Introduction to Virginia Teachers for Tomorrow

9060 18 weeks

9061 36 weeks

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Acknowledgments

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Course Description

Suggested Grade Level: 9 or 10

This exploratory course fosters student interest, understanding, and appreciation of the teaching profession and allows students an introduction to careers in education. Students are taught to develop self-awareness, collaborate and communicate with peers, build positive learning environments, and discover learning differences of others. The curriculum is designed to help students set attainable goals in the Education and Training Career Cluster. This course introduces students to the high school Virginia Teachers for Tomorrow (VTfT) program. Additional educational leadership opportunities are offered through the student organization, Educators Rising.
# Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (◯) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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Analyze a sample plan of study for the Education and Training Career Cluster.

Identify application requirements for the Virginia Teachers for Tomorrow program.

Explore the admission requirements of at least one college program.

Develop a plan to participate in cocurricular and extracurricular activities valued by colleges and universities.

Research the Education and Training Career Cluster and one of the related pathways (i.e., Administration and Administrative Support, Professional Support Services, Teaching and Training).

Reflect on the rewards and challenges of a career in teaching.

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**Curriculum Framework**

**Developing Self-Awareness**

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**Task Number 39**

**Complete personality self-assessment.**

**Definition**

Completion should include

- description of the assessment instrument (e.g., Myers-Briggs, Holland Code, Keirsey Temperament Sorter)
- identification of personality traits
- analysis and summary of results.

**Process/Skill Questions**

**Thinking**

- What are some benefits of completing a personality self-assessment?
- Can your personal values be affected by the results of the personality assessment? Explain.
- What are the implications of the results?
• How do your expectations and the actual results differ?
• How do you think your family life has contributed to your results?

Communication

• How might understanding your personality impact the development of your teaching style?
• What questions can you ask to clarify the results of a personality self-assessment?

Leadership

• How do the results of our self-assessment contribute to our greater goal of becoming an effective teacher?
• How does this task involve family members, peers, and/or co-workers/colleagues?

Management

• How might the results of a personality self-assessment be helpful in the work environment?
• What consequences may result if we do not perform this self-assessment?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

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Task Number 40

Explore definitions of family.

Definition

Exploration should include

• family types (e.g., nuclear, single-parent, blended, extended)
• textbook or dictionary definition
• personal reflections on the definition.

Process/Skill Questions

Thinking

• Why are families important?
• Why is family important to you? Explain.
• What do you contribute to your family dynamics?

Communication

• How does your definition of family differ from your classmates’ definitions?
• How is your definition of family similar to your classmates’ definitions?
• How does your definition of family differ from the textbook definitions?
• How is your definition of family similar to the textbook definitions?

Leadership

• Why is it crucial to consider the perspective(s) of others when defining family?
• How does defining family contribute to our goal of becoming an effective teacher?

Management

• How might background knowledge be important when defining family?
• How can one’s definition of family impact their teaching?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Task Number 41

Describe diverse family customs and beliefs.

Definition

Description should include

• ideas and traditions that span generations (e.g., religion, dress, holidays, foods/diet/cuisine)
• cultural influences.

Process/Skill Questions

Thinking

• How do your parents and family affect your future choices?
• How do your role models affect your future choices?
• What are your family’s customs and beliefs?
• How are your customs and beliefs different from others?

Communication

• How can we communicate these diverse customs and beliefs to others?
• What do certain attitudes/behaviors/values have to do with one’s family customs and beliefs?

Leadership

• Why should you honor others’ customs and beliefs? And how should you do this?
• How should non-tolerance of others’ customs/beliefs be handled?

Management

• What resources are available to help you better understand diverse family customs and beliefs?
• What consequences could result if one does not understand/explore the many diverse family customs and beliefs of one’s students? Of one’s coworkers?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Task Number 42

Explore the cultural diversity of families.

Definition

Exploration should include

• conducting online or library research
• identifying cultural influences (e.g., race, religion, ethnicity, rural/urban, socioeconomic status)
• identifying aspects of each culture (e.g., eye contact, body language, language, personal space, religion, dress, holidays, foods/diet/cuisine).

