Acknowledgments

The components of this instructional framework were developed by the following business panel team members:

Dr. Carol Bland, Assistant Professor of Elementary Education, Radford University
Dr. Gail Brown, Associate Professor, Lynchburg College
Dr. Kenna M. Colley, Dean of the College of Education and Human Development, Radford University
Dr. Cheryl Lindeman, Assistant Professor of Education, Randolph College
Dr. David Locascio, Assistant Dean of the College of Education & Human Services, Longwood University
Denny Keffer, Director of Education Outreach, Shenandoah University
Dr. Jenny Martin, Assistant Professor of Education, Bridgewater College
Dr. Steve Purcell, Assistant Dean of the College of Education, James Madison University
Dr. Antoinette Rogers, Director of the Office of Teaching and Learning, Virginia Education Association
Dr. Stephanie Sebolt, Assistant Professor of Education, Mary Baldwin University
Dr. Teri Wagner, Assistant Professor of Education, Hollins University

The following teachers served on the curriculum development team:

Lisa Bowden, Poquoson High School, Poquoson City Schools
Gloria Harmon, Burton Center for Arts and Technology, Roanoke County Schools
Donna Hutson, Pittsylvania Career and Technical Center, Pittsylvania County Schools
Meghan Johnson, Mountain View High School, Stafford County Public Schools
Shana Katz, Glen Allen High School, Henrico County Public Schools
Marsha L. Lopez, Franklin County High School, Franklin County Public Schools
Copyright © 2017

Course Description

**Suggested Grade Level:** 10 or 11 or 12

Virginia Teachers for Tomorrow (VTfT) fosters student interest, understanding, and appreciation of the teaching profession and allows secondary students to explore careers in education. Students build a foundation for teaching; learn the history, structure and governance of teaching; apply professional teaching techniques in the VTfT classroom and field experience; and reflect on their teaching experiences. 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.

<table>
<thead>
<tr>
<th>9062</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>⊕</td>
<td>Describe characteristics of the various psychosocial stages of development.</td>
</tr>
<tr>
<td>+</td>
<td>Identify the stages of cognitive development.</td>
</tr>
<tr>
<td>+</td>
<td>Distinguish among the stages of moral development.</td>
</tr>
<tr>
<td>+</td>
<td>Describe the continuum of developmental characteristics of learners.</td>
</tr>
<tr>
<td>+</td>
<td>Identify learning theories and principles.</td>
</tr>
<tr>
<td>+</td>
<td>Describe the ways that diversity can influence learning.</td>
</tr>
<tr>
<td>+</td>
<td>Describe the impact of self-efficacy on academic achievement.</td>
</tr>
<tr>
<td>+</td>
<td>Trace the history of education in Virginia and the United States.</td>
</tr>
<tr>
<td>+</td>
<td>Examine the educational philosophies that have influenced public education.</td>
</tr>
<tr>
<td>+</td>
<td>Compare types of schooling (e.g., home, public, private, virtual/online, hybrid, blended, dual enrollment, charter).</td>
</tr>
<tr>
<td>+</td>
<td>Describe the governance structures of local, state, and national educational systems.</td>
</tr>
<tr>
<td>+</td>
<td>Examine professional requirements and options for educators.</td>
</tr>
<tr>
<td>+</td>
<td>Identify the dispositional attitudes, values, and beliefs demonstrated by education professionals.</td>
</tr>
<tr>
<td>+</td>
<td>Identify areas of teacher shortages and areas of critical need in Virginia and the United States.</td>
</tr>
<tr>
<td>+</td>
<td>Describe the signs of child abuse and neglect and the reporting protocol for educators.</td>
</tr>
<tr>
<td>+</td>
<td>Identify the steps to teacher licensure in Virginia.</td>
</tr>
<tr>
<td>+</td>
<td>Identify instructional methods used to meet the needs of students.</td>
</tr>
<tr>
<td>+</td>
<td>Develop a personal philosophy of education.</td>
</tr>
<tr>
<td>+</td>
<td>Examine ethical and legal standards and principles that impact education profession.</td>
</tr>
<tr>
<td>+</td>
<td>Identify professional organizations and the services they provide for teachers.</td>
</tr>
<tr>
<td>+</td>
<td>Identify the expectations for professional evaluation as it pertains to learner growth.</td>
</tr>
<tr>
<td>+</td>
<td>Identify developmentally appropriate instructional objectives.</td>
</tr>
<tr>
<td>+</td>
<td>Identify purposes and types of student assessment.</td>
</tr>
<tr>
<td>+</td>
<td>Compare the ways that teaching strategies impact student learning.</td>
</tr>
<tr>
<td>+</td>
<td>Describe the components of standard curriculum and instruction models.</td>
</tr>
<tr>
<td>+</td>
<td>Identify principles of effective instruction.</td>
</tr>
</tbody>
</table>
Describe characteristics of the various psychosocial stages of development.

Definition

Description should include the following stages with associated characteristics:

- Infancy: trust vs. mistrust
- Early childhood: autonomy vs. shame and doubt
- Preschool: initiative vs. guilt
- School age: industry vs. inferiority
- Adolescence: identify vs. diffusion
- Young adulthood: intimacy vs. isolation
- Middle Adulthood: generativity vs. stagnation
- Older adulthood: ego integrity vs. despair

Process/Skill Questions

Thinking

- Why is it important for an infant to be able to develop trust?
- What can parents and caregivers do to help a child become autonomous?
- What are the basic characteristics of the basic psychological stages of development?
- Why is it important to research the various psychosocial stages of development?
Communication

- Why do children ask so many questions?
- What would be the outcome if children were not allowed to ask questions?
- Why is effective communication important in all stages of development?
- How can you communicate effectively with members from each stage of the life cycle?

Leadership

- What learning activities should teachers include during the concrete operational stage to help children develop deductive reasoning? Conservation? Seriation? Classification?

Management

- What resources are available to teach abstract reasoning?
- How can teachers promote social maturity during each of the psychosocial stages?
- What support could parents provide for a child during a developmental crisis?
- What resources are available to help us understand each stage of development?
- What resources impact psychosocial development?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.
Task Number 40

Identify the stages of cognitive development.

