



SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

Career and Technical Education

Robert Leslie, Director

CTE Self-Study Report

Urban Teacher Preparation

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Self-study

Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

SCSD Urban Teacher Program Employment Outlook

Education, Training, and Library Occupations

Employment in education, training, and library occupations is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations. About 441,000 new jobs are projected to be added from 2019 to 2029. Student enrollment is projected to increase; therefore, postsecondary teachers and preschool, elementary, and secondary school teachers will be needed to meet the demand. Education, training, and library occupations, however, are affected by state and local budgets, and budgetary restrictions may limit employment growth.

The median annual wage for education, training, and library occupations was \$50,790 in May 2019, which was higher than the median annual wage for all occupations of \$39,810.

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29	
				Percent	Numeric
Secondary school teachers, except special and career/technical education	25-2031	1,050,800	1,090,900	4	40,200
Middle school teachers, except special and career/technical education	25-2022	627,100	649,600	4	22,500
Elementary school teachers, except special education	25-2021	1,452,100	1,503,500	4	51,400
Kindergarten teachers, except special education	25-2012	127,700	132,400	4	4,700
Preschool teachers, except special education	25-2011	540,400	553,900	2	13,500
Special education teachers, secondary school	25-2058	143,000	147,600	3	4,600
Special education teachers, middle school	25-2057	84,700	86,900	3	2,200
Special education teachers, kindergarten and elementary school	25-2052	193,000	198,600	3	5,600
Special education teachers, preschool	25-2051	23,000	24,900	8	1,900
Career/technical education teachers, secondary school	25-2032	73,800	75,500	2	1,700
Career/technical education teachers, middle school	25-2023	11,800	12,100	3	400
Librarians and media collections specialists	25-4022	146,500	153,800	5	7,300
Instructional coordinators	25-9031	192,900	204,300	6	11,400
Teaching assistants, except postsecondary	25-9045	1,395,900	1,446,400	4	50,500
Education administrators, kindergarten through secondary	11-9032	283,200	294,400	4	11,100

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Teacher Assistants, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/home.htm> (visited September 28, 2020).

New York State Employment Outlook

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	% Change, 2016-26	Annual projected job openings
Secondary school teachers, except special and career/technical education	25-2031	66,480	71,300	7	5,160
Middle school teachers, except special and career/technical education	25-2022	40,770	43,280	6	3,190
Elementary school teachers, except special education	25-2021	80,380	84,450	5	6,180
Kindergarten teachers, except special education	25-2012	7,530	7,950	6	790
Preschool teachers, except special education	25-2011	44,440	49,870	12	5,090
Special education teachers, secondary school	25-2058	17,440	18,330	5	1,330
Special education teachers, middle school	25-2057	11,420	11,960	5	870
Special education teachers, kindergarten and elementary school	25-2052	21,710	23,220	7	1,720
Special education teachers, preschool	25-2051	4,610	5,560	21	450
Career/technical education teachers, secondary school	25-2032	4,200	4,380	4	310
Career/technical education teachers, middle school	25-2023	N/A	N/A	N/A	N/A
Librarians and media collections specialists	25-4022	N/A	N/A	N/A	N/A
Instructional coordinators	25-9031	14,880	17,080	15	1,630
Teaching assistants, except postsecondary	25-9045	132,260	143,930	9	15,050
Education administrators, kindergarten through secondary	11-9032	19,600	20,680	6	1,590

CareerOneStop, U.S. Department of Labor, Employment and Training Administration, on the internet at: <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile> (September 28, 2020).

A. Curriculum Review

The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.

CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit
- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements

Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

**Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 100: Urban Teacher Preparation 100**



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

The purpose of this course is to expose students to the teaching profession foundations of curriculum, professional responsibility, and instructional practice. In addition to learning about the teaching profession, students will develop a career path that includes planning for admission to a state approved college or university classroom teacher preparation program. Students will tour colleges in Syracuse and the surrounding areas, explore admission requirements, and develop their skills in preparation for college and career.