Process/Skill Questions

Thinking

• Why is respecting cultural diversity important?
• What are some similarities between different cultures?
• What would happen if all cultures were identical?

Communication

• What can be learned from interacting with different cultures?
• How does cultural diversity enrich our lives and contribute to community?

Leadership

• Why is it imperative that we consider cultural diversity in all walks of life (e.g., the classroom, the workplace)?
• What strategies can be used to ensure that everyone is aware of the cultural diversity of those present in any situation?

Management
What are some possible consequences of not exploring cultural diversity?
How can we utilize our knowledge of cultural diversity in the classroom?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Task Number 43

Describe personal interests.

Definition

Description should include

- hobbies (e.g., sports, music, reading)
- likes and dislikes (e.g., subjects in school, academic concentration)
- talents.

Process/Skill Questions

Thinking

- Outside of school, what are your interests and hobbies?
- How did you first become interested in your hobbies or interests?
- How do your strengths and weaknesses relate to your interests and hobbies?
- What are the benefits of having interests and hobbies?
- How do you think personal interests relate to career interests?

Communication

- How do your hobbies influence your academic performance?
- How can you capitalize on your talents in your future profession?

Leadership

- As leaders, why is it important to know ourselves?
- How do your talents correlate to your qualities as a leader?

Management

- How do your particular talents interrelate with other school-related tasks?
- What is the significance of this interrelationship?
- Why is it important to schedule time for hobbies?

InTASC Model Core Teaching Standards
Task Number 44

Compare self-concept with self-efficacy.

Definition

Comparison should include

- definitions of self-concept and self-esteem
- differences between the definitions
- ways that the terms are interrelated.

Process/Skill Questions

Thinking

- How has your self-concept changed as you’ve aged (since middle school)?
- What factors contribute to the changes in your self-concept?

Communication

- How does your self-concept affect your relationship with your peers?
- How does your self-esteem affect your relationship with your peers?

Leadership

- In what ways do teachers positively affect a student’s self-concept?
- What strategies would bring about positive change in students’ self-concept?

Management

- What are the consequences of denying a student’s self-efficacy?
- What standards should be considered when teaching young students about self-efficacy?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

Task Number 45

Identify the benefits of developing self-efficacy.
Definition

Identification should include

• making decisions that lead to healthy physical and mental states
• nurturing healthy habits
• maintaining self-respect and respect for others
• behaving altruistically (i.e., helping others with no expectation of reward)
• setting goals
• celebrating achievements.

Process/Skill Questions

Thinking

• How can self-esteem affect your career ambitions?
• How can you improve self-esteem?

Communication

• How do we communicate the difference between self-esteem and self-efficacy?
• What questions need to be answered in order to positively promote self-efficacy in our students?

Leadership

• How can positive self-esteem lead to career success?
• How can positive self-esteem help one overcome adversity?
• How might low self-esteem hinder personal success?

Management

• What resources are available to promote positive self-efficacy in students?
• What actions can individuals take to evaluate their own self-concept?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

Task Number 46

Compare and contrast common values and unique values across diverse populations.

Definition
Comparing and contrasting should include core values and unique values (e.g., cultural values, generational values, values affected by socioeconomic status) and how they apply to diverse populations.

**Process/Skill Questions**

**Thinking**

- Why are your priorities important?
- Where do your values come from?
- How can your values change over time? How have your values changed over time?
- How do your values affect your everyday decisions?
- What values are desirable for teachers to have?

**Communication**

- Which core values are important to building relationships?
- How do educators communicate a district’s core values to students? parents?

**Leadership**

- What leadership qualities are needed to communicate core values?
- What should be done to facilitate the implementation of core values at the classroom level?

**Management**

- What are the effects of not understanding a group’s core values?
- How might background knowledge be useful in understanding a culture’s core values?

**InTASC Model Core Teaching Standards**

**Standard 1: Learner Development**

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**Exploring Peer Collaboration and Communication**

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**Task Number 47**

**Describe the expectations of appropriate social skills within the classroom environment.**

**Definition**
Description should include

- communicating positive and negative viewpoints and actions in a respectful manner
- communicating a constructive critique or comments
- reinforcing the positive
- managing behavior
- adhering to acceptable-use rules when using social media technology and personal communication devices in the classroom.

