning climates. Discuss strategies to capitalize on diversity (i.e., gender, race and ethnicity, socio-economic status, disabilities, etc.). Create an informational artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) outlining a positive learning climate strategy specific to meet the needs of the local high school.
- 14) Utilize multiple assessment tools to determine the needs of diverse learners, define and interpret standardized, qualitative, and quantitative measures. Create examples of assessments in a variety of formats (multiple choice, constructed response, true/false, essay, etc.) while meeting the needs of specific individuals.
- 15) Evaluate appropriate resources that meet a specific learner's needs and characteristics. Develop an action plan for educational success, documenting data and sources. Include appropriate stakeholders and educational goals to enhance the student's learning progress.

Final Project

- 16) Apply knowledge from this course by demonstrating specific strategies in a classroom or consulting situation. Document artifacts from the capstone project in the course portfolio. Demonstration of knowledge includes, but is not limited to, the following activities:
 - a. Assess student problems, plan goals and actions to process
 - b. Roleplay parental and teacher consultations to discuss learning, behavioral, familial, and social problems
 - c. Select and use multiple types of resources and methods
 - d. Evaluate student developmental levels in order to implement differentiated instruction
 - e. Synthesize behavioral management techniques
 - f. Establish a positive climate and promote positive behaviors
 - g. Appraise and advise school disciplinary practices for troubled students
 - h. Advocate for particular issues that support students
 - i. Interpret special education laws and procedures, testing, meetings, and individualized education plans

The following artifacts will reside in the student's portfolio:

- Behavioral, Developmental, or Social Issues Plan
- Information on crises that impact teenagers
- Behavioral Policy
- Classroom & School-wide Behavior Management artifacts
- Differentiated Instructional artifacts
- Special Populations research & artifacts
- Positive Learning Climate Strategy
- Assessment artifacts
- Teaching journal reflecting on lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Educational Therapy and Support Practicum

Primary Career Cluster:	Education & Training
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6183
Prerequisite(s):	<i>Educational Therapy and Support I</i> (6180), <i>Educational Therapy and Support II</i> (6181), and <i>Educational Therapy and Support III</i> (6182)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
Programs of Study and Sequence:	This is the fourth course in the program <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-education-training

Course Description

Educational Therapy and Support Practicum is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a school counselor, school psychologist, school social worker, or other specialized school service personnel. The course covers career development, ethics and legal responsibilities, and applied research in education fields. In addition, students will complete a practicum, and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in *Educational Therapy and Support* program of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://tn.gov/education/article/cte-cluster-education-training>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Career Development

- 2) Select and research a professional organization in an educational field of choice. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Resources and services provided
 - d. Credentials required for employment and how they are obtained and maintained

- e. Policies and procedures
 - f. Reports, newsletters, and other documents published by the organization
 - g. Website and contact information
 - h. Hiring practices and employment opportunities
- 3) Interview school services personnel in a work environment to identify appropriate methods of pursuing education and employment in the given industry, and determine what knowledge, skills, and educational credentials are required in the given workplace setting. Summarize the interviews in an informative narrative.
 - 4) Apply learning experiences throughout the course to review and update the education and career plan based on the knowledge and feedback acquired. Proactively identify areas of strength and opportunities for professional growth, encourage and act on feedback from peers, supervisors, and customers, and seek and use resources to improve skills.
 - 5) Search for the resumes of school service personal retrieved from the websites of companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
 - 6) Conduct a job search and simulate the experience by researching local employment options. In preparation for a future career as an educational professional, compose a cover letter highlighting relevant experience and skills from the resume for a specific job posting.
 - 7) Participate in a mock interview. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific knowledge and skills attained throughout the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
 - 8) Collaboratively, update the professionalism rubric created in the introductory course in Student Development and assess the aptitudes and employability skills needed by educational professionals.
 - 9) Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (such as the National Education Association and others) and discuss the purpose of providing specific statements in the code. Research codes of ethics for teachers in specific content areas and special education, where available. Synthesize principles from the standards to create a personal code of ethics.

Ethics and Legal Responsibilities

- 10) Differentiate and explain professional ethics and legal responsibilities of professional practice in learning settings. Analyze major laws that govern professional behavior. Accurately explain personal and organizational liabilities associated with major laws and ethical codes.
- 11) Write a statement of personal philosophy reflecting on the importance of following policy and procedure as an educational professional.

