

Educator Preparation I & II (2022)

Program Orientation 1

1 Adhere to the policies and procedures of the educator preparation program.

DOK1 1.1

a Review the curriculum, school, and program policies that help to promote safety and student success. 1.1.A

1 Academics 1.1.A.1

2 Attendance 1.1.A.2

3 Discipline 1.1.A.3

4 Dress code 1.1.A.4

5 Safety (e.g., equipment safety, technology use, etc.) 1.1.A.5

6 Student organizations (e.g., Educator's Rising, FCCLA, SkillsUSA, etc.) 1.1.A.6

7 Transportation 1.1.A.7

2 Develop employability and job-seeking skills to prepare for a career in education.

DOK1 1.2

a Identify personal characteristics, professional qualities, and skills associated with the roles of an effective teacher. 1.2.A

b Research employment opportunities, salaries, and job benefits associated with various levels of teaching including elementary, secondary, and postsecondary. 1.2.B

c Describe the education and training requirements necessary to obtain a teaching position through various pathways and program options. 1.2.C

1 Content areas 1.2.C.1

2 Alternative route 1.2.C.2

3 Traditional route 1.2.C.3

4 Educator preparation programs (EPP) 1.2.C.4

5 Teacher academies 1.2.C.5

3 Describe the organizational structure, professional standards, and social issues that affect education and schools. DOK1 1.3

- a Identify the roles, responsibilities, and funding sources within the federal, state, and local levels of education. 1.3.A
 - 1 U.S. Department of Education 1.3.A.1
 - 2 Mississippi Department of Education 1.3.A.2
 - 3 School districts 1.3.A.3
 - 4 School buildings 1.3.A.4
- b Discuss the relationship between schools and communities and the impact of social problems, such as poverty and violence. 1.3.B
 - 1 Examine the role of professional organizations in the teaching profession. 1.3.B.1
 - 2 National Board for Professional Teaching Standards (NBPTS) 1.3.B.2
 - 3 National Education Association (NEA) 1.3.B.3
 - 4 Educational Testing Service (ETS) 1.3.B.4

4 Create a professional portfolio that demonstrates abilities, experiences, and skills. DOK3 1.4

- a Include the following items in the portfolio: 1.4.A
 - 1 Teaching philosophy 1.4.A.1
 - 2 Cover letter 1.4.A.2
 - 3 Résumé 1.4.A.3
 - 4 Work samples 1.4.A.4
 - 5 References 1.4.A.5
 - 6 Follow-up letter 1.4.A.6
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History and Trends in American Education 2

1 Explain how historical people and events shaped the American education system. DOK2 2.1

- a Describe how significant events and trends impacted American education during the colonial period (1600-1776). 2.1.A
 - 1 European migration 2.1.A.1
 - 2 Apprenticeships 2.1.A.2
 - 3 Dame schools 2.1.A.3
 - 4 Religious influences 2.1.A.4
- b Describe how conditions and people influenced American education during the early national period (1776-1840). 2.1.B
 - 1 Rural living 2.1.B.1
 - 2 Benjamin Franklin 2.1.B.2
 - 3 Thomas Jefferson 2.1.B.3
- c Explain how significant people and events impacted the American education system during the common school period (1840-1880). 2.1.C
 - 1 Horace Mann 2.1.C.1
 - 2 Oregon Trail 2.1.C.2
 - 3 African Americans 2.1.C.3
 - 4 Friedrich Froebel 2.1.C.4
 - 5 Morrill Act 2.1.C.5
- d Explain the significance of people and events that shaped the American education system during the progressive period (1880-1921). 2.1.D
 - 1 Industrial Revolution 2.1.D.1
 - 2 Reform movement 2.1.D.2
 - 3 John Dewey 2.1.D.3
 - 4 Maria Montessori 2.1.D.4
 - 5 Career and technical education 2.1.D.5
- e Describe the impact of the 1920s Great Depression Era (1921-1949) on the American education system. 2.1.E