Pre-Requisites

N/A

Course Objectives

Students will:

- Describe the career path to becoming a certified Teacher Assistant.
- Identify the characteristics and skills necessary to obtain a position in their chosen curricular field.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.

Students can earn credit for instructor approved activities

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction to Urban Teaching Preparation Program: Class Expectations• Understanding Teaching• Understanding Learning• Career Exploration
2	<ul style="list-style-type: none">• Professionalism• College Readiness: An Introduction• Teaching Simulation: Planning and Teaching a Lesson
3	<ul style="list-style-type: none">• Teaching Simulation: Planning and Teaching a Lesson (Continued)• Bias, Equity, and Diversity• Preparation for Classroom Shadowing Experience
4	<ul style="list-style-type: none">• Classroom Shadowing Experience• Review and Preparation for Final Exam

Syracuse City School District
Career and Technical Education Program
Scope and Sequence
UTP 100: Urban Teacher Preparation 100



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Introduction to Urban Teaching Preparation Program: Class Expectations	<ul style="list-style-type: none"> What are the goals and expectations of the Urban Teacher Preparation Program (UTPP)? What are the classroom rules and expectations? What career ready practices are relevant to success in the UTPP? How will this program help students achieve their personal and professional goals? 	<ul style="list-style-type: none"> Describe the goals of the UTPP. Develop and explain classroom rules and exhibit appropriate behavior in the classroom. Self-assess and analyze personal learning styles and their impact on academic progress and behavior. Analyze and explain personal and professional motivations and goals for participation in the UTPP. 	Written <ul style="list-style-type: none"> Learning style Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,9,10,11,12 Cluster Standards ED 1,2,3,5 Pathway Standards ED-TT 6,7	ELA 9-10R 1,4,7,9 9-10W 2,5,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
Weeks 3-4 Understanding Teaching	<ul style="list-style-type: none"> What is the goal of teaching? What does research reveal about best practices in teaching? What are the personal qualities embodied by good teachers? What some common elements of good teaching? 	<ul style="list-style-type: none"> Compare various philosophies of teaching and how these can impact instruction. Analyze and summarize current educational research on best practices in teaching. Describe some personal qualities that good teachers share. Develop the beginning of a taxonomy of the elements of good teaching. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,11,12 Cluster Standards ED 1,2,3,5,6 Pathway Standards ED-TT 1,2,4	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 5-6 Understanding Learning	<ul style="list-style-type: none"> What is involved in learning new information and skills? What does it mean to be an active learner? What are steps students can take to improve their learning? 	<ul style="list-style-type: none"> Explain the processes of learning new information or a new skill. Define and give examples and non-examples of active learning. List and demonstrate steps that students can implement to improve their learning, both inside and outside the classroom. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,11,12 Cluster Standards ED 1,2,3,5,10,11 Pathway Standards ED-TT 1,2,5,6	ELA 9-10R 1,2,3,4,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 7-10 Career Exploration	<ul style="list-style-type: none"> What career pathways are available in education? What educational background and training is required for various career pathways? What particular areas of education and types of teaching are of interest to the students? 	