Process/Skill Questions

Thinking

- How can negative comments affect self-esteem?
- Why is the "golden rule" a good compass for personal behavior?

Communication

- How can personal communication devices be a distraction in the classroom?
- What are some positive comments that you’ve received while at school?
- What is your personal responsibility when posting messages on blogs/chat rooms or any social media site?

Leadership

- How can we act as leaders in communicating positive and negative viewpoints in a respectful manner?
- What strategies would bring about change in managing behavior?

Management

- What resources are available that might help us communicate expectations of appropriate social skills within the classroom environment?
- What standards should be considered for acceptable-use rules when using technology in the classroom?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

Task Number 48

Demonstrate effective classroom listening skills.

Definition

Demonstration should include
identifying listening skills (e.g., ability to read body language, limiting interruptions)
remaining respectful of message and speaker
interpreting tone and inflection
maintaining active listening techniques (e.g., summarizing the message as a response to the speaker, asking clarifying questions, note taking).

Process/Skill Questions

Thinking

• How are listening skills and speaking skills related?
• What contextual factors might affect interpreting tone and inflection?

Communication

• How can you tell a person’s mood by the way he or she speaks to you?
• What are some signals that you can give to show someone that you are listening?

Leadership

• How can we act as leaders to model respectful listening skills?
• What guidelines promote effective classroom listening skills?

Management

• What might be the consequences of not maintaining active listening techniques?
• What should the standards be in active listening?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

Task Number 49

Identify bullying and the forms of bullying.

Definition

Identification should include

• a definition of bullying
• examples of the forms of bullying (e.g., physical, emotional, cyber, verbal)
• the differences between bullying and peer pressure.

Process/Skill Questions
Thinking

- What do you think causes bullying?
- How can peer pressure positively affect bullying?
- How can peer pressure negatively affect bullying?

Communication

- What is verbal bullying?
- What is emotional bullying?
- What are the consequences of not communicating the definition of bullying and its examples?

Leadership

- What would you do if you saw someone being bullied?
- How should bullying be handled?

Management

- What are the impacts of bullying?
- What are the differences between bullying and peer pressure?
- What resources exist in the school that could be used to reduce bullying?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

Task Number 50

Describe techniques for preventing and coping with bullying.

Definition

Description should include

- preventive actions:
  - Conducting an intervention
  - Identifying the reporting protocol: how, when, what, and to whom to report the incident(s)
  - Training
  - Creating a climate of trust: assuring students that the school will equitably respond to their needs and concerns and ensuring that the school does so
  - Refusing to be a bystander or an enabler
- methods for coping:
  - Accessing the system of communication: teacher, guidance, administration, parents
  - Resisting physical action
  - Staying close with friends or others especially during the time when bullying typically occurs
- Minimizing the effects of bullying and maintaining composure
- Nurturing and building an inner confidence

**Process/Skill Questions**

**Thinking**

- How should a teacher react to a bullying situation?
- What is a bystander?
- Why would role-playing help prepare you for a bullying situation?
- What are some of the coping skills used by those who are bullied?

**Communication**

- How can we ensure preventative actions are taken to prevent bullying?
- What is the relationship between creating a climate of trust and preventing bullying?
- What is the process for reporting bullying?

**Leadership**

- How would you handle a bully in your classroom?
- To whom would you report a bullying situation?

**Management**

- What resources impact methods for coping?
- What might be the consequences of not preventing bullying?

**InTASC Model Core Teaching Standards**

**Standard 3: Learning Environments**

**Task Number 51**

**Collaborate with team members to achieve a goal.**

**Definition**

Collaboration should include

- agreeing with the objectives of the group
- identifying the roles that are necessary to achieve the objectives (e.g., recorder, timekeeper, presenter, researcher)
- knowing personal strengths and weaknesses of each team member
- demonstrating willingness to complete one’s delegated assignment.
Process/Skill Questions

Thinking

- Why are different personality types important when forming a team/group?
- How does teamwork apply to everyday life and future work life?