Definition

Identification should include the following stages with associated characteristics:

- Sensorimotor (Birth- two years)
- Preoperational (two – seven years)
- Concrete operational (seven – 11 years)
- Formal operational (11 years and older)

Process/Skill Questions

Thinking

- How do genetics influence cognitive development?
- How does environment influence cognitive development?
- What are the basic characteristics of each stage of cognitive development?
- What criteria can be used to assess each stage of cognitive development?
- Why is object permanence important?

Communication

- What can parents and caregivers do during the preoperational stage to support language development?
- What skills can help manage conflicts between people at different stages at cognitive development?
- Why do you need to adjust communication for people in each of the different stages?

Leadership

- What are some problems with organized, competitive sports for young children?
- How do manipulatives facilitate learning?
- How do games promote cognitive development?
- What actions should parents take to promote cognitive development?
- What actions should caregivers take to facilitate cognitive development?

Management

- How does a teacher determine whether learning activities are developmentally appropriate?
- What should parents consider when selecting television programs or movies for their children?
- What do parents need to know about stages of cognitive development?
- How does having members in differing stages of cognitive development affect family goals?

InTASC Model Core Teaching Standards
Standard 1: Learner Development

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Task Number 41

Distinguish among the stages of moral development.

Definition

Distinction should be made by describing the following stages, as described in the work of Kohlberg and Gilligan:

- Preconventional stage—common in children who are focused on themselves and who have not yet adopted society’s conventions regarding what is right or wrong; the morality of an action is judged by its perceived direct consequences.
- Conventional stage—common in adolescents and adults who have accepted society’s conventions concerning right and wrong and who seldom question moral appropriateness or fairness; the morality of actions is judged by a perception of society’s views and strict expectations.
- Postconventional stage—many never achieve this stage of abstract moral reasoning; individuals who realize they are separate entities from society and insist that their own sense of right and wrong takes precedence over society’s; morality itself is based on rules that are useful but flexible.

Process/Skill Questions
Thinking

- To what degree is it the family’s role to encourage moral development?
- What is the school’s role in moral development?
- What are the characteristics of each stage of moral development?
- At what stage of moral development are you? Explain.

Communication

- How can you communicate effectively with a child in the preconventional stage?
- How can you find common ground with those at other moral stages?

Leadership

- Who has the greatest influence on an individual’s moral development?
- Who has influenced your own moral development?

Management

- What are the consequences to society when one does not have moral standards?
- How are moral standards enforced in society? In the school? In the home?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.
Task Number 42

Describe the continuum of developmental characteristics of learners.

Definition

Description should include the following:

- Cognitive
- Psychosocial
- Language
- Motor

Process/Skill Questions

Thinking

- What are the basic characteristics of each type of development?
- What are the physical differences between a five-year-old child and a ten-year-old child? Psychological development? Cognitive development?
- What is a “continuum”?

Communication

- Why is a parent’s communication style important in the development of a child’s language?
- How might a child communicate using their motor skills?
- How do you communicate your emotions?

Leadership

- What strategies can you use to improve motor skills?
- How do we know if children are achieving developmental goals?

Management

- What resources are available to children with developmental delays?
- What resources are available to encourage cognitive development?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Task Number 43

Identify learning theories and principles.

Definition

Identification should include the following learning theories, leading theorists, and associated descriptions:

- Cognitive Theory (Piaget and Vygotsky)
- Behavioral Theory (Thorndike and Skinner)
- Social Learning Theory (Bandura)
- Psychosocial Theory (Erikson)

Identification should also include the following key education principles:

- Domains of Learning—cognitive, affective, psychomotor
- Learning modalities:
  - 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

- Why is it important to learn about different learning theories?
• What is your preferred learning style?

Communication

• What would you ask one of the theorists if you could speak with them today?
• How can we ensure learning occurs across all modalities within one classroom?

Leadership

• What influence do environmental factors have on each of the stages?
• Can stages of development be skipped?

Management

• What can a teacher do to determine the learning styles of his/her students?
• What are the consequences of not accommodating different learning types?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Task Number 44
Describe the ways that diversity can influence learning.

Definition

Description should include the following and the way they influence learning:

- Language
- Culture
- Socioeconomic status, including the effects of poverty
- Educational background
- Gender
- Sexual orientation
- Ethnicity
- Religion
- Exceptionalities

Description should also include the research of the following theorists:

- Jonathan Kozol
- Paul Gorski
- Gloria Ladson-Billings
- Gregory Michie

Process/Skill Questions

Thinking

- What are the benefits of a diverse population in society? Within the classroom?
- Would you like to participate in a single-gender classroom? Explain.
- How might being in a single-gender classroom affect your learning?

Communication

- How does diversity affect one’s ability to communicate?
- What are some barriers that affect communication between cultures?

Leadership

- How can teachers ensure that students of all populations are treated fairly?
- How does socioeconomic status affect education?

Management

- What are the consequences of ignoring cultural diversity?
- What resources are available to schools in low socioeconomic areas?

InTASC Model Core Teaching Standards
Standard 2: Learning Differences

NCATE

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4b. Experiences Working with Diverse Faculty

4c. Experiences Working with Diverse Candidates

4d. Experiences Working with Diverse Students in P-12 Schools

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Task Number 45

Describe the impact of self-efficacy on academic achievement.

Definition

Description should include

- defining self-efficacy and its sources (e.g., mastery experiences, social modeling, social persuasion, psychological responses)
- describing characteristics of academic achievement
- determining the relationship between self-efficacy and academic achievement
- exploring the theories of various non-cognitive theorists (e.g., Albert Bandura, Angela Duckworth, Carol Dweck).

Process/Skill Questions

Thinking

- What is “self-efficacy”?
- Do you have good self-efficacy skills? Explain.

Communication

- How does self-efficacy impact communication skills?
- What strategies could be used to build an individual’s confidence for various modes of communication?
Leadership

- How can self-efficacy be encouraged?
- What are your academic goals?

Management

- What can teachers do to encourage academic success among all students?
- What are the consequences of a student not having self-efficacy skills on their academic achievement?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Learning the History, Structure, and Governance of the Teaching Profession

Task Number 46
Trace the history of education in Virginia and the United States.

Definition

Procedure should include outlining significant events, people, dates, and causes and effects related to the following topics:

- Historical events and social change
- School reform
- Social significance of schools
- Evolution of curriculum
- School configuration
- Teaching profession (past, present, future)

Process/Skill Questions

Thinking

- Why is it important to learn about the history of education?
- When were public schools started?
- Why were public schools started?
- What impact has technology had on the teaching profession?