2 Explain how people and events helped to develop the modern American education system. DOK2 2.2

- a Describe the significance of events on the American education system during the period from 1940 to 1970. 2.2.A
 - 1 Brown v. Board of Education 2.2.A.1
 - 2 Civil Rights Act of 1964 2.2.A.2
 - 3 Elementary and Secondary Education Act 2.2.A.3
 - 4 Project Head Start 2.2.A.4
 - b Explain the impact of events and trends on the American education system from 1970 to 1990. 2.2.B
 - 1 Desegregation and busing 2.2.B.1
 - 2 Bilingual education 2.2.B.2
 - 3 Equal Opportunity in Education Act (Title IX) 2.2.B.3
 - 4 Education for All Handicapped Children Act 2.2.B.4
 - c Describe how events and trends influenced American education from 1990 to 2010. 2.2.C
 - 1 Technology 2.2.C.1
 - 2 Accountability 2.2.C.2
 - 3 No Child Left Behind Act 2.2.C.3
 - 4 Every Student Succeeds Act (ESSA) 2.2.C.4
 - 5 Strengthening Career and Technical Education for the 21st Century Act (i.e., Perkins V) 2.2.C.5
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Human Growth and Development 3

1 Explain the significance of human growth and development on the learning and teaching processes. DOK2 3.1

- a Describe the general changes in abilities and behaviors associated with the four main types of human development (i.e., physical, cognitive, social, and emotional). 3.1.A
 - b Explain the contributions of major developmental theories to human development. 3.1.B
 - 1 Heredity versus environment 3.1.B.1
 - 2 Pavlov's classical conditioning 3.1.B.2
 - 3 Thorndike's law of effect 3.1.B.3
 - 4 Skinner's operant conditioning 3.1.B.4
 - 5 Bandura's social cognitive theory 3.1.B.5
 - 6 Piaget's stages of cognitive development 3.1.B.6
 - 7 Vygotsky's sociocultural theory 3.1.B.7
 - 8 Kolb's experiential learning theory 3.1.B.8
 - 9 Erikson's psychosocial theory 3.1.B.9
 - 10 Kohlberg's theory of moral development 3.1.B.10
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2 Identify the stages of human growth and development and describe the progression of learning abilities with each phase. DOK1 3.2

- a Describe the major characteristics of growth and development for preschool-age children. 3.2.A
 - 1 Physical, cognitive, and socio-emotional development 3.2.A.1
 - 2 Piaget's and Vygotsky's developmental theories 3.2.A.2
 - 3 Developmentally appropriate activities and guidance 3.2.A.3
 - b Describe the major characteristics of growth and development for children ages 5-7. 3.2.B
 - 1 Physical, cognitive, and socio-emotional development 3.2.B.1
 - 2 Kindergarten-ready skills 3.2.B.2
 - 3 Piaget's and Erikson's developmental theories 3.2.B.3
 - 4 Describe the major characteristics of growth and development for children ages 8-12. 3.2.B.4
 - 5 Physical, cognitive, and socio-emotional development 3.2.B.5
 - 6 Piaget's and Kohlberg's developmental theories 3.2.B.6
 - c Describe the major characteristics of growth and development for teenage students. 3.2.C
 - 1 Physical, cognitive, and socio-emotional development 3.2.C.1
 - 2 Piaget's developmental theory 3.2.C.2
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Diverse Learners 4

1 Demonstrate the importance of supporting diverse learners in the classroom.

DOK2 4.1

- a Identify characteristics of visual, auditory, and kinesthetic learning styles. 4.1.A
- b Define multiple intelligences and identify the characteristics associated with each type. 4.1.B
 - 1 Logical 4.1.B.1
 - 2 Spatial 4.1.B.2
 - 3 Kinesthetic 4.1.B.3
 - 4 Linguistic 4.1.B.4
 - 5 Musical 4.1.B.5
 - 6 Naturalistic 4.1.B.6
- c Apply differentiated instructional practices for the various learning styles. 4.1.C

2 Demonstrate strategies to address the needs of exceptional learners in the classroom. DOK2 4.2

- a Explain the process to identify gifted and talented learners based on students' characteristics and unique abilities. 4.2.A
- b Relate lesson adaptations and special programs to meet the needs of gifted and talented learners. 4.2.B
- c Describe the characteristics of the general types of disabilities and disorders (i.e., developmental, intellectual, and learning). 4.2.C
- d various types of disabilities in the special population 4.2.D
 - 1 Intellectual 4.2.D.1
 - 2 Learning 4.2.D.2
 - 3 Emotional or behavioral 4.2.D.3
 - 4 Attention-deficit/hyperactivity disorder (ADHD) 4.2.D.4
 - 5 Autism spectrum 4.2.D.5
 - 6 Communication 4.2.D.6
 - 7 Hearing loss or deafness 4.2.D.7
 - 8 Low vision or blindness 4.2.D.8
- e Explain the processes and support systems designed to address the educational needs of learners with disabilities. 4.2.E
 - 1 Individualized Education Program (IEP) 4.2.E.1
 - 2 Section 504 services 4.2.E.2
 - 3 Educational placement (i.e., mainstreaming, inclusion, special education) 4.2.E.3
 - 4 Tier process 4.2.E.4
 - 5 Performance levels of academic achievement and functional performance (PLAAF) 4.2.E.5

