



EXAM INFORMATION

Items

33

Points

41

Prerequisites

NONE

Grade Level

9-12

Course Length

ONE YEAR

Career Cluster

HUMAN SERVICES

Performance Standards

INCLUDED

Certificate Available

YES

DESCRIPTION

A course designed to help students learn about the role and characteristics of an effective educator. Students will observe and participate with teachers and students in the classroom. Major topics include exploring current teaching methods and instructional strategies, assessments and when/how to use them, and how students learn and what instructional strategies can be implemented to assist all learners.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1- Career & Employability	12%
2- Learning Preferences	7%
3- Teaching Methods	12%
4- Effective Instruction	20%
5- Formative & Summative Assessment	17%
6- Special Population	27%
7- Classroom Technology	5%



STANDARD 1

STUDENTS WILL EXPLORE CAREER AWARENESS AND EMPLOYABILITY SKILLS NEEDED FOR GAINING AND MAINTAINING EMPLOYMENT IN DIVERSE EDUCATION SETTINGS

Objective 1 Explain the knowledge, skills, abilities, and dispositions necessary to succeed in careers.

1. Examine how work ethic, accountability, and responsibility are important in the community and workplace.
2. Explore problem-solving and critical thinking skills as they apply to making decisions in the workplace.
3. Evaluate how constructive feedback can affect the workplace and improve further retention of learned skills and work habits.
4. Define professionalism. Identify the correlation between emotions, behavior, and appearance and how these affect professionalism.

Objective 2 Develop career awareness and examine employability skills.

1. Examine the importance of work ethic, accountability, and responsibility in fulfilling community and workplace roles.
2. Examine coping skills and adaptations needed to meet workplace demands.
3. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.
4. Explore time management techniques that can be used to reach personal and professional goals.

Objective 3 Define and identify professional behaviors and create professional written documents.

1. Examine appropriate professional behaviors.
 1. Compare and contrast appropriate classroom teacher-student behaviors and relationships
 1. Physical
 2. Verbal
 3. Social media
 2. Steps and actions used in a job to fulfill job duties and responsibilities
 3. Critical thinking and problem-solving
 4. Ethical and responsible usage of social media and online personal information
 5. Appropriate nonverbal gestures and demeanor for the profession
2. Use proper grammar and expression in written professional communications.
 1. Email
 2. Cover letter
 3. Personal resume
 4. Job application
 5. Thank you note

STANDARD 2

STUDENTS WILL COMPARE AND CONTRAST DIFFERENT LEARNING PREFERENCES

Objective 1 Examine identified learning preferences and evaluate how each preference can be addressed in a classroom situation.

1. Visual/Spatial
2. Auditory/Verbal/Linguistic
3. Analytic
4. Kinesthetic/Tactile



- Objective 2 Apply learning preference information to investigate your personal learning preference.
- Objective 3 Investigate factors that influence student learning behavior.
 - 1. Social factors
 - 1. Peer associations
 - 2. Family
 - 2. Cultural factors
 - 1. Ethnic background
 - 2. Religious orientation
 - 3. Family dynamics
 - 3. Economic factors
 - 1. Education level
 - 2. Demographics
 - 3. Socioeconomics

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

STUDENTS WILL EXPLORE VARIOUS TEACHING METHODS AND IDENTIFY EFFECTIVE TEACHING METHODS

- Objective 1 Research and utilize data to define effective teaching methods.
 - 1. Cooperative learning
 - 2. Differentiated learning
 - 3. Flipped classroom
 - 4. Design thinking/project-based learning
 - 5. Social media learning
 - 6. Standards will identify the following:
 - 1. Understand similarities and differences in teaching methods
 - 2. Positive reinforcement
 - 3. Providing opportunities for additional practice
 - 4. Using appropriate instructional resources
 - 5. Employing lesson objectives and goal setting for student learning
 - 6. Continuous feedback
 - 7. Fostering student engagement
- Objective 2 Describe characteristics and give examples of effective teaching strategies.
 - 1. Organization and Clarity
 - 2. Dynamic and Enthusiastic
 - 3. Analytic/Synthetic approach
 - 4. Instructor/group interaction
 - 5. Instructor/individual interaction
- Objective 3 Describe less effective teaching methods
 - 1. Lack of objective
 - 2. Lack of accountability
 - 3. Lack of instructor/group interaction
 - 4. Lack of instructor/individual interaction



5. Failure to show relevance

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

STUDENTS WILL EXAMINE AND ANALYZE COMPONENTS OF EFFECTIVE INSTRUCTION IN THE CLASSROOM

- Objective 1 Identify components of effective instruction.
1. Planning
 2. Managing
 3. Delivering
 4. Reflecting
- Objective 2 Examine instruction design models (i.e., ADDIE Model, Merrill's Principles of Instruction, Gagne's Nine Events of Instruction, Bloom's Taxonomy, Backwards by Design, etc.)
- Objective 3 Explore stages of human development and appropriate elements of instruction.
1. Erikson's Stages of human development
 1. Infant: 0-1 years old
 2. Toddler: 2-3 years old
 3. Preschooler: 3-6 years old
 4. School-aged: 7-12 years old
 5. Adolescent: 13-18 years old

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

STUDENTS WILL DIFFERENTIATE BETWEEN FORMATIVE AND SUMMATIVE ASSESSMENT

- Objective 1 Determine components of a formative assessment and appropriate times to utilize formative assessments.
1. In-process evaluation
 2. Comprehension
 3. Learning needs
 4. Progress
 5. Feedback
- Objective 2 Compare and contrast formative assessments and applications for the classroom.
- Objective 3 Define and identify the importance of focused, timely, and direct feedback.
1. Feedback: Information given to the learner about the learner's performance relative to learning goals.
 2. Types
 1. Teacher-student
 2. Student-teacher
 3. Student-student
 3. Identifying where the student is, where the student needs to be, and how to get the student there.
- Objective 4 Determine components of a summative assessment and appropriate times to utilize summative assessments.