<ul style="list-style-type: none"> Research and report on various career pathways with the Education and Training Cluster. Investigate the requirements for certification and licensure in different career pathways. Self-assess and investigate career pathways of individual interest. Explain the requirements for the various levels of teaching assistant certification 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Self-Assessment: What Kind of Teacher Would I Like to Be? Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,11,12 Cluster Standards ED 1,2,3,5,6,9 Pathway Standards ED-TT 1,2,3	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> What are the requirements for the various levels of teaching assistant certification in New York State? 	<ul style="list-style-type: none"> in New York State. Set a personal goal for teaching assistant certification for graduation. 	<ul style="list-style-type: none"> Project Presentations 		
Weeks 11-13 Professionalism	<ul style="list-style-type: none"> What skills are necessary to be a successful educational professional? What is the importance of building relationships with colleagues, students, and parents? How does an educator solve problems and deal with disagreements with students and colleagues? How does an educator demonstrate professionalism? What does an educator need to know about the use of social media? 	<ul style="list-style-type: none"> Develop a list of skills and attributes necessary to become a successful educational professional. Explain the importance of building relationships with students, parents, and colleagues. Research various problem-solving and mediation techniques for dealing with classroom and school level conflicts. Recognize the importance of collaboration and teamwork and its impact on urban education. Develop and demonstrate a code for professional behavior. Develop a set of guidelines for using social media for educational professionals. Demonstrate attributes of professionalism through role-playing scenarios and teaching simulations. 	Written <ul style="list-style-type: none"> Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12 Cluster Standards ED 1,2,3,4,5,6,7,8 Pathway Standards ED-TT 5,6,7	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 14-15 College Readiness: An Introduction	<ul style="list-style-type: none"> What do college teacher preparation programs offer prospective students? What do college teacher preparation programs require of prospective students? 	<ul style="list-style-type: none"> Explore various colleges that offer teacher preparation programs. Explain the college admission process and the components of a college application. Participate in visits to area colleges to observe teacher preparation programs. Meet with assigned college student mentors. 	Written <ul style="list-style-type: none"> Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12 Cluster Standards ED 1,2,3,5,9 Pathway Standards ED-TT 1,4,10	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 16-23 Teaching Simulation: Planning and Teaching a Lesson	<ul style="list-style-type: none"> What careers in teaching would you like to explore? How do teachers decide what curriculum to teach? What do teachers in those particular fields do to plan? What are the key elements of lesson delivery? 	<ul style="list-style-type: none"> Describe and create an essential question for a lesson. Describe and create a learning objective for a lesson. Discuss cultural and class environment appropriate for a lesson. Create the culturally relevant aspects of a lesson plan. Describe and create a gradual release model for a lesson. Define and create different types of formative and summative assessment for a lesson. Teach the lesson they have created. 	Written <ul style="list-style-type: none"> Lesson Plans Using SCSD Planning Forms Self-Assessment Reflection Paper Performance <ul style="list-style-type: none"> Practice Presentation with Rubric Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12 Cluster Standards ED 1,2,3,5,10,11 Pathway Standards ED-TT 1,3,4,8	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		<ul style="list-style-type: none"> • Reflect on and evaluate the lesson they have created • Participate as a student for a classmate's lesson. • Reflect on and evaluate lessons presented by classmates. 			