Communication

- What ways can you contribute to a group assignment?
- What are the consequences of not communicating with your group?

Leadership

- What guidelines promote positive collaboration?
- What actions should be taken if one team member’s delegated assignment is not fulfilled?

Management

- How would you react to a group member leaving or not doing his/her share of the work?
- How can you integrate a new person into your team?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

Discovering Learning Differences

Task Number 52

Define differentiated instruction and its relevance to teaching and learning.

Definition

Definition should include

- providing learners with different avenues to acquiring content
- helping a variety of learners process, construct, or make sense of ideas
- developing teaching materials to teach all students, regardless of ability.
Process/Skill Questions

Thinking

- How might differentiated instruction be viewed as a proactive teaching strategy?
- What are some methods for differentiating instruction?
- What is Bloom's Taxonomy, and how does it relate to differentiation?
- Who is Lev Vygotsky, and how does he relate to differentiation?
- What is the theory of multiple intelligences, and how does it relate to differentiation?

Communication

- What resources are available for locating information on developing teaching materials to teach all students regardless of ability?
- What conflicts might be encountered with differentiated instruction? How can they be overcome?

Leadership

- What strategies might be effective in providing learners with different avenues to acquiring content?
- How does differentiated instruction contribute to helping a variety of learners process, construct, or make sense of ideas?

Management

- What steps do we need to take to implement differentiated instruction?
- What resources are available that might help us implement differentiated instruction?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Task Number 53

Identify learning modalities.

Definition

Identification should include

- visual—learning based on observation and seeing what is being learned
- auditory—learning based on listening to instructions/information
- kinesthetic—learning based on hands-on work and engaging in activities.

Process/Skill Questions

Thinking
• What type of learner best describes you?
• What’s an activity that would accommodate your learning style?
• Why is it important to offer lessons in a variety of learning modalities?
• What might be the consequences of offering a lesson in only one type of learning modality?
• Does the choice of learning modality affect mastery of subject matter/content? Why, or why not?

Communication

• What questions need to be answered in order to determine a student's learning modality?
• How does one locate information on learning modalities?

Leadership

• What should be done to accommodate a student’s learning modality?
• Why is it crucial to consider learning modalities?

Management

• What resources are needed to accommodate student’s learning modalities?
• What might be the impact of considering students’ different learning modalities?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Exploring Teaching Strategies that Foster Learning Communities

Task Number 54

Identify the roles and responsibilities of teachers.

Definition

Identification should include using the following methods to identify roles and responsibilities:

• Brainstorming
• Interviewing a teacher
• Researching (e.g., human resources materials, job sites, Bureau of Labor Statistics, Virginia Education Wizard)
Observing a teacher

Process/Skill Questions

Thinking

- What are the most important role(s) of a teacher?
- What personality traits do you have that might help you become a good teacher?
- Did your research lead to any discoveries about the roles of teachers?

Communication

- Why are effective speaking and communication skills essential for a teacher?
- How do your teachers communicate important information to you? To your parents?

Leadership

- How can interviewing a teacher benefit your application process for the Virginia Teachers for Tomorrow program?
- What types of volunteer experiences help one prepare to be a teacher?

Management

- In regard to hiring, what criteria should be used when choosing between two teachers who have the same educational background?
- How do teachers decide what curriculum to use in a classroom?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

Standard 4: Content Knowledge

Standard 5: Application of Content

Task Number 55

Identify the components of a teaching philosophy.

Definition

Identification should include

- references to educational theories/sources
- consideration of the benefits of the teaching profession
- personal and professional goals
- a personal statement of philosophy.

**Process/Skill Questions**

**Thinking**
- Why do you think people choose teaching as a career?
- Why is it important to research educational theories before developing a teaching philosophy?
- What are your personal goals?
- How do those goals affect your career choices?

**Communication**
- What do you think your teacher(s) would say when asked, “What is the best thing about teaching?”
- How can you ensure that your personal and career goals are met?