1. End of section evaluation
 1. Student learning
 2. Skill acquisition
 3. Academic achievement

STANDARD 6

STUDENTS WILL INVESTIGATE SPECIAL POPULATIONS AS APPLIED TO EDUCATION

Objective 1 Discuss government impact and roles in the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act (ADA).

1. Define the Individuals with Disabilities Education Act (IDEA)
2. Define Section 504 of the Americans with Disabilities Act (ADA)
3. Describe the roles utilized in an Individual Education Plan (IEP) meeting of parents, teachers, and administrators.
4. Describe the Individual Education Plan (IEP) processes and roles.
 1. Pre-referral (Teacher or Parent)
 2. Referral (School Professionals)
 3. Identification (Evaluation Team)
 4. Eligibility (Parent and School Professionals)
 5. Development of the IEP (Special Education)
 6. Implementation of the IEP (Special Education, Classroom Teachers, Administration, Parents)
 7. Evaluation and Reviews (Special Education, Classroom Teachers, Administration, Parents)

Objective 2 Explore various assessments and effective instruction techniques for students diagnosed with disabilities.

1. Intellectual disabilities
2. Developmental disabilities
3. Learning disabilities
4. Emotional/Behavioral disorders
5. Autism Spectrum disorders
6. Communication disorders
7. Hearing loss or deafness
8. Low vision or blindness
9. Attention Deficit Hyperactivity Disorder (ADHD)

Objective 3 Identify and discuss educational issues related to gifted and talented students.

1. Definition-Students whose superior academic performance or potential for accomplishment requires a differentiated and challenging instructional model
2. Outline the five essential components of a successful gifted and talented program
 1. Identification
 2. Peer association
 3. Content differentiation
 4. Differentiated instruction
 5. Pacing
3. Analyze the importance of the development of creative thinking, critical thinking, problem solving, and research skills with gifted and talented students
4. Understand the unique social and emotional needs of gifted and talented students
 1. Asynchronous development (mismatch between cognitive, emotional, and physical development of gifted individuals)
 2. Overexcitabilities (heightened sensitivities, awareness, and intensity in one or more of five areas)



2. Psychomotor
 3. Sensual
 4. Intellectual
 5. Imaginational
 6. Emotional
1. Perfectionism and fear of failure
 2. Twice exceptional (also known as “2e”-a student who is both gifted and disabled)
 3. Underachievement (a discrepancy between a student’s school performance and their ability)
 4. Heightened response to sensory stimuli (sound, light, smell)
 5. Heightened awareness and concern of world and social issues

- Objective 4** Analyze the strategies, practices, issues, and concerns of anti-bias instruction regarding diversity of race, gender, ethnicity, and religion.
1. Celebrate cultural diversity
 2. Embrace language differences
 3. Multicultural library
 4. Concerns of ignoring cultural diversity, i.e. colorblindness

- Objective 5** Review legislation and give examples of inclusion and Least Restrictive Environment (LRE) for all students.

STANDARD 7

STUDENTS WILL EVALUATE THE ROLE OF TECHNOLOGY IN THE CLASSROOM AND TECHNOLOGY’S EFFECT ON THE LEARNING PROCESS

- Objective 1** Research technology that is currently available in the classroom.
1. Identify current classroom technology and how technology is being used in the classroom today.
 2. Compare and contrast technology uses that enhance student learning to technology uses that diminish student learning, i.e. cell phones.
- Objective 2** Explore current research regarding the Children’s Internet Protection Act (CIPA) from the Federal Communications Commission (FCC) and other information on internet safety for students.
1. Discuss the district’s Acceptable Use Policy

Standard 7 Performance Evaluation included below (Optional)



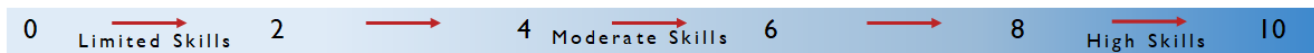
Instruction & Classroom Strategies I Standards (Optional)

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

Students Name _____

Class _____

PERFORMANCE RATING SCALE



STANDARD 2

Score:

- Students will create a reflective essay analyzing their personal learning preference, including three examples of how they can or have applied their personal learning preference in their education career. (Minimum of 1 page in length.)

STANDARD 3

Score:

- Students will create an infographic/information chart describing a variety of teaching methods and their potential positive and negative effectiveness.

STANDARD 4

Score:

- Students will create a lesson plan, differentiating for two different learning preferences within the activity.

STANDARD 7

Score:

- Students will evaluate a piece of technology or software/application for use in the educational classroom and write a step-by-step technical guide for using that device/software in a lesson.

PERFORMANCE STANDARD AVERAGE SCORE: