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

Course Standard 1

ET-ETP-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

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

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

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
<td></td>
</tr>
</tbody>
</table>
### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
</tbody>
</table>
Playing Fair | Showing Dependability | Demonstrating Your Skills | Appropriate Work Email | Dealing with Difficult Customers
---|---|---|---|---
Using Ethical Language | Being Courteous | Building Work Relationships | Cell Phone Etiquette | Dealing with Conflict
Showing Responsibility | Gaining Coworkers’ Trust | | |
Reducing Harassment | Persevering | | |
Respecting Diversity | Handling Criticism | | |
Making Truthfulness a Habit | Showing Professionalism | | |
Leaving a Job Ethically | | | |

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

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

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

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

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

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.
## Course Standard 2

**ET-ETP-2**  
Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

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

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

**ELACC9-10SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
**ELACC9-10SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Course Standard 3

**ET-ETP-3**  
Analyze career paths in the field of education.

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

## Course Standard 4

**ET-ETP-4**  
Evaluate the historical perspective and purpose of U.S. public education.

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

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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Course Standard 5

ET-ETP-5
Summarize the professional practices and standards related to working in the field of education.

1. Determine knowledge, skills and dispositions needed by teaching professionals.
2. Examine personal characteristics needed to work in the teaching profession.
3. Identify the qualities of effective teachers.
4. Define a personal philosophy of education.
5. Prepare a personal career plan in preparation for a career in the field of education.

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

Course Standard 6

ET-ETP-6
Examine and apply technologies that are integrated in effective teaching methods.

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

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
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ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
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ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 7

ET-ETP-7
Construct and evaluate effective learning environments.

1. Describe the characteristics of safe and effective learning environments.
2. Demonstrate teacher skills and dispositions that promote an effective learning environment.
3. Identify classroom guidance and management techniques that promote an effective learning environment.
4. Describe conflict management and mediation techniques supportive of an effective learning environment.
Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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

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**Course Standard 8**

**ET-ETP-8**

Create instructional opportunities adapted to language and multicultural diverse learners.

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

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Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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**Course Standard 9**

**ET-ETP-9**

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

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

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Course Standard 10

ET-ETP-10
Explain the rationale and process for instructional planning.

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

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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Course Standard 11

ET-ETP-11
Analyze the role of assessment as part of the learning process and the teaching process.

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

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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Course Standard 12

ET-ETP-12

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

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

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

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