Weeks 24-26 Bias, Equity, and Diversity	<ul style="list-style-type: none"> • What should educators know about bias, equity, and diversity in the classroom and in schools? • Why should teachers establish norms and routines for classroom discourse and collaborative work? • How does social and emotional safety in the classroom affect learning? 	<ul style="list-style-type: none"> • Define the terms bias, equity and diversity and provide real-world examples from both inside and outside the classroom • Explain the impact of race, gender, ethnicity and socio-economic status on teaching and learning. • Develop a list of norms and routines for classroom discourse and collaborative work. • Explore the issue of social and emotional safety in the classroom: how it is developed and supported, how it impacts teaching and learning and what happens when it is compromised. 	Written <ul style="list-style-type: none"> • Assignment • Research Project(Diversity) • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,5,6,7,8,10,11,12 Cluster Standards ED 1,2,3,5,7,8 Pathway Standards ED-TT 2,4,5,6,7,8	ELA 9-10R 1,2,4,6,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 27-29 Preparation for Classroom Shadowing Experience	<ul style="list-style-type: none"> • What are the goals and expectations for students participating in the classroom shadowing experience? • How does an educator demonstrate professionalism? 	<ul style="list-style-type: none"> • Explain the different roles involved in working in an educational setting including teacher, teaching assistant, school support staff and school administrator. • Analyze how various education professionals work together with the common goal of supporting students' learning. • Relate knowledge and skills from the classroom to real classroom situations. • Demonstrate professionalism and ethics in the classroom. 	Written <ul style="list-style-type: none"> • Class/homework Assignment • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Role Play • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12 Cluster Standards ED 1,2,3,5,10,11 Pathway Standards ED-TT 1,2,3,4,6,8,9	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7
Weeks 30-34 Classroom Shadowing Experience	<ul style="list-style-type: none"> • What does planning for teaching and learning look like in a real-world classroom? • What does the gradual release of responsibility look like in a real-world classroom? • What does assessment look like in a real-world classroom? • What is important to know about the logistics of planning and teaching? 	<ul style="list-style-type: none"> • Relate knowledge and skills from the classroom to real classroom situations. • Plan for participation in classroom shadowing experience. • Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. • Reflect on what they have learned. 	Written <ul style="list-style-type: none"> • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,9,10,11,12 Cluster Standards ED 1,2,3,5,8,10,11 Pathway Standards ED-TT 2,3,4,5,6,7,8,9,10,11	ELA 9-10R 1,2,4,7,9 9-10W 2,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 35-40 Review and Preparation for Final Exam	<ul style="list-style-type: none"> What are the learning goals that have been successfully mastered this year? What evidence demonstrates personal growth in this program for this year, both academically and professionally? 	<ul style="list-style-type: none"> Complete the assessment demonstrating a thorough knowledge of the topics presented in the program this year. 	Written <ul style="list-style-type: none"> Final Reflection Paper Final Examination Performance <ul style="list-style-type: none"> Classroom Presentation Presentation Rubric 	Career Ready Practices CRP 1,2,4,6,7,8,10,11,12 Cluster Standards ED 2,3,5 Pathway Standards ED-TT 1,2,3,9,10	ELA 9-10R 1,2,4,6,7,8,9 9-10W 2,5,6,7 9-10SL 1,2,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,8,9 9-10WHST 2,4,5,6,7