**Leadership**
- What are the benefits of the teaching profession?
- How can schools promote teacher satisfaction?

**Management**
- What resources are available to help you meet your personal and career goals?
- What are the consequences of not developing personal and career goals?

**InTASC Model Core Teaching Standards**

**Standard 5: Application of Content**

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**Task Number 56**

**Describe the qualities of effective teachers.**

**Definition**

Description should include teachers who are
- ethical
- organized
- trustworthy
- dedicated
- assertive
- knowledgeable
- effective.
Process/Skill Questions

Thinking

- What are the strengths of your favorite teacher?
- How does your learning style coincide with your teacher’s instructional style?

Communication

- How can teachers tell whether their students are learning the material?
- How can teachers ensure that their students understand the curriculum?

Leadership

- How does a teacher’s effectiveness shape a student’s view of a topic?
- What makes an ineffective teacher?
- What qualities do you share with your idea of an effective teacher?

Management

- What actions should be taken to help develop effective teachers?
- How do schools determine whether their teachers are effective? What actions should be taken if a teacher is not effective?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

Standard 4: Content Knowledge

Standard 5: Application of Content

Task Number 57

Discuss how personal organizational skills can be applied to effective teaching.

Definition

Discussion should include organizational skills such as

- time management
- prioritizing
- preparation
- goal setting
- organizing a physical (classroom) space
follow-through.

Process/Skill Questions

Thinking

- How would you motivate an unmotivated learner?
- What are the basic concepts of personal organization (e.g., time management, prioritization)?
- On which concept(s) do you need to improve?

Communication

- Why is it important to communicate rules clearly to students? How might you do this?
- How do rubrics help students and teachers organize time spent on assignments?

Leadership

- Why is it important to enforce consequences for students who break the rules?
- How might you ensure that you treat all students equally?

Management

- How might classroom organization and management skills make teaching easier?
- What are the consequences of not applying organizational skills to classroom strategies?

InTASC Model Core Teaching Standards

Standard 5: Application of Content

Standard 8: Instructional Strategies

Task Number 58

Deliver a microteaching lesson.

Definition

Delivery should include

- knowledge of topic
- effective presentation skills
- engagement of learners
- differentiated instruction
- assessment of learners
- adherence to criteria of given rubric.
Process/Skill Questions

Thinking

- How do you overcome the natural nervousness that comes from public speaking?
- What do you find are the most challenging aspects of delivering a presentation?
- What are the goals of your presentation?

Communication

- How might presentation skills help you become an effective teacher?
- How can you make a presentation more effective, memorable, and easier to understand?
- After which teacher would you model your teaching?
- What leadership qualities do teachers need to make effective presentations?

Management

- What resources are available to help you become an expert on your topic?
- Should your lesson be evaluated based on how your students perform? Why?

InTASC Model Core Teaching Standards

Standard 5: Application of Content

Standard 7: Planning for Instruction

Exploring the Education and Training Career Cluster

Task Number 59

Plan short-term and long-term career goals.

Definition

Plan should include

- explaining the importance of setting goals
- identifying personal goals
- identifying risks that may be taken to achieve goals
• examining motivational levels and strategies for improvement
• examining tips for making good decisions.

**Process/Skill Questions**

**Thinking**

• What are the differences between a short-term and a long-term goal?
• How have your goals changed throughout the years?
• How do your goals relate to success in a career?
• What are the characteristics of effective goals?

**Communication**

• Are you more likely to accomplish your goals if you can see them written out every day?
• How can communicating your goals to others help you achieve your goals?

**Leadership**

• How can you overcome barriers to accomplishing goals?
• How can you learn from failure?

**Management**

• What steps do you need to take to accomplish your short-term goals? Your long-term goals?
• What are the consequences of not accomplishing your goals?