Applied Research

- 12) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based industry project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.
- 13) Create and continually update a personal journal to document skills and knowledge learned during the practicum and draw connections between the experience and previous course content by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. How challenges were addressed
 - d. Team participation in a learning environment
 - e. Comparisons and contrasts between classroom and work environments
 - f. Interactions with colleagues and supervisors
 - g. Personal career development
 - h. Personal satisfaction
- 14) In teams, develop and successfully implement instructional programs to meet the Local Education Authority (LEA) objectives. (If participating in a work-based learning arrangement, apply programs and processes to satisfy placement requirements.) Demonstrate the ability to divide roles and responsibilities among team members, track progress toward goals, and use technology and information systems to evaluate and meet instructional objectives.
- 15) Research and create a learner performance profile to assess needs of learners. Using data-based, effective practice strategies, assist instructional staff in understanding and applying effective practices for teaching and learning, while also providing appropriate resources. Describe the differences in generational learning gaps between The Baby Boomers, Generation X, and Millennials to exhibit empathy and consideration to generational differences.
- 16) Evaluate the outcomes and successes of the sources and support services available in the Local Education Agency (LEA). Research multiple academic journals and employ recommendation for future support services that will enhance learning and development of students.

- 17) During observations, identify and describe the needs of students to enhance their achievement and development. Identify the multiple strategies for recognizing needs and barriers and explain benefits of proactive support and intervention.
- 18) Investigate advocacy strategies to influence and negotiate within political, social, economic, legal, and cultural contexts to meet an LEA's vision. Illustrate and explain the multiple intersections between the larger contexts and a LEA's objectives.

Communication

- 19) Develop a communications rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create parent/guardian contact information forms and a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to practicum).
- 20) Practice effective verbal, nonverbal, written, and electronic communication skills for working with stakeholders while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse stakeholder's anger or skepticism, resolve conflicting interests, and respond to stakeholder objections or complaints to satisfaction.

Portfolio

- 21) Update materials from coursework to add to the portfolio begun in the introductory course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of leadership (instructional and managerial), assessment, and support and intervention specific to the education environment. The following documents should reside in the career portfolio:
 - a. Career plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Artifacts of project outcomes (such as storyboards, production schedules, and videos)
 - e. Periodic journal entries reflecting on tasks and activities
 - f. Feedback from instructor and/or supervisor based on observations

Practicum Results

- 22) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant artifacts. Throughout the presentation, justify decisions and assess the quality of the work and reflect on the impact of the experience on future career goals. Prepare the presentation in a format that could be presented to both students and an educational professional audience, as well as for a career and technical student organization (CTSO) competitive event.

The following artifacts will reside in the student's portfolio:

- Revised statement of personal teaching philosophy
- Revised career and professional growth plan
- Professional Organization artifact
- Career Development Research & artifacts
- Cover letter & resume
- Revised Professionalism rubric
- Personal Code of Ethics
- Ethics and Legal Responsibilities
- Practicum Journal
- Documentation & feedback from implemented instructional programs
- Learner Performance Profile & Learning Gaps research
- Applied Research documentation & artifacts
- Communication rubric
- Practicum Presentation

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Early Childhood Education Careers IV (ECEC IV)

Primary Career Cluster:	Human Services
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6135
Prerequisite(s):	<i>Early Childhood Education Careers III</i> (6017)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus if taken in conjunction with other Human Services courses.
Programs of Study and Sequence:	This is the capstone course in the <i>Childhood Development Services</i> program of study.
Aligned Student Organization(s):	Family, Career, and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	Child Development Associate (CDA)
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (154 and 156), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-human-services

Course Description

Early Childhood Education Careers IV (ECEC IV) is capstone course for students who intend to pursue advanced training as an early childhood teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will participate in a work-based learning component of instruction and add work products to a course portfolio. Upon completion of this course, proficient students will be prepared to continue their studies at the postsecondary level.

Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Childhood Development Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Human Services website at <https://tn.gov/education/article/cte-cluster-human-services>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Safety

- 2) Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy.
- 3) Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse,

including signs and symptoms to look for, and outline the reporting requirements and procedures.

Professionalism and 21st Century Skills

- 4) Add the following professional attributes to the professionalism rubric created in ECEC I and write performance indicators for each:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Reflective teaching practice.
- 5) Interview internship supervisor to determine the child care *program philosophy*. Research and gather diverse program philosophies from a variety of care situations and write a narrative comparing and contrasting them with the internship program philosophy.
- 6) Analyze case studies of provider reactions to children in both positive and negative situations. Write a narrative describing the consequences of provider behaviors and comparing them to the personal code of ethics developed in ECEC I.
- 7) Research codes of ethics for running small businesses by comparing samples from professional organizations (such as the Society for Human Resource Management). Synthesize principles from the codes to add attributes and performance indicators to the personal code of ethics created in ECEC I. This document will be included in course portfolio.