Communication

- How is school reform initiated?
- Who is responsible for curriculum development?

Leadership

- Who were the leaders in school desegregation?
- How is the teaching profession today different from the profession in the 1800s? 1900s?
- Who are the educational leaders in the local school division?

Management

- What is the hierarchy of the local and state educational leaders?
- If you were in charge of your local schools, what would you change? Why?

InTASC Model Core Teaching Standards

Standard 1: Learner Development

NCATE

6a. Unit Leadership and Authority
6b. Unit Budget

6c. Personnel

6d. Unit Facilities

6e. Unit Resources Including Technology

Virginia Teachers for Tomorrow Instructional Resources

B5. Historical Perspectives

A lesson plan

B6. A Brief Overview of the Evolution of Public Schooling

A handout

B7. Culminating Activity: Educating Citizens for Democracy

A lesson plan

B8. Key Historical Events that Influenced Education in America and Virginia

A worksheet

B9. Oral History Interviews

An assignment handout

Task Number 47

Examine the educational philosophies that have influenced public education.

Definition

Examination should focus on Thomas Jefferson, John Dewey, Jean Piaget, Lev Vygotsky, Horace Mann, and E.D. Hirsch and determine what each figure believed about

- the purpose of public education
- who should be educated
- what should be taught.

Process/Skill Questions

Thinking

- How do the theories of the leading influences differ?
- How are they the same?
- What do you think the purpose of public education should be?

Communication

- How are educational philosophies transmitted to the general society?
• How do local school divisions communicate the vision of public education to the community?
• What types of communication are used to gather input on education topics?

Leadership

• What impact(s) do educational philosophies have on our educational policies?
• Does education influence society, or does society influence education? Explain.

Management

• What should be taught in schools that is not currently taught?
• What are the consequences of an uneducated society?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Virginia Teachers for Tomorrow Instructional Resources

B1. Public Schools for All?
   A lesson plan
B10. Educating Diverse Students in Virginia Schools
    A lesson plan
B11. Education in Recent Years: The Struggle for Equal Educational Opportunity
    A handout
Task Number 48

Compare types of schooling (e.g., home, public, private, virtual/online, hybrid, blended, dual enrollment, charter).

Definition

Comparison among home, public, and private schooling should include

- standard learning environment
- funding sources
- accreditation
- faculty qualification requirements
- legal constraints or considerations
- benefits, limitations, and outcomes.

Process/Skill Questions
Thinking

- What are the advantages/disadvantages of each type?
- Which type of schooling would you prefer? Why?

Communication

- How can a teacher maintain effective communication with all students in a virtual/online learning environment?
- What communication skills are necessary in the school?

Leadership

- Who governs private schools?
- What accountability do private schools have? Home schools? Public Schools? Charter schools? Virtual/Online Schools?

Management

- How do teacher qualifications differ among the different types of schools?
- How do teacher qualifications affect accreditation?
- How are each of the different types of schools funded?

InTASC Model Core Teaching Standards

Standard 3: Learning Environments

NCATE

3a. Collaboration between Unit and School Partners

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.
Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Task Number 49

Describe the governance structures of local, state, and national educational systems.

Definition

Description should include the structures, responsibilities, and influences (e.g., funding, directives, mandates) of

- the federal government (U.S. Department of Education)
- the Commonwealth of Virginia (Virginia Department of Education)
  - the governor (executive branch)
  - the General Assembly and the Code of Virginia (legislative branch)
  - the judicial branch (interprets the legality of legislation)
- regional and local levels (superintendent’s regions, school divisions, and schools).

Process/Skill Questions

Thinking

- Who makes the decisions in the education system at the local level? At the state level?
- What role does the federal government play in your education?

Communication

- What would you say to the lawmakers about education?
- How do you contact your lawmakers?

Leadership

- What is the role of the school board?
- How can you or your parents initiate changes in school policy?

Management
Where can you find laws related to education?
What are the consequences of not following school policies?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

NCATE

6a. Unit Leadership and Authority
6b. Unit Budget
6c. Personnel
6d. Unit Facilities
6e. Unit Resources Including Technology

Virginia Teachers for Tomorrow Instructional Resources

B13. Mini-History
   An assessment rubric
B14. How Do We Know They’re All Learning?
   A lesson plan
B15. Virginia Standards of Learning (SOLs) and SOL Tests
   A worksheet
B16. Standards: A License to Proceed
   A worksheet
B17. A Continuous Improvement Model for Standards-Based Instruction and Assessment
   A handout
B18. What Do They Know, and Who Is Accountable?
   A handout
   A handout
B20. Virginia Standards of Learning—What Do They Mean to Me?
   A lesson plan
B21. Virginia Standards of Learning—Why Do They Matter?
   An assignment handout
B22. 3-2-1 Analysis of the Virginia Standards of Learning
   A worksheet
B23. Contacting Your State Legislator
   A lesson plan
B24. Writing to Your Legislator
   An assignment handout
B25. Letter to Your Legislator
   A grading guide
Task Number 50

Examine professional requirements and options for educators.

Definition

Examination should include information about

- licensure
- professional responsibilities of educators
- education and professional development required for education careers
- teacher induction (e.g. preservice teaching, mentoring, etc.)
- background check
- field experiences
- career portfolios
- professional associations
- National Board Certification
- graduate degrees.

Process/Skill Questions

Thinking

- What are the benefits of becoming a teacher?
- Why do people decide to become teachers?
- Why are fewer people deciding to become teachers?
- What factors cause people to leave the teaching profession?

Communication

- What are some sample interview questions you could expect in a teacher job interview?
- How do career portfolios communicate your qualifications and experience to a prospective employee?

Leadership
• Why is it important to belong to professional associations?
• Would you want to be a school administrator? Why, or why not?
• What are the benefits of a teacher having a graduate degree in Virginia? Having a National Board Certification?

Management

• What is a “career switcher”?
• What resources are available for career switchers?
• What steps do you need to take to become a teacher?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

NCATE

5a. Qualified Faculty

5b. Modeling Best Professional Practices in Teaching

5c. Modeling Best Professional Practices in Scholarship

5d. Modeling Best Professional Practices in Service

5e. Unit Evaluation of Professional Education Faculty Performance

5f. Unit Facilitation of Professional Development

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Task Number 51

Identify the dispositional attitudes, values, and beliefs demonstrated by education professionals.
Definition

Identification should include

- professional attitudes and behaviors
- the impact of the profession on lifestyle choices.


Process/Skill Questions

Thinking

- Why are teachers held to higher standards than other professions?
- How would your lifestyle need to change if you became a teacher?

Communication

- Should a teacher be fired for what they post on social media? Why, or why not?
- Why is parent communication important to teachers?

Leadership

- Why is it important to maintain a professional portfolio?
- How do negative attitudes affect an educational environment?
- What qualities does a school leader need to possess?

Management

- How do the attitudes of administrators affect the school climate?
- What strategies can a teacher use to promote a positive classroom climate?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

Virginia Teachers for Tomorrow Instructional Resources

B31. Why Become a Teacher?

A lesson plan

B32. Examples of Challenges

A handout

B33. I Teach, Therefore I Can

A worksheet

B34. Why Do People Become Teachers?

A handout

B35. The Teaching Profession

A handout

B36. Teaching Challenges

An assessment rubric

C1. Qualities of a Highly Effective Teacher

A lesson plan

C2. A Continuous Improvement Model for Standards-Based Instruction and Assessment, Highlighting Research-Based Instructional Strategies

A handout

C3. Virginia Teaching Standards for the Professional Practice of Teachers

A handout

C4. Case Study

A handout

C5. Case Study Analysis

A worksheet

C6. Classroom Scenario Cards

A handout

C7. Role-Play Analysis

An assessment rubric

Task Number 52

Identify areas of teacher shortages and areas of critical need in Virginia and the United States.

Definition

Identification should include

- the related source or reference material
• the endorsement areas themselves, including any relevant sub-areas
• the industry trends and reasons for predictable shortage areas
• initiatives and programs that address critical shortage areas (e.g., scholarships, loan repayment/forgiveness).

Process/Skill Questions

Thinking

• Should teachers be paid more to work in a critical need area? Why, or why not?
• What are the critical-need areas in your school division? In Virginia? In the United States?

Communication

• Where can you find information on critical-need areas in Virginia? In the United States?
• How can critical need areas recruit teachers?

Leadership

• What are the causes of critical-need areas in education?
• What could be done to help critical-need areas?

Management

• What incentives are offered to teachers who work in the critical-need areas?
• What incentives would motivate you to work in a critical-need area?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

NCATE

6a. Unit Leadership and Authority

6b. Unit Budget

6c. Personnel

6d. Unit Facilities

6e. Unit Resources Including Technology

Virginia Teachers for Tomorrow Instructional Resources

B42. Critical Shortage Areas in Virginia: Supply and Demand

A lesson plan
Task Number 53

Describe the signs of child abuse and neglect and the reporting protocol for educators.

Definition

Description should include

- types of child abuse and neglect
- signs of abuse and neglect
- reporting protocols as set forth by laws and system guidelines (mandated reporting)
- responsible employee in Title IX.

Process/Skill Questions

Thinking

- What are common signs of abuse? Of neglect? Of suicidal tendencies?
- How does child abuse and neglect impact an individual’s mental health?
- What is a mandated reporter?

Communication

- To whom does a mandated reporter report a suspected incident?
- To whom would you, as a student, report a suspected incident?
- Why is a teacher not allowed to keep a conversation with a student confidential when it involves suspected abuse or neglect? When it involves a threat of suicide?

Leadership

- What are the consequences of not reporting a suspected incident?
- What are the consequences of false reporting?

Management

- Which agency is responsible for investigating suspected incidents of child abuse and neglect?
- What type(s) of child abuse and neglect recognition and intervention training is required of teachers?

InTASC Model Core Teaching Standards
Standard 9: Professional Learning and Ethical Practice

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Task Number 54

Identify the steps to teacher licensure in Virginia.

Definition

Identification should include the steps and prerequisites for the following routes to licensure:

- Approved teacher education program
- Licensure requirements (EG exams, VCLA, Praxis, RVE, Praxis Content Area)
- Reciprocity
- Alternative licensure
- Alternative route for career professions
- Add-on endorsements
- Specific certifications/trainings (e.g., CPR, AED, child abuse).
Process/Skill Questions

Thinking

- Where do you want to go to college?
- Do they have an approved teacher education program?
- Why is it important for teachers to be licensed?
- What is “reciprocity”? How does it affect teachers?

Communication

- Where can you find the routes to teacher licensure in Virginia?
- What test(s) are required for the different teaching endorsements?
- What are the licensure regulations for the area in which you want to teach?

Leadership

- Who administers the Praxis examination?
- How can you prepare for the Praxis examination?
- Why is the Praxis required?
- What scholarships/funding are available for preservice teachers?

Management

- Why is continuing education important for teachers?
- How often are Virginia teachers required to renew their license?

InTASC Model Core Teaching Standards

Standard 9: Professional Learning and Ethical Practice

NCATE

6a. Unit Leadership and Authority

6b. Unit Budget

6c. Personnel

6d. Unit Facilities

6e. Unit Resources Including Technology

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.
Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Virginia Teachers for Tomorrow Instructional Resources

B37. Teacher Preparation Programs in Virginia
   A lesson plan
B38. How Do I Become a Teacher in Virginia?
   A handout
B39. Areas of Endorsement in Virginia
   A handout
B40. Teacher Preparation Program
   A worksheet
B41. Virginia Colleges/Universities with Approved Teacher Preparation Programs
   A handout
B46. The Steps to Licensure in Virginia
   A lesson plan
B47. Steps to Licensure in Virginia
   A handout
B48. Notes for Case Study Activity
   A worksheet
B49. Three Case Studies
   A handout
B50. Flow Chart
   An assessment rubric
B51. The Path to Teaching—A Life’s Journey
   A lesson plan
B52. Four Components of Licensure
   A slide-show outline
B53. Novice and Expert Teachers
   A handout
B54. How Can I Become an Expert Teacher?
   A worksheet
B55. Professional-Life Timeline
   An assessment rubric

Applying Professional Teaching Techniques

Task Number 55
Identify instructional methods used to meet the needs of students.

Definition

Identification should include

- educational accommodations
- differentiation.

Process/Skill Questions

Thinking

- What is a teacher’s objective when implementing instructional methods?
- What factors will affect decisions about the choice of instructional methods?