**InTASC Model Core Teaching Standards**

**Standard 9: Professional Learning and Ethical Practice**

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**Task Number 60**

**Analyze a sample plan of study for the Education and Training Career Cluster.**

**Definition**

Analysis should include

• relevant courses in the Education and Training Career Cluster
• completer sequences
• related credentials
• academic requirements
• co-curricular options
• postsecondary options.
Process/Skill Questions

Thinking

• Why are academic courses important to your plan?
• Why are industry credentials important to colleges, universities, and the workplace?
• What are the pathways within the Career Cluster you’re interested in?
• What are some job titles you’re interested in?
• What are some reasons that you may need to rethink your original plan?
• How often should you review your plan?

Communication

• Where can you find information on the Career Clusters?
• Why is it important to have a good relationship with your school counselor?

Leadership

• What are the benefits of having a CTE credential?
• What qualities does it take to be an effective leader in a CTE career and technical student organization (CTSO) cocurricular student organization?

Management

• What steps do you need to take to become a CTE completer?
• What resources are available to help you research postsecondary options?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

Task Number 61

Identify application requirements for the Virginia Teachers for Tomorrow program.

Definition

Identification might include

• completion of the formal application
• teacher recommendations
• essay
• grade-point average requirements
• interview for acceptance into the program
• cocurricular (Educators Rising, FCCLA) and extracurricular activities (e.g., clubs, Situation-Options-Disadvantages-Advantages-Solution training [SODAS], community activities).

**Process/Skill Questions**

**Thinking**

• Why are the application components required?
• Who is your contact person for VTfT applications?
• What is the due date for your VTfT application?

**Communication**

• How do you request your transcripts?
• What are some techniques for preparing for and conducting successful interviews?
• How do you request a recommendation for the VTfT program? Who should you ask?

**Leadership**

• What leadership experience can you discuss in your essay?
• What leadership skills will help you perform well in an interview?

**Management**

• What steps do you need to take now to be accepted into VTfT later?
• What actions can you take now to improve your chances of acceptance into the VTfT program?

**Task Number 62**

**Explore the admission requirements of at least one college program.**

**Definition**

Exploration might include

• research of various colleges and universities, including location, and their requirements
• recommendations
• essays
• SAT/ACT assessments
• grade-point average
• class rank
• co-curricular and extra-curricular activities
• community service/volunteer experiences
• financial costs and options (grants, scholarships, Free Application for Federal Student Aid [FAFSA]).

**Process/Skill Questions**

**Thinking**
• How will your middle school/high school grades affect your college options?
• What is the difference between a community college and a university?
• How can you prepare for scholarship opportunities?
• How are you planning to pay for college?
• How do you apply for financial aid/grants and scholarships?

Communication

• In your high school, who will collect and submit required information to colleges for acceptance?
• What college office should be contacted to ensure your application is completed and received by their deadline?

Leadership

• How can leadership roles in school organizations give you an advantage to being accepted into colleges?
• What should you include on your résumé to assist those writing your recommendation letters?

Management

• Why is it important to plan ahead for college expenses?
• What steps can you take to prepare for college expenses? What steps can your parents take?
• How might networking help in the application process?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

Task Number 63

Develop a plan to participate in cocurricular and extracurricular activities valued by colleges and universities.

Definition

Development should include

• research of local opportunities (e.g., job shadowing, volunteering, community service, student organization, mentoring, peer helpers)
• description of how the opportunity would advance personal and professional goals
• timeline (i.e., documentation) for participation in cocurricular and extracurricular experiences.

Process/Skill Questions

Thinking
• Why is it to your advantage that colleges and universities know that you are involved in activities outside of school?
• How can these experiences help demonstrate responsibility?
• What opportunities do you have in your community for extra-curricular activities?
• In what cocurricular or extracurricular experiences have you participated?

Communication

• How can you document your participation in cocurricular or extracurricular experiences? Why should you?
• What resources are available to help new students in selecting cocurricular and club activities extracurricular organizations and activities?

Leadership

• How might joining an organization affect your future job opportunities?
• What leaders have positively influenced your life and your future career goals? How?

Management

• What organization has taught you the most about the importance of community service?
• What skills have you acquired by being involved in local opportunities?
• Are these transferable skills that can be used in your career field?