3 Identify methods to support English language learners (ELL) or students with limited English proficiency (LEP). DOK1 4.3

1 Develop strategies to create safe, engaging, and respectful classroom environments. DOK2 5.1

- a Define classroom management and describe how certain factors help to create an engaging and stimulating learning environment. 5.1.A
 - 1 Sense of community 5.1.A.1
 - 2 Respect 5.1.A.2
 - 3 Student involvement 5.1.A.3
 - 4 Positive relationships 5.1.A.4
 - 5 Visual displays and materials 5.1.A.5
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2 Demonstrate effective classroom management styles that promote teaching and learning processes. DOK2 5.2

- a Discuss the purpose of classroom management styles and the different types of management styles of teachers. 5.2.A
 - 1 Authoritarian 5.2.A.1
 - 2 Authoritative 5.2.A.2
 - 3 Indulgent 5.2.A.3
 - 4 Permissive 5.2.A.4
- b Apply classroom management strategies that promote student engagement during the learning process. 5.2.B
 - 1 Lesson relevance 5.2.B.1
 - 2 Varied instructional strategies 5.2.B.2
 - 3 Individual and group activities 5.2.B.3
 - 4 Transitions 5.2.B.4
- c Demonstrate the proper use of strategies to avoid, minimize, and address behavior problems in the classroom. 5.2.C
 - 1 Behavior management plan 5.2.C.1
 - 2 Classroom rules and procedures 5.2.C.2
 - 3 Personal responsibility 5.2.C.3
 - 4 Routines 5.2.C.4
 - 5 Seat assignments 5.2.C.5
 - 6 Keep records 5.2.C.6
 - 7 Parental involvement 5.2.C.7

3 Create a physical classroom environment that is safe and effective for instruction.

DOK3 5.3

- a Design physical spaces that allow for the ease of mobility, teaching, and supervision within a classroom. 5.3.A
 - b Establish classroom safety procedures to follow in the event of emergencies, such as evacuation, lockdown, and shelter-in-place. 5.3.B
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Career and Professional Development 6

1 Adhere to the philosophy and policies of the educator preparation program.

DOK1 6.1

- a Review the curriculum, school, and program policies that help to promote safety and success. 6.1.A
 - 1 Academics 6.1.A.1
 - 2 Attendance 6.1.A.2
 - 3 Career portfolio 6.1.A.3
 - 4 Discipline 6.1.A.4
 - 5 Dress code 6.1.A.5
 - 6 Safety 6.1.A.6
 - 7 Student organizations 6.1.A.7
 - 8 Transportation 6.1.A.8
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2 Develop professional skills, materials, and resources to pursue a position in the teaching profession. **DOK3** 6.2

- a Prepare professional documents to practice the interview process. 6.2.A
 - 1 Cover letter 6.2.A.1
 - 2 Résumé 6.2.A.2
 - 3 References 6.2.A.3
 - 4 Follow-up or thank-you letter 6.2.A.4
 - 5 Update skills, work samples, and teaching philosophy in student portfolio. 6.2.A.5
 - b Participate in a mock job interview to demonstrate employability skills for a teaching position. 6.2.B
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3 Demonstrate the benefits of professional memberships, community involvement, and ongoing professional development. **DOK2** 6.3