Communication

- How can we ensure that the educational accommodations are being met?
- What is the relationship between the needs of students and differentiation?

Leadership

- How can we act as leaders to provide instructional methods that meet our students’ needs?

Management

- What resources are available to help identify instructional methods?
- What might be the impact of not meeting the needs of diverse learners?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Standard 8: Instructional Strategies

NCATE

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4b. Experiences Working with Diverse Faculty

4c. Experiences Working with Diverse Candidates

4d. Experiences Working with Diverse Students in P-12 Schools
Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Virginia Teachers for Tomorrow Instructional Resources

C27. Working with Special Needs Students
   A lesson plan
C28. Curriculum/Classroom Accommodations and Modifications
   A handout
C29. Classroom Accommodations Scenario Cards
   A handout
C30. Accommodations Scenarios Assessment
   A worksheet

Task Number 56

Develop a personal philosophy of education.

Definition

Development should include

- researching and documenting sources that may inform personal philosophy
- conducting a personal inventory by prioritizing considerations and benefits of the teaching profession
• establishing personal and professional goals
• composing a statement of personal philosophy.

**Process/Skill Questions**

**Thinking**

- What criteria can be used for the development of a teaching philosophy?

**Communication**

- How can we effectively communicate our philosophy to others?
- What are the consequences of not effectively communicating your philosophy?

**Leadership**

- What actions should we take to demonstrate our teaching philosophy?
- What guidelines influence our teaching philosophy?

**Management**

- What might be the impact of our teaching philosophy?
- What might be the impact of not having a teaching philosophy?

**InTASC Model Core Teaching Standards**

**Standard 10: Leadership and Collaboration**

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

**NCATE**

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

**Standards for the Professional Practice of All Teachers**
Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

---

**Task Number 57**

**Examine ethical and legal standards and principles that impact education profession.**

**Definition**

Examination should include

- professional code of ethics
- educator rights and responsibilities
- educator contracts
- academic freedom
- highly qualified teachers (Every Student Succeeds Act [ESSA] legislation)
- laws related to highly diverse and exceptional learners
- governance of public schools, including ESSA and Family Educational Rights and Privacy Act (FERPA).

**Process/Skill Questions**

**Thinking**

- Why is it important to research the ethical and legal standards of education?
- What contextual factors might affect the ethical and legal standards of the profession?

**Communication**

- What are the consequences of not communicating ethical and legal standards?
- How can we ensure that ethical and legal standards are being followed?

**Leadership**

- What strategies would bring about change in the principles that impact education?
- How are educator contracts handled?

**Management**

- What are the consequences of not following a professional code of ethics?
What steps do we need to take to make sure that we are always up-to-date on laws related to highly diverse and exceptional learners?

**InTASC Model Core Teaching Standards**

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

**NCATE**

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

5a. Qualified Faculty

5b. Modeling Best Professional Practices in Teaching

5d. Modeling Best Professional Practices in Service

5e. Unit Evaluation of Professional Education Faculty Performance

5f. Unit Facilitation of Professional Development

6a. Unit Leadership and Authority

6b. Unit Budget

6c. Personnel

6d. Unit Facilities
6e. Unit Resources Including Technology

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Task Number 58

Identify professional organizations and the services they provide for teachers.

Definition

Identification should include

- teacher advocacy
- professional development and learning opportunities
- recognition
- fellowship/community/networking
- leadership opportunities
- member benefits
- specialty professional associations (local, state, and national).

Process/Skill Questions

Thinking

- What professional organizations are available to local teachers?
- Why is important to research them?

Communication

- What resources are available for locating information on organizations?

Leadership

- How does the membership in professional organizations affect professional development?
- How can teachers act as leaders in their professional communities?
Management

- What steps do we need to take to be part of these organizations?
- What resources are needed to contribute to these organizations?

InTASC Model Core Teaching Standards

Standard 10: Leadership and Collaboration

Standard 9: Professional Learning and Ethical Practice

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

5a. Qualified Faculty
5b. Modeling Best Professional Practices in Teaching
5c. Modeling Best Professional Practices in Scholarship
5d. Modeling Best Professional Practices in Service
5e. Unit Evaluation of Professional Education Faculty Performance
5f. Unit Facilitation of Professional Development
6a. Unit Leadership and Authority
Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Task Number 59

Identify the expectations for professional evaluation as it pertains to learner growth.

Definition

Identification should include

- keeping a professional journal
- connecting teaching goals to learner outcomes
- using data to inform instruction
- collaborating with other educators
- engaging in professional development activities
- reading professional literature and best-practices articles.

Process/Skill Questions

Thinking

- What are the criteria for professional evaluation?
- What different approaches can be taken to accomplish the task?

Communication

- What questions do we ask to clarify expectations for professional evaluation?
- What role does listening play in the professional evaluation?
Leadership

- How are negotiation skills useful?
- How is cooperation vital in performing this?

Management

- What are the effects of not meeting professional expectations?
- What steps do we need to take to collaborate with other teaching professionals?

InTASC Model Core Teaching Standards

Standard 10: Leadership and Collaboration

Standard 9: Professional Learning and Ethical Practice

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

5a. Qualified Faculty

5b. Modeling Best Professional Practices in Teaching

5c. Modeling Best Professional Practices in Scholarship

5d. Modeling Best Professional Practices in Service

5e. Unit Evaluation of Professional Education Faculty Performance
5f. Unit Facilitation of Professional Development

6a. Unit Leadership and Authority

6b. Unit Budget

6c. Personnel

6d. Unit Facilities

6e. Unit Resources Including Technology

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Task Number 60

Identify developmentally appropriate instructional objectives.

Definition

Identification should be based on

- taxonomy of educational objectives (e.g., Bloom’s Taxonomy)
- national curriculum or content standards
- state curriculum or content standards
- curriculum alignment
- pacing guides
- performance and learning objectives
- descriptions, conditions, and criteria for instructional objectives.

Process/Skill Questions

Thinking

- What are the criteria for professional evaluation?
- What different approaches can be taken to accomplish the task?
Communication

- What questions do we ask to clarify expectations for professional evaluation?
- What role does listening play in the professional evaluation?

Leadership

- How are negotiation skills useful?
- How is cooperation vital in performing this?