InTASC Model Core Teaching Standards

Standard 10: Leadership and Collaboration

Task Number 64

Research the Education and Training Career Cluster and one of the related pathways (i.e., Administration and Administrative Support, Professional Support Services, Teaching and Training).

Definition

Research should include

• description of professional requirements, such as licensure, that qualify students for a career in education
• job duties/description
• working conditions
• salary expectations
• employment outlook.

Process/Skill Questions
Thinking

- What are some of the ways that job outlook can affect career choice?
- What are some obstacles that might occur when choosing your career?
- How can a good administration or a mentor aid your success?
- What are the employment projections of your area of interest? For other areas and localities?
- How is your potential career choice consistent with your salary/lifestyle expectations?
- What is your “Plan B”?

Communication

- Who would a teacher report to if they had an employee concern? A student concern?
- Why should school personnel be especially careful when emailing parents and/or students?

Leadership

- What opportunities exist for advancement in the school system?
- Would you be interested in administration either at the school or school board level? Why, or why not?

Management

- Who oversees building improvements in your school?
- What procedures do teachers follow if there is a building concern? A technology concern?

Task Number 65

Reflect on the rewards and challenges of a career in teaching.

Definition

Reflection should include the following:

- **Rewards:**
  - opportunities to make a difference in the lives of others
  - community, leadership opportunities
  - professional development opportunities
  - recognition
  - promotion opportunities
  - schedule
  - passion
- **Challenges:**
  - schedule
  - homework
  - working independently
  - lifestyle restrictions
  - salary
  - stress
  - supplementing classroom supplies
Process/Skill Questions

Thinking

- How do you plan to meet the challenges of teaching?
- How will a positive outlook help you in a stressful situation in the classroom?
- How can challenges hinder your effectiveness in the classroom?
- What are the benefits of professional development?
- Why is it important for teachers to collaborate with colleagues?

Communication

- How can a teacher communicate effectively with parents?
- What must a teacher consider when emailing parents with information regarding their child?

Leadership

- What types of leadership opportunities are available in your local school division?
- Does your school have an advisory board? If yes, what is its role?

Management

- What are the different types of management styles? How do they differ?
- What management style works best for you? Why?

InTASC Model Core Teaching Standards

Standard 10: Leadership and Collaboration

Standard 9: Professional Learning and Ethical Practice

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SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>History and Social Science: CE.4</td>
</tr>
<tr>
<td>40</td>
<td>Explore definitions of family.</td>
<td>English: 9.5, 9.6</td>
</tr>
<tr>
<td>41</td>
<td>Describe diverse family customs and beliefs.</td>
<td>English: 9.5</td>
</tr>
<tr>
<td>42</td>
<td>Explore the cultural diversity of families.</td>
<td>English: 9.5, 9.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: CE.4</td>
</tr>
<tr>
<td>43</td>
<td>Describe personal interests.</td>
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<tr>
<td></td>
<td>Task Description</td>
<td>Subject Areas</td>
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<tr>
<td>45</td>
<td>Identify the benefits of developing self-efficacy.</td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>46</td>
<td>Compare and contrast common values and unique values across diverse populations.</td>
<td>English: 9.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>47</td>
<td>Describe the expectations of appropriate social skills within the classroom environment.</td>
<td>English: 9.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.1, GOVT.16, VUS.1, VUS.14, WHII.1</td>
</tr>
<tr>
<td>48</td>
<td>Demonstrate effective classroom listening skills.</td>
<td>English: 9.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>49</td>
<td>Identify bullying and the forms of bullying.</td>
<td>English: 9.3, 9.5</td>
</tr>
<tr>
<td>50</td>
<td>Describe techniques for preventing and coping with bullying.</td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>51</td>
<td>Collaborate with team members to achieve a goal.</td>
<td>English: 9.1</td>
</tr>
<tr>
<td>52</td>
<td>Define differentiated instruction and its relevance to teaching and learning.</td>
<td>English: 9.3</td>
</tr>
<tr>
<td>53</td>
<td>Identify learning modalities.</td>
<td>English: 9.3</td>
</tr>
<tr>
<td>54</td>
<td>Identify the roles and responsibilities of teachers.</td>
<td>History and Social Science: CE.3</td>
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<tr>
<td>55</td>
<td>Identify the components of a teaching philosophy.</td>
<td>History and Social Science: CE.4, GOVT.16</td>
</tr>
<tr>
<td>56</td>
<td>Describe the qualities of effective teachers.</td>
<td>History and Social Science: CE.4</td>
</tr>
<tr>
<td>57</td>
<td>Discuss how personal organizational skills can be applied to effective teaching.</td>
<td>English: 9.5</td>
</tr>
<tr>
<td>58</td>
<td>Deliver a microteaching lesson.</td>
<td>English: 9.1, 9.5</td>
</tr>
<tr>
<td>59</td>
<td>Plan short-term and long-term career goals.</td>
<td>English: 9.5</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: CE.4, CE.14</td>
</tr>
<tr>
<td>60</td>
<td>Analyze a sample plan of study for the Education and Training Career Cluster.</td>
<td>History and Social Science: CE.14</td>
</tr>
<tr>
<td>61</td>
<td>Identify application requirements for the Virginia Teachers for Tomorrow program.</td>
<td>English: 9.5, 9.6</td>
</tr>
<tr>
<td>62</td>
<td>Explore the admission requirements of at least one college program.</td>
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<td></td>
<td>History and Social Science: CE.14</td>
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Course-Specific Instructional Resources