- a Mississippi Association for Career and Technical Education (MS ACTE) conference 6.3.A
 - b Educator's Rising competitions 6.3.B
 - c Subject area organizations 6.3.C
 - d Service-learning projects 6.3.D
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- Instructional Planning 7**
- 1 Develop instructional materials that meet educational standards and students' learning goals. DOK3 7.1**
 - a Examine components of state academic and CTE curriculum frameworks. 7.1.A
 - 1 Standards 7.1.A.1
 - 2 Competencies 7.1.A.2
 - 3 Objectives 7.1.A.3
 - b Design a lesson plan. 7.1.B
 - 1 Prepare an opening (i.e., hook, introduction, and anticipatory set). 7.1.B.1
 - 2 List materials, equipment, supplies, preparations, and instructional resources. 7.1.B.2
 - 3 Illustrate the appropriate sequence of instruction (e.g., guided, direct, or independent practice). 7.1.B.3
 - 4 Identify assessment strategies. 7.1.B.4
 - 5 Prepare a closing to the lesson. 7.1.B.5
 - 6 Provide enrichment/remediation. 7.1.B.6
 - c Modify lesson plans to accommodate learning styles and differences, including special needs and gifted learners. 7.1.C

2 Demonstrate instructional strategies that meet educational standards and students' learning goals. DOK3 7.2

- a Identify the differences between teacher-centered and learner-centered instructional methods. 7.2.A
 - 1 Lectures 7.2.A.1
 - 2 Discussions 7.2.A.2
 - 3 Guided notes 7.2.A.3
 - 4 Cooperative learning 7.2.A.4
 - 5 Flipped classroom 7.2.A.5
 - 6 Student presentations 7.2.A.6
 - b Explain how and when to use various instructional techniques that reinforce the learning process. 7.2.B
 - 1 Scaffolding 7.2.B.1
 - 2 Examples 7.2.B.2
 - 3 Modeling 7.2.B.3
 - 4 Pacing 7.2.B.4
 - 5 Closure 7.2.B.5
 - 6 Questions (e.g., levels of difficulty, open-ended, etc.) 7.2.B.6
 - c Compare the components of Bloom's Revised Taxonomy and Webb's Depth of Knowledge (DOK) models. 7.2.C
 - d Deliver a lesson utilizing a lesson plan designed with strategies to meet standards and objectives. 7.2.D
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Instructional Technology 8

1 Implement technology to enhance the teaching and learning processes. DOK2 8.1

- a Explain how technology has been used to overcome obstacles in education and make learning more accessible (e.g., distance education, online learning, virtual schools, etc.). 8.1.A
 - 1 Canvas 8.1.B.1
 - 2 Moodle 8.1.B.2
 - 3 Schoology 8.1.B.3
 - 4 Google Classroom 8.1.B.4
 - b Identify the purpose and difference between various learning management systems (LMS). 8.1.B
 - 1 Canvas 8.1.B.1
 - 2 Moodle 8.1.B.2
 - 3 Schoology 8.1.B.3
 - 4 Google Classroom 8.1.B.4
 - c Demonstrate the tools and functions of a LMS for instructional purposes. 8.1.C
 - 1 Assignments 8.1.C.1
 - 2 Discussion boards 8.1.C.2
 - 3 Gradebooks 8.1.C.3
 - 4 Journals 8.1.C.4
 - 5 Videos 8.1.C.5
 - 6 Quizzes 8.1.C.6
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2 Plan a classroom and online lesson that incorporates interactive technology tools to engage students. DOK3 8.2

- a Utilize interactive technology in a classroom and online lesson. 8.2.A
 - 1 Edpuzzle 8.2.A.1
 - 2 Edmodo 8.2.A.2
 - 3 FlipGrid 8.2.A.3
 - 4 Headspace 8.2.A.4
 - 5 Kahoot 8.2.A.5
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Assessment Strategies 9

1 Explain the role of assessments in the instructional and learning processes.

DOK2 9.1

- a Describe the purpose of assessment. 9.1.A
 - b Distinguish between formative and summative assessment strategies. 9.1.B
 - c Construct and appropriately apply various types of assessment strategies. 9.1.C
 - 1 Checklists 9.1.C.1
 - 2 Observations 9.1.C.2
 - 3 Rubrics 9.1.C.3
 - 4 Standardized tests 9.1.C.4
 - 5 Teacher-developed tests 9.1.C.5
 - 6 Exit tickets 9.1.C.6
 - d Develop assessment strategies that align to instructional objectives, Bloom's Revised Taxonomy, or Webb's DOK. 9.1.D
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2 Apply strategies to improve teaching and learning activities based on assessment results. DOK2 9.2

- a Identify the purpose of feedback. 9.2.A
- b Describe methods that provide information to students about their learning and growth (e.g., grades, informal, personalized feedback, etc.). 9.2.B
- c Recognize indicators that determine when and how to reteach learning objectives. 9.2.C