Management

- What are the effects of not meeting professional expectations?
- What steps do we need to take to collaborate with other teaching professionals?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences

Standard 3: Learning Environments

Standard 4: Content Knowledge

Standard 5: Application of Content

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4b. Experiences Working with Diverse Faculty

4c. Experiences Working with Diverse Candidates

4d. Experiences Working with Diverse Students in P-12 Schools

5a. Qualified Faculty

5b. Modeling Best Professional Practices in Teaching

5c. Modeling Best Professional Practices in Scholarship

5d. Modeling Best Professional Practices in Service

5e. Unit Evaluation of Professional Education Faculty Performance

5f. Unit Facilitation of Professional Development

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.
Task Number 61

Identify purposes and types of student assessment.

Definition

Identification should include brief descriptions of the following types of assessment:

- Formal and/or informal
- Formative and/or summative
- Diagnostic
- Authentic (portfolio, student-generated product)
- Benchmark and/or standardized

Process/Skill Questions

Thinking

- What choices are available for student assessment?
- Why is it critical to assess student knowledge “along the way,” not just at the end of a unit?
- What should be accomplished when implementing student assessment?
- What should teachers do with the assessment data they collect?

Communication

- What role does speaking, reading, writing, and listening play in assessing students?
- Can an effective assessment be quick and nonverbal? Explain.
- How can a teacher communicate the results of informal assessments (e.g. thumb tools, tickets out the door)?

Leadership

- What actions should we take to ensure we are assessing work objectively?
- How does assessment contribute to the accomplishment of student growth?

Management

- What criteria are needed to objectively assess students?
- What should a teacher do when assessment data shows that students are not understanding the lesson content?
- How might a teacher’s lack of flexibility negatively impact student learning?

InTASC Model Core Teaching Standards

Standard 6: Assessment

NCATE
2a. Assessment System

2b. Data Collection, Analysis, and Evaluation

2c. Use of Data for Program Improvement

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Virginia Teachers for Tomorrow Instructional Resources

C10. Different Assessments for Different Purposes
A worksheet

C11. How Teachers Measure What Students Know
A worksheet

C12. Aligning Assessments with Instruction
An assessment rubric

C13. Assessment: How Will We Know They Learned?
A lesson plan

C14. How Teachers Measure What Students Know
A worksheet

C15. Assessment Activities Quiz
A worksheet

C16. Assessment for Learning...Reaching All Students
A lesson plan

C17. Examining Assessment Results
A handout

C18. Using Assessment Results
Task Number 62

Compare the ways that teaching strategies impact student learning.

Definition

Comparison should be made among the following options:

- Direct instruction
- Service learning
- Project-based learning
- Active learning (role-plays, case studies, scenarios, demonstrations)
- Experiential learning
- Integration of cocurricular organizations
- Evidence-based and researched-based strategies
- Technology integration (simulations)
- Inquiry-based learning
- Learner-centered instruction
- Learner-driven

Process/Skill Questions

Thinking

- How do teaching strategies impact student learning?
- How do teachers select teaching strategies?

Communication

- Which communication skills are necessary for a particular teaching strategy?
- How can teachers communicate with students about the effectiveness of teaching strategies?
- How does a teacher know when a strategy is not effective?

Leadership

- What skills do we need to effectively utilize each strategy?
• Why is it crucial to consider the perspective of others in selecting these teaching strategies?
• How might only using a few learning strategies negatively impact your student’s learning?

Management

• What resources do we have to carry out these strategies?
• How might background knowledge be useful in selecting teaching strategies?

InTASC Model Core Teaching Standards

Standard 8: Instructional Strategies

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates

2a. Assessment System
2b. Data Collection, Analysis, and Evaluation
2c. Use of Data for Program Improvement

3a. Collaboration between Unit and School Partners
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

4a. Design, Implementation, and Evaluation of Curriculum and Experiences
4b. Experiences Working with Diverse Faculty
4c. Experiences Working with Diverse Candidates
4d. Experiences Working with Diverse Students in P-12 Schools
5a. Qualified Faculty
5b. Modeling Best Professional Practices in Teaching
5c. Modeling Best Professional Practices in Scholarship
5d. Modeling Best Professional Practices in Service
5e. Unit Evaluation of Professional Education Faculty Performance
5f. Unit Facilitation of Professional Development

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Task Number 63

Describe the components of standard curriculum and instruction models.

Definition

Description should include

- constructivism
• direct vs. indirect instruction
• cooperative learning
• curriculum scope and sequence
• thematic curriculum
• unit and lesson plan components
• examples of curriculum (e.g. spiral curriculum, interdisciplinary curriculum, transdisciplinary)
• behaviorism
• social learning
• community of learners (cognitive apprenticeship/mediated learning experience)
• blended learning.

Process/Skill Questions

Thinking

• Why are certain curriculum models useful or essential to student learning?
• Why is it important to research the differences in instructional models?

Communication

• What questions need to be answered in order to implement cooperative learning?
• What conflicts could be encountered in a community of learners?

Leadership

• What should be done to facilitate the implementation of procedures to ensure the curriculum scope and sequence?
• How does each instructional model contribute to student accomplishment?

Management

• What could be the consequences of using direct vs. indirect instruction?
• How do your resources affect the choice of curriculum?

InTASC Model Core Teaching Standards

Standard 5: Application of Content

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

NCATE

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4b. Experiences Working with Diverse Faculty

4c. Experiences Working with Diverse Candidates

4d. Experiences Working with Diverse Students in P-12 Schools

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.
Task Number 64

Identify principles of effective instruction.

Definition

Identification should include

- differentiated instruction (content, process, product) to meet the needs of diverse learners
- content knowledge
- pedagogical knowledge
- research-based practices
- learning theory.

Process/Skill Questions

Thinking

- What role does planning play in effective instruction?
- What role can creative thinking play in effective instruction?

Communication

- How do you locate information on effective instruction?
- Why is demeanor and delivery important for effective instruction?

Leadership

- Why is it important that both the teacher and the students understand the objective of each lesson?
- How can differentiated instruction help meet the needs of diverse learners?

Management
• What resources impact effective instruction?
• Why is important for teachers to consistently implement diverse instructional strategies?

**InTASC Model Core Teaching Standards**

**Standard 4: Content Knowledge**

**Standard 5: Application of Content**

**Standard 6: Assessment**

**Standard 7: Planning for Instruction**

**Standard 8: Instructional Strategies**

**NCATE**

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4b. Experiences Working with Diverse Faculty

4c. Experiences Working with Diverse Candidates

4d. Experiences Working with Diverse Students in P-12 Schools

**Standards for the Professional Practice of All Teachers**
Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Task Number 65

Describe effective use of instructional technology.