Learning styles and multiple intelligence information from LDpride.net:
http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained

StopBullying.gov
http://www.stopbullying.gov/

8 Signs You Should Become a Teacher from About.com/Elementary Education:
http://k6educators.about.com/od/becomingateacher/tp/youshouldteach.htm

Career preparation for middle school students from Mapping Your Future:
http://mappingyourfuture.org/MiddleHighSchool/

Helpful VTfT Links

Slide-Show Presentations

- Becoming a Teacher
- Continuous Improvement Model

Websites Useful to Teachers for Tomorrow students

- Educators Rising
- Educators Rising Competitive Events
- TeachVirginia.org

Virginia’s Video Resources

- Overview of Teachers for Tomorrow (Video)
- I Teach, Therefore I Can (Video)

Other Documents

- SOL Lesson Plan
Appendix: Credentials and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Virginia Teachers for Tomorrow I (9062/36 weeks)

<table>
<thead>
<tr>
<th>Career Cluster: Agriculture, Food and Natural Resources</th>
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</thead>
<tbody>
<tr>
<td>Pathway</td>
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<tr>
<td>-------------------------------</td>
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<tr>
<td>Environmental Service Systems</td>
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<tr>
<td>Plant Systems</td>
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<table>
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<tr>
<th>Career Cluster: Business Management and Administration</th>
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<tbody>
<tr>
<td>Pathway</td>
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<tr>
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<tr>
<td>Human Resources Management</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Cluster: Education and Training</th>
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<tbody>
<tr>
<td>Pathway</td>
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<tr>
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</tr>
<tr>
<td>Administration and Administrative Support</td>
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<tr>
<td>Professional Support Services</td>
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<td>Teaching and Training</td>
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### Career Cluster: Health Science

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Informatics</td>
<td>Health Educator</td>
</tr>
<tr>
<td>Therapeutic Services</td>
<td>Athletic Trainer</td>
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</tbody>
</table>

### Career Cluster: Human Services

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<tbody>
<tr>
<td>Counseling and Mental Health Services</td>
<td>Educational/School Counselor</td>
</tr>
<tr>
<td>Early Childhood Development and Services</td>
<td>Parent and Family Educator</td>
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<tr>
<td></td>
<td>Preschool Teacher</td>
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<tr>
<td></td>
<td>Teacher Assistant</td>
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</tbody>
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### Career Cluster: Information Technology

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Support and Services</td>
<td>Instructional Coordinator</td>
</tr>
<tr>
<td>Web and Digital Communications</td>
<td>Instructional Coordinator</td>
</tr>
</tbody>
</table>

### Career Cluster: Science, Technology, Engineering and Mathematics

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Mathematics</td>
<td>Secondary School Teacher</td>
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</table>