

**Education & Training Career Cluster
Examining the Teaching Profession
Course Number 13.01100**

Course Description:

The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Pre-requisite for this course is adviser approval.

Course Standard 1

ET-ETP-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

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Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

ET-ETP-2

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

- 2.1 Research the history of FCCLA and/or FEA.
- 2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA and/or FEA.
- 2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for community service and professional growth and development
- 2.3 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

ET-ETP-3

Analyze career paths in the field of education.

- 3.1 Identify career opportunities available in the field of education.
- 3.2 Determine preparation and educational requirements for various levels of employment in the field of education.
- 3.3 Determine rewards and demands including salaries and benefits for various levels in the field of education.
- 3.4 Identify professional organizations specific to the field of education.

Course Standard 4

ET-ETP-4

Evaluate the historical perspective and purpose of U.S. public education.

- 4.1 Compare educational practices across the history of American public education.
- 4.2 Evaluate the impact of historical movements on American public education.
- 4.3 Describe the key influences of people who framed American public education.
- 4.4 Examine the purpose of public education and how it influences contemporary education and the global society.
- 4.5 Identify qualities of effective schools.

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Course Standard 5

ET-ETP-5

Summarize the professional practices and standards related to working in the field of education.

- 5.1 Determine knowledge, skills and dispositions needed by teaching professionals.
- 5.2 Examine personal characteristics needed to work in the teaching profession.
- 5.3 Identify the qualities of effective teachers.
- 5.4 Define a personal philosophy of education.
- 5.5 Prepare a personal career plan in preparation for a career in the field of education.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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Course Standard 6

ET-ETP-6

Examine and apply technologies that are integrated in effective teaching methods.

- 6.1 Describe the role and appropriateness of technology in the instructional process.
- 6.2 Utilize and adapt technology applications appropriate for specific subject matter and student needs.
- 6.3 Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

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ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 7

ET-ETP-7

Construct and evaluate effective learning environments.

- 7.1 Describe the characteristics of safe and effective learning environments.
- 7.2 Demonstrate teacher skills and dispositions that promote an effective learning environment.
- 7.3 Identify classroom guidance and management techniques that promote an effective learning environment.
- 7.4 Describe conflict management and mediation techniques supportive of an effective learning environment.

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Course Standard 8

ET-ETP-8

Create instructional opportunities adapted to language and multicultural diverse learners.

- 8.1 Apply principles and theories of human development to teaching situations.
- 8.2 Apply principles and theories about the learning process to teaching situations.
- 8.3 Demonstrate teacher behaviors and skills that facilitate the learning process.
- 8.4 Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

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Course Standard 9

ET-ETP-9

Analyze procedures and strategies to provide differentiated learning opportunities for all students.

- 9.1 Analyze concepts for developing effective instructional strategies.
- 9.2 Determine the influence of student learning needs and subject matter on selection of instructional strategies.
- 9.3 Use instructional strategies effectively.
- 9.4 Incorporate learner feedback and other data sources to guide selection and adjustment of instructional strategies.

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Course Standard 10

ET-ETP-10

Explain the rationale and process for instructional planning.

- 10.1 Discuss subject matter competence.
- 10.2 Explain the importance of subject matter knowledge and integrated learning.
- 10.3 Discuss the continuous development of learning skills.
- 10.4 Describe principles and theories that impact instructional planning.
- 10.5 Create clear short and long term learning goals that are developmentally appropriate for the students.
- 10.6 Identify various lesson plans to meet the Georgia Standards of Excellence.

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Course Standard 11

ET-ETP-11

Analyze the role of assessment as part of the learning process and the teaching process.

- 11.1 Explain the assessment process.
- 11.2 Compare a variety of assessments that foster student learning.
- 11.3 Utilize assessment strategies to promote personal growth and teaching improvement.

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Course Standard 12

ET-ETP-12

Identify practices to promote active parental / community involvement in the school setting.

- 12.1 Identify needs and opportunities for parental involvement of elementary, middle, and high school age students.
- 12.2 Describe the relationship between parental involvement and effective learning.
- 12.3 Identify effective support systems, services and strategies to promote parental involvement in schools.
- 12.4 Examine the role of community members and business/industry in promoting parental involvement.

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