Policies

- 8) Access electronic resources related to the Tennessee Licensure Rules for Child Care Centers to identify the provider regulations for licensure and operation. Summarize the requirements and create tracking tools for documenting legal compliance. Topics for investigation include, but are not limited to:
 - a. Application for and maintenance of licensure
 - b. Ownership and organizational structure
 - c. Insurance
 - d. Required parental communication
 - e. Record keeping
 - f. Adult-child ratios
 - g. Indoor and outdoor play equipment
 - h. Educational activities
 - i. Technology use
 - j. Health and safety

- 9) Research and cite the procedure for documenting and reporting child welfare concerns. Analyze a case study and assess the extent to which the proposed resolution of the case is appropriate.
- 10) Drawing upon state regulations, develop procedures for releasing children (such as list of authorized persons; photo ID) and create parent documentation forms for medical information (such as food allergies, known disabilities, permission to administer medicine) and emergency contact information.

Requirements for Child Care Careers

- 11) Gather relevant information from multiple print and digital resources (such as job postings and promotional materials) to prepare a document or graphic comparing the entry-level qualifications for caregivers, assistant directors, and directors of child care centers. Evaluate the impact of postsecondary training and describe the benefits of participation in a professional early childhood organization, such as the National Association for the Education of Young Children (NAEYC). Revise the career pathway plan outlining academic and career achievement goals and timeline developed in ECEC I to reflect opportunities for advancement in the field.
- 12) Review case studies in education to argue the need for background checks—fingerprinting, drug testing, and checking professional references—and a professional code of conduct for providers and volunteers.
- 13) Working in teams, use resources such as those available from the U.S. Small Business Administration to identify the components of a business plan. Create a hypothetical child care center and write a description of the business, its mission statement and an analysis of the market for its services.

Teaching and Learning

- 14) Use a lesson plan template (created in ECEC III) to create daily activities within themed units of instruction for implementation with children ages one to eight. Where appropriate, align the activities with NAEYC's effective developmentally appropriate teaching strategies:
 - a. Acknowledge what children do or say
 - b. Encourage persistence and effort
 - c. Give specific feedback rather than general comments
 - d. Model attitudes, problem-solving, and behavior toward others
 - e. Demonstrate the correct way to do something
 - f. Add challenges that promote cognitive development
 - g. Ask questions that provoke children's thinking
 - h. Give assistance (such as cues or hints)
 - i. Provide information directly
 - j. Give directions for children's action or behavior
- 15) Use the rubric (created in ECEC III) for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources.

- 16) Create developmentally appropriate, visually appealing instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internship.
- 17) Develop a communication rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to internship).
- 18) Research language acquisition and use by children from ages one to eight, using academic journals and case studies. Write a narrative to demonstrate understanding of teaching strategies that promote development of complex language skills.
- 19) Draw evidence from informational texts to develop lesson activity adaptations for inclusion of children with fine motor, gross motor, cognitive, social/emotional, and self-help/adaptive special needs.

Internship

- 20) Apply knowledge from this and preceding ECEC courses to document the internship in the course portfolio. Demonstration of knowledge includes but is not limited to:
 - a. Performing simple activities to check developmental milestone attainment
 - b. Maintaining children's records
 - c. Using a lesson plan template to create daily activities within themed units of instruction for implementation with children ages one to eight using developmentally-appropriate teaching strategies
 - d. Using the behavior management chart (created in ECE III)
 - e. Arranging learning centers that provide for children's exploration, discovery, and development
 - f. Selecting and using multiple resources and teaching methods
 - g. Creating new instructional materials
 - h. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
 - i. Evaluating student levels to adapt lessons for differentiated instruction, as needed
 - j. Establishing of a positive classroom climate
 - k. Creating opportunities for positive communication with families
- 21) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.
- 22) During the internship, implement lesson plans developed in this course and carry out daily childcare routines, such as meals, naps, personal hygiene and exercise. Annotate lesson plans and work products to document lessons learned.
- 23) Create and continually update a personal journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
 - a. Tasks accomplished and activities implemented

- b. Lesson effectiveness
- c. Positive and negative aspects of the experience
- d. Self-assessment and plans for refining instructional practice
- e. Interactions with children, families, providers and other staff
- f. Personal satisfaction

24) Upon conclusion of the internship, write a clear and coherent reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship.