Definition

Description should include identifying

- emerging applications of technology in teaching and learning
- sample strategies for integrating technology into instruction
- acceptable-use policies and their importance
- implications of the digital divide
- importance of the Children’s Internet Protection Act (CIPA) and the International Society for Technology in Education's (ISTE) National Education Technology Standards (NETS).

Process/Skill Questions

Thinking

- What factors affect decisions about technology selections for instruction?
- What backup do you have for technology failure?

Communication

- How do you communicate acceptable-use policies and their importance?
- What role does listening play in using technology for instruction?
Leadership

- How do you troubleshoot technology issues?
- What skills are needed to implement technology for instruction?

Management

- How do you manage technology resources?
- What consequences may result when a person does not follow acceptable-use polices?

InTASC Model Core Teaching Standards

Standard 5: Application of Content

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates
3a. Collaboration between Unit and School Partners
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn
4a. Design, Implementation, and Evaluation of Curriculum and Experiences
4b. Experiences Working with Diverse Faculty
4c. Experiences Working with Diverse Candidates
4d. Experiences Working with Diverse Students in P-12 Schools
5a. Qualified Faculty
5b. Modeling Best Professional Practices in Teaching
5c. Modeling Best Professional Practices in Scholarship
5d. Modeling Best Professional Practices in Service
5e. Unit Evaluation of Professional Education Faculty Performance
5f. Unit Facilitation of Professional Development
6a. Unit Leadership and Authority
6b. Unit Budget
6c. Personnel
6d. Unit Facilities
6e. Unit Resources Including Technology

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Task Number 66
Identify classroom management strategies that promote positive student behavior.

Definition

Identification should include

- arranging the physical space to promote learning
- adhering to accessibility requirements
- ensuring a nurturing and respectful classroom climate
- ensuring gender, racial, and cultural equity
- maintaining teacher presence and involvement
- building teacher-student relationships
- practicing positive reinforcement
- involving students in establishing and posting classroom routines, schedules, and expectations
- enforcing student discipline and behavioral consequences
- providing intrinsic and extrinsic motivation
- utilizing appropriate instructional transitions.

Process/Skill Questions

Thinking

- What are the consequences of not having a classroom management policy plan?
- What procedures are needed for effective classroom management?
- Why is it essential to implement classroom management on the very first day of class?

Communication

- How do you effectively communicate your policies and procedures?
- How does a classroom management system affect student behavior and outcomes?
- How can you assess whether or not students understand classroom behavior expectations?

Leadership

- What strategies will bring about change in teacher/student relationships?
- How can we maintain teacher presence and involvement in the classroom?

Management

- Why is it important to design your physical space to promote learning?
- What are the effects of involving students in establishing classroom routines and expectations?
- How can a teacher make their classroom more welcoming and engaging?
- What physical elements of a classroom might discourage learning?

InTASC Model Core Teaching Standards

Standard 2: Learning Differences
Standard 3: Learning Environments

Standard 8: Instructional Strategies

NCATE

1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates
1e. Knowledge and Skills for Other School Professionals
1f. Student Learning for Other School Professionals
1g. Professional Dispositions for All Candidates

3a. Collaboration between Unit and School Partners
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

5a. Qualified Faculty
5b. Modeling Best Professional Practices in Teaching
5c. Modeling Best Professional Practices in Scholarship
5d. Modeling Best Professional Practices in Service
5e. Unit Evaluation of Professional Education Faculty Performance
5f. Unit Facilitation of Professional Development

Standards for the Professional Practice of All Teachers

Key Element 1: The teacher creates a safe and positive environment for students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.
Key Element 3: The teacher develops and maintains rapport with students.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

---

**Task Number 67**

**Apply strategies that engage students in critical thinking.**

**Definition**

Application should include

- divergent questions
- designing instruction that promotes problem-based learning
- process-based thinking
- identifying processes for facilitating student learning and engagement
- defending the value of multiple perspectives in problem solving.

**Process/Skill Questions**

**Thinking**

- What are the basic concepts of critical thinking?
- What criteria can be used to assess critical thinking?

**Communication**

- Why are certain attitudes and behaviors important in critical thinking?
- What questions would a teacher ask to promote critical thinking?

**Leadership**

- How does critical thinking contribute to student success?
- How can you promote critical thinking in your classroom?

**Management**

- What might be the impact of critical thinking in the educational environment?
- How can critical thinking be applied in circumstances outside the classroom?

---

**Reflecting on the Teaching Practice**
Task Number 68

Define *professional practice.*

**Definition**

Definition should include

- appropriate relationships and boundaries between teachers and students
- appropriate attire/appearance
- professional behavior (e.g., punctuality, attendance)
- professional communications
- adherence to school policies
- preparation.

**Process/Skill Questions**

**Thinking**

- What is “professionalism”?
- Is it OK for teachers and students to be friends? Why, or why not?

**Communication**

- Should teachers and students communicate through social media? Why, or why not?
- What are the local school division policies regarding teacher/student communication?

**Leadership**

- What challenges might a young teacher face, teaching a student population close to their own age?
- What boundaries should exist between teachers and administrators (e.g., socializing outside of school)?

**Management**

- Should school leaders be able to dictate what you can/cannot do outside school hours? Why, or why not?
- What impact(s) do administrators have on the professional practices of their schools?

Task Number 69

Apply the Virginia Standards for the Professional Practice of Teachers.

**Definition**
Application should include

- locating the source that supplies and maintains the Professional Performance Standards
- identifying the Professional Performance Standards to lesson creation and field experience
- correlating the Professional Performance Standards to applicable course content.

**Process/Skill Questions**

**Thinking**

- Where can you find the Virginia Standards for the Professional Practice of Teachers?

**Communication**

- What are the consequences of not adhering to professional standards?
- How can we ensure that we are correlating the Professional Performance Standards to course content?

**Leadership**

- How can we act as leaders to implement performance standards?
- What leadership qualities are needed to apply performance standards?

**Management**

- How do performance standards interrelate with academic standards?
- What other applications may exist for performance standards?