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Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 200: Urban Teacher Preparation 200
Growth and Development



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

This course prepares students to understand the nature of human development from conception through adolescence and the connection between student development and plans for instruction in the classroom. Emphasis is placed on theories of cognitive and psychosocial development, the effect of the environment, the role of caregivers and the family, and contemporary social and cultural issues. Students will participate in planned, guided observations of school age children through adolescence in a variety of settings to help students further understand the theories of human development in practical application. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Pre-Requisites

UTP 100: Urban Teacher Preparation 100

Course Objectives

Students will:

- Explore growth and development in all facets of life.
- Explore the connections between race, ethnicity and culture and urban education.
- Analyze the importance of culture and community in urban school settings.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.

Students can earn credit for instructor approved activities

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction to Urban Teaching Preparation Program: Class Expectations• Racial and Ethnic Diversity• Mental Growth: Brain Development and Intelligence
2	<ul style="list-style-type: none">• Exceptional Learners• Culture and Education• Community and Family Partnerships
3	<ul style="list-style-type: none">• Classroom Management• Professional Growth• Preparation for Classroom Shadowing Experience• Classroom Shadowing Experience
4	<ul style="list-style-type: none">• Career Exploration• Review and Preparation for Finals

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence**

UTP 200: Urban Teacher Preparation 200 – Growth and Development



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Introduction to Urban Teaching Preparation Program: Class Expectations	<ul style="list-style-type: none"> What are the goals and expectations of the Urban Teacher Preparation Program (UTPP)? What are the classroom rules and expectations? What career ready practices are relevant to success in the UTPP? How will this program help students achieve their personal and professional goals? 	<ul style="list-style-type: none"> Describe the goals of the UTPP. Develop and explain classroom rules and exhibit appropriate behavior in the classroom. Self-assess and analyze personal learning styles and their impact on academic progress and behavior. Analyze and explain personal and professional motivations and goals for participation in the UTPP. 	Written <ul style="list-style-type: none"> Learning Styles Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10 Cluster Standards ED 1,2,5,9,11 Pathway Standards ED-TT 2,6	ELA 9-10R 1,2,4 9-10W 2,4,5 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4 9-10WHST 2,4
Weeks 3-5 Racial and Ethnic Diversity	<ul style="list-style-type: none"> What aspects of diversity are important for educators to consider? How racially and ethnically diverse are our schools? What is the impact of racial and ethnic diversity on school success? What is the impact of immigration on school culture and success? How does social context influence learning? 	<ul style="list-style-type: none"> Describe different aspects of diversity that educators should be aware of. Analyze the connections between racial diversity and school success. Explain the impact of immigration on school culture. Explain the connections between race, ethnicity, and urban education. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,7,8,11 Pathway Standards ED-TT 1,2,5,6,9	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,7,9 9-10WHST 2,4,5,6,7
Weeks 6-9 Mental Growth: Brain Development and Intelligence	<ul style="list-style-type: none"> How do human brains develop? What are the stages of human brain development? What are the differences in students' cognitive development? What are different ways that intelligence can be defined? What is metacognition? 	<ul style="list-style-type: none"> Describe the stages of human cognitive development. Explain how different neural circuits develop at different ages. Describe Howard Gardiner's theory of Multiple Intelligences. Demonstrate operational knowledge of metacognition. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 1,2,9	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks-10-13 Exceptional Learners	<ul style="list-style-type: none"> What benefits and implications for teaching and learning arise from seeing each student as exceptional? What are the learning characteristics of exceptional students? How can schools serve exceptional students? 	<ul style="list-style-type: none"> Explain how all students can be seen as exceptional. Identify and analyze the learning characteristics of exceptional learners. Compare existing instructional programs for exceptional students. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,7,11 Pathway Standards ED-TT 1,2,5,6,9	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			<ul style="list-style-type: none"> • Video Reflection Journal 		
Weeks 14-17 Culture and Education	<ul style="list-style-type: none"> • How does the public view education in the schools? • What is the impact of culture on education? • How does a student's individual culture affect his or her education? • How are cultural differences currently addressed in schools? 	<ul style="list-style-type: none"> • Define culture. • Describe how cultural identity affects school culture. • Explain the connection between current academic standards and cultural identity. • Compare the academic success of various cultural groups and account for any differences. • Research programs or trainings that are currently being used in schools to address cultural identity. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,4,6,7,11 Pathway Standards ED-TT 1,2,5,6	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,6,9 9-10WHST 1,2,5,6,7