The following artifacts will reside in the student's portfolio:

- Revised professionalism rubric
- Revised statement of personal teaching philosophy
- Revised personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship setting, children, and a contract or list of interning student responsibilities
- Lesson plans, assignments, developmental assessment activities and instructional materials created
- Examples of visual material incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from ECEC IV teacher based on observations
- Sample child's work product

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Teaching as a Profession III (TAP III)

Primary Career Cluster:	Education and Training
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6126
Prerequisite(s):	<i>Teaching as a Profession II</i> (6125) or <i>School Counseling</i> (6124)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
Programs of Study and Sequence:	This is the capstone course in the <i>Teaching as a Profession, Early Childhood Education</i> , and <i>Educational Support Careers</i> programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA); http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-education-training

Course Description

Teaching as a Profession III (TAP III) is a capstone course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education fields. In addition, students will complete an internship and continue to create artifacts for their

student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

Work-Based Learning Framework

Internship standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Teaching as a Profession*, *Early Childhood Education*, and *Educational Support Careers* programs of study, providing an opportunity for an internship experience. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://tn.gov/education/article/cte-cluster-education-training>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Professionalism, Ethics, and 21st Century Skills

- 2) Collaboratively develop a professionalism rubric with performance indicators for each of the following professional attributes:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Reflective teaching practice

- 3) Analyze the Tennessee Teacher Code of Ethics and compare it to professional ethical standards from recognized educator professional organizations (such as the National Education Association and others) and discuss the purpose of providing specific statements in the code. Research codes of ethics for teachers in specific content areas and special education, where available. Synthesize principles from the standards to create a personal code of ethics.

Policies

- 4) Use authentic resources (such as federal or state regulations; local education agency policies) to create a checklist of the circumstances under which grades, records, medical information or other student information may be released and to whom.

- 5) Research and describe the procedure for documenting and reporting child welfare concerns. Analyze a child welfare case study and assess the extent to which the proposed resolution of the case is appropriate.

- 6) Analyze case studies of problematic school situations and assess the degree to which their proposed resolutions are supported by legal and ethical policies.

Requirements for Careers in Education

- 7) Access electronic resources from the Tennessee Department of Education Office of Teacher Licensing to identify the teacher certification requirements for the state of Tennessee. Prepare a visual representation comparing the educational and licensing requirements for entering and advancing in specific teaching careers (such as preschool, elementary school, middle school, high school). Include the specific requirements for teaching in various content areas.

- 8) Review case studies in education and use findings to develop an argument supporting or opposing the use of background checks for teacher hiring, including fingerprinting, drug testing, and checking professional references.

- 9) Using the Tennessee Educator Acceleration Model (TEAM) – or other appropriate teacher evaluation instrument – investigate the domains and associated indicators of expected teacher behaviors and characteristics. In a coherent narrative, summarize the steps in the educator assessment process and analyze their classroom relevance.

Teaching and Learning

- 10) Using academic journals and scholarly research on effective teaching practices, investigate the impact of teacher content knowledge and pedagogical knowledge on quality of instruction, as measured by student outcomes. Craft an argumentative essay making a claim about the impact of educator background on student outcomes, developing reasoning with evidence from research.
- 11) Identify teaching methods advocated by current learning research and describe appropriate research-based practices at developmental levels from ages 9 to 21, including subject-specific teaching practices. Use this research to assign suitable teaching methods to lesson plans created in the previous course and write recommendations for adaptations needed for students with different learning styles or special needs.
- 12) Build on current understanding of the types and purposes of assessments by creating appropriate assessment tools using examples and findings from current academic research. Write a narrative explaining how assessment results are used for planning instruction. Administer assessments, record results, and provide student and parent feedback.
- 13) Develop grade-appropriate written and illustrated instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internships.

Communication

- 14) Draw conclusions about the relationship between classroom communications and student learning, citing examples from case studies, instructional materials, and academic journals.
- 15) Develop a communications rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create parent/guardian contact information forms and a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to internships).

Internship

- 16) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.
- 17) During the internship, implement lesson plans developed in a previous course. Annotate accordingly the plans to document the teaching process.

- 18) Create and continually update a personal teaching journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:
- Tasks accomplished and activities implemented
 - Lesson effectiveness
 - Positive and negative aspects of the experience
 - Self-assessment and plans for refining instructional practice
 - Interactions with students, families, teachers and staff
 - Personal satisfaction
- 19) Upon conclusion of the internship, write a reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Use technology to create a class presentation showcasing highlights, challenges, and lessons learned from the internship.

The following artifacts will reside in the student's portfolio:

- Revised statement of personal teaching philosophy
- Personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship school, student body, and a job description or list of responsibilities
- Lesson plans, assignments, assessment tools and instructional materials created
- Examples of visual materials incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from TAP III teacher based on observations, using Tennessee Educator Acceleration Model (TEAM) or other state-approved observation rubric

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.