**InTASC Model Core Teaching Standards**

**Standard 10: Leadership and Collaboration**

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

**NCATE**

1a. Content Knowledge for Teacher Candidates

1b. Pedagogical Content Knowledge for Teacher Candidates

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1d. Student Learning for Teacher Candidates

1e. Knowledge and Skills for Other School Professionals

1f. Student Learning for Other School Professionals

1g. Professional Dispositions for All Candidates
Standards for the Professional Practice of All Teachers

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Virginia Teachers for Tomorrow Instructional Resources

C3. Virginia Teaching Standards for the Professional Practice of Teachers
A handout
D2. Observing Virginia Teaching Standards
A lesson plan
D3. Teaching Standards Observation Form
A worksheet

SOL Correlation by Task

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Describe characteristics of the various psychosocial stages of development.</td>
</tr>
<tr>
<td>40</td>
<td>Identify the stages of cognitive development.</td>
</tr>
<tr>
<td>41</td>
<td>Distinguish among the stages of moral development.</td>
</tr>
<tr>
<td>42</td>
<td>Describe the continuum of developmental characteristics of learners.</td>
</tr>
<tr>
<td>43</td>
<td>Identify learning theories and principles.</td>
</tr>
<tr>
<td>44</td>
<td>Describe the ways that diversity can influence learning.</td>
</tr>
<tr>
<td>45</td>
<td>Describe the impact of self-efficacy on academic achievement.</td>
</tr>
<tr>
<td>46</td>
<td>Trace the history of education in Virginia and the United States.</td>
</tr>
<tr>
<td>47</td>
<td>Examine the educational philosophies that have influenced public education.</td>
</tr>
</tbody>
</table>
| 48 | Compare types of schooling (e.g., home, public, private, virtual/online, hybrid, blended, dual enrollment, charter). | English: 11.5, 11.8, 12.5, 12.8  
History and Social Science: GOVT.8, GOVT.9, VUS.14 |
| 49 | Describe the governance structures of local, state, and national educational systems. | English: 11.5, 11.8, 12.5, 12.8  
History and Social Science: GOVT.8 |
| 50 | Examine professional requirements and options for educators. | English: 11.5, 12.5 |
| 51 | Identify the dispositional attitudes, values, and beliefs demonstrated by education professionals. | English: 11.5, 11.8, 12.5, 12.8  
History and Social Science: GOVT.16 |
| 52 | Identify areas of teacher shortages and areas of critical need in Virginia and the United States. | |
| 53 | Describe the signs of child abuse and neglect and the reporting protocol for educators. | English: 11.5, 12.5 |
| 54 | Identify the steps to teacher licensure in Virginia. | English: 11.5, 11.8, 12.5, 12.8  
History and Social Science: GOVT.8 |
| 55 | Identify instructional methods used to meet the needs of students. | |
| 56 | Develop a personal philosophy of education. | English: 11.6, 11.8, 12.6, 12.8  
History and Social Science: VUS.1 |
| 57 | Examine ethical and legal standards and principles that impact education profession. | English: 11.5, 11.8, 12.5, 12.8  
History and Social Science: GOVT.9 |
| 58 | Identify professional organizations and the services they provide for teachers. | English: 11.5, 11.6, 12.5, 12.6 |
| 59 | Identify the expectations for professional evaluation as it pertains to learner growth. | |
| 60 | Identify developmentally appropriate instructional objectives. | English: 11.5, 12.5 |
| 61 | Identify purposes and types of student assessment. | English: 11.5, 12.5 |
| 62 | Compare the ways that teaching strategies impact student learning. | |
| 63 | Describe the components of standard curriculum and instruction models. | English: 11.5, 12.5 |
| 64 | Identify principles of effective instruction. | |
| 65 | Describe effective use of instructional technology. | English: 11.5, 11.8, 12.5, 12.8 |
| 66 | Identify classroom management strategies that promote positive student behavior. | |
| 67 | Apply strategies that engage students in critical thinking. | |
| 68 | Define *professional practice*. | English: 11.3, 12.3  
History and Social Science: GOVT.16, VUS.14 |
Helpful VTfT Links

Slide-Show Presentations

- Becoming a Teacher
- Continuous Improvement Model

Web Sites 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)

Teacher Resources

- Emerging Perspectives on Learning, Teaching, and Technology
- Learning Styles, Multiple Intelligences, and Differentiated Instruction
- SOL Lesson Plan
- Goodheart-Willcox correlates Virginia TfT tasks to Teaching (2010) by Sharleen L. Kato
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Early Childhood Education Assessment
- Education and Training Assessment
- Education Fundamentals Assessment
- National Career Readiness Certificate Assessment
- ParaPro Assessment
- Praxis Core Academic Skills for Educators Tests
- 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.

- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Early Childhood Education (8233/18 weeks)
- Introduction to Early Childhood Education (8234/36 weeks)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Leadership Development (9096/18 weeks)
- Leadership Development (9097/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

---

**Career Cluster: Agriculture, Food and Natural Resources**

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Service Systems</td>
<td>Secondary School Teacher</td>
</tr>
<tr>
<td>Plant Systems</td>
<td>Secondary School Teacher</td>
</tr>
</tbody>
</table>

**Career Cluster: Business Management and Administration**

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources Management</td>
<td>Training and Development Manager</td>
</tr>
</tbody>
</table>
### Career Cluster: Education and Training

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Administrative Support</td>
<td>Instructional Coordinator</td>
</tr>
<tr>
<td></td>
<td>School Principal</td>
</tr>
<tr>
<td></td>
<td>School Superintendent</td>
</tr>
<tr>
<td></td>
<td>Training and Development Manager</td>
</tr>
<tr>
<td>Professional Support Services</td>
<td>Instructional Developer</td>
</tr>
<tr>
<td>Teaching and Training</td>
<td>Coach, Secondary Level</td>
</tr>
<tr>
<td></td>
<td>Elementary School Teacher</td>
</tr>
<tr>
<td></td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td></td>
<td>Secondary School Teacher</td>
</tr>
<tr>
<td></td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td></td>
<td>Teacher Assistant</td>
</tr>
<tr>
<td></td>
<td>Training Consultant/Training Specialist</td>
</tr>
</tbody>
</table>

### Career Cluster: Health Science

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

### Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>Preschool Teacher</td>
</tr>
<tr>
<td></td>
<td>Teacher Assistant</td>
</tr>
</tbody>
</table>

### 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>