Weeks 18-19 Community and Family Partnerships	<ul style="list-style-type: none"> • What is the importance of school, community, and family partnerships for student success? • How can teachers best work with community and families? 	<ul style="list-style-type: none"> • Describe the relationships among schools, community, and family partnerships and student success. • Research programs or trainings that are currently being used in schools to promote community and family partnerships. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 5,6,11	ELA 9-10R 1,2,4,7,8,9 9-10W 1,2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks 20-21 Classroom Management	<ul style="list-style-type: none"> • What is student engagement and how does it relate to current knowledge about how students learn? • How is student engagement related to student success? • What classroom learning strategies support student engagement? 	<ul style="list-style-type: none"> • Define student engagement and how it relates to current knowledge about how students learn. • Review current research on student engagement and its relationship to learning and achievement. • Research and demonstrate classroom learning strategies that support student engagement. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 1,2,5,7,8	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks 22-24 Professional Growth	<ul style="list-style-type: none"> • How does planning support teacher effectiveness? • What is formative and summative assessment and how are they used in the classroom? • What types of formative and summative assessment strategies do mentor teachers use for instruction? 	<ul style="list-style-type: none"> • Explain the relationship between teacher planning and teacher effectiveness. • Define formative and summative assessment and explain their uses in the classroom. • Identify and explain formative and summative assessments used by mentor teachers. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,9,10,11 Pathway Standards ED-TT 1,2,3,9,10	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6 Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
Weeks 25-27 Preparation for	<ul style="list-style-type: none"> • What are the goals and expectations for students 	<ul style="list-style-type: none"> • Explain the different roles involved in working in an educational setting 	Written <ul style="list-style-type: none"> • Class/homework 	Career Ready Practices CRP 1,2,4,8,10,12 Cluster Standards	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Classroom Shadowing Experience	<ul style="list-style-type: none"> participating in the classroom shadowing experience? How does an educator demonstrate professionalism? 	<ul style="list-style-type: none"> including teacher, teaching assistant, school support staff and school administrator. Analyze how various education professionals work together with the common goal of supporting students' learning. Relate knowledge and skills from the classroom to real classroom situations. Demonstrate professionalism and ethics in the classroom. 	<ul style="list-style-type: none"> Assignment Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Role Play Video Reflection Journal 	ED 1,2,3,5,11	9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Pathway Standards ED-TT 1,2,5,6,7	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
Weeks 28-31 Classroom Shadowing Experience	<ul style="list-style-type: none"> What classroom management strategies does the mentor teacher use? What does planning for teaching and learning look like in a real-world classroom? What does the gradual release of responsibility look like in a real-world classroom? What does assessment look like in a real-world classroom? What is important to know about the logistics of planning and teaching? 	<ul style="list-style-type: none"> List a number of management strategies that have been observed in the mentor classroom. Relate knowledge and skills from the classroom to real classroom situations. Plan for participation in classroom shadowing experience. Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. Reflect on what has been learned. 	Written <ul style="list-style-type: none"> Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,8,9,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,8,11	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
				Pathway Standards ED-TT 1,2,3,5,6,10	
Weeks-32-35 Career Exploration	<ul style="list-style-type: none"> What are some of the different pathways in the various teaching fields? What career pathways are available in education? What educational background and training is required for various career pathways? What particular areas of education and types of teaching are of interest to the students? What are the requirements for the various levels of teaching assistant certification in New York State? 	<ul style="list-style-type: none"> Research and report on various career pathways within the Education and Training Cluster. Investigate the requirements for certification and licensure in different career pathways. Self-assess and investigate career pathways of individual interest. Explain the requirements for the various levels of teaching assistant certification in New York State. Assess progress toward a personal goal for teaching assistant certification for graduation. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Self-Assessment: What Kind of Teacher Would I Like to Be? Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal Project Presentations 	Career Ready Practices CRP 1,2,4,7,8,10,12	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,6,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,9,11	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,5,6,7
				Pathway Standards ED-TT 6,10,11	
Weeks-36-40 Review and Preparation for Finals	<ul style="list-style-type: none"> What are the learning goals that have been successfully mastered this year? What evidence demonstrates personal growth in this program for this year, both academically and professionally? 	<ul style="list-style-type: none"> Complete the assessment demonstrating a thorough knowledge of the topics presented in the program this year. 	Written <ul style="list-style-type: none"> Final Reflection Paper Final Examination Performance <ul style="list-style-type: none"> Classroom Presentation Presentation Rubric 	Career Ready Practices CRP 1,2,4,6,8	ELA 9-10R 1,2,4,7,8,9 9-10W 2,4,5,7 9-10SL 1,2,3,4,5,6 9-10L 1,2,3,4,5,6
				Cluster Standards ED 1,2,3,5,6,7,8,9,11	Literacy 9-10RST 1,2,4,9 9-10WHST 2,4,6,7
				Pathway Standards ED-TT 1,2,3,5,7,9,10	

Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 300: Urban Teacher Preparation 300
Foundations of Curriculum and Instruction



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

This course is designed for students to develop the knowledge and skills of the history of education in the United States, as well as curriculum delivery models in response to the needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Pre-Requisites

UTP 100 – Urban Teacher Preparation 100
UTP 200 – Urban Teacher Preparation 200 – Growth and Development

Course Objectives

Students will:

- Explore the Constitutional foundations of education, focusing on civil rights.
- Learn about the standards of New York State and explain the connection to curriculum, instruction, and accountability.
- Apply their knowledge of effective learning strategies in real-world classrooms.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.

Students can earn credit for instructor approved activities

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction to Urban Teaching Preparation Program: Class Expectations• Education, History and Civil Rights• Education and the Constitution
2	<ul style="list-style-type: none">• Standards and Accountability• Professional Growth: Where Curriculum and Instruction Meet• Effective Teaching and Learning Strategies
3	<ul style="list-style-type: none">• Culturally Responsive Teaching• Classroom Placement with Focus on Student Engagement• Reflection• Classroom Shadowing Experience
4	<ul style="list-style-type: none">• Personal Philosophy of Teaching• Resume Building and College Exploration• Review and Preparation for Finals

Syracuse City School District
Career and Technical Education Program
Scope and Sequence

UTP 300: Urban Teacher Preparation 300 - Foundations of Curriculum and Instruction



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-2 Introduction to Urban Teaching Preparation Program: Class Expectations	<ul style="list-style-type: none"> What are the goals and expectations of the Urban Teacher Preparation Program (UTPP)? What are the classroom rules and expectations? What career ready practices are relevant to success in the UTPP? How will this program help students achieve their personal and professional goals? 	<ul style="list-style-type: none"> Describe the goals of the UTPP. Develop and explain classroom rules and exhibit appropriate behavior in the classroom. Self-assess and analyze personal learning styles and their impact on academic progress and behavior. Analyze and explain personal and professional motivations and goals for participation in the UTPP. 	Written <ul style="list-style-type: none"> Learning Styles Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 6,10,11	ELA 11-12R 1,2,4 11-12W 2,4,5 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4 11-12WHST 2,4,7
Weeks 3-5 Education, History and Civil Rights	<ul style="list-style-type: none"> What are the major events in the history of education in the United States? How were public schools created? Why is it necessary to study the educational system? How did education contribute to the equality struggle? 	<ul style="list-style-type: none"> Describe and put in chronological order the major events in the history of education in the United States. Research and describe the creation of public schools. Review and analyze critical legislation that has changed the course of education. Explain the role that the civil rights movement has played in education. Discuss the implications of changes in civil rights for students. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,6,7,8,11 Pathway Standards ED-TT 2,5,6,	ELA 11-12R 1,2,4,6,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 6-8 Education and the Constitution	<ul style="list-style-type: none"> Why is an education right guaranteed by the Constitution? What cases besides Brown v. Board of Education deal directly with education? 	<ul style="list-style-type: none"> Explain the connection between the 1st, 10th and 14th amendments and urban education. Review and analyze the relevant court cases related to education since Brown v. Board of Education. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,6,7,8,11 Pathway Standards ED-TT 5,6	ELA 11-12R 1,2,4,7,8,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 9-12 Standards and Accountability	<ul style="list-style-type: none"> What are standards and accountability and what is their role in education? What are the New York State Learning Standards and what do they mean for teachers and students? What is the current national 	<ul style="list-style-type: none"> Explore and describe the current standards used in New York State. Explain the relationship between standards and accountability. Analyze and explain one of the NY State Learning Standards. Create a lesson that supports the level of the standard selected. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,6,9,11 Pathway Standards ED-TT 1,3,4	ELA 11-12R 1,2,4,7 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	achievement gap and who does it affect?	<ul style="list-style-type: none"> Explain the current national achievement gap and create a visual that shows the groups affected. 	<ul style="list-style-type: none"> Teacher Observation Rubric Video Reflection Journal 		
Weeks 13-15 Professional Growth: Where Curriculum and Instruction Meet	<ul style="list-style-type: none"> What is the connection between curriculum and instruction? How do teachers build curriculum using standards? How do teachers relate the curriculum to instruction? 	<ul style="list-style-type: none"> Explain the connection between curriculum and instruction Explain the factors that influence curriculum design. Analyze curriculum for a selected content area and explain how it is aligned with standards. Analyze a lesson for its connection to curriculum and standards. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,9,11 Pathway Standards ED-TT 1,3,4	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 16-18 Effective Teaching and Learning Strategies	<ul style="list-style-type: none"> What teaching and learning strategies make teaching effective for all students? How can reading strategies be differentiated to support students at various levels of learning? 	<ul style="list-style-type: none"> Explore teaching and learning strategies that make teaching effective for all students. Describe learning strategies that have been observed in the mentor classroom. Create the learning goals for a unit of study. Apply knowledge of learning strategies through lesson planning. Compare and contrast reading strategies that support students at various levels of learning. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,5,9,11 Pathway Standards ED-TT 1,2,3,4,5,7	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 19-21 Culturally Responsive Teaching	<ul style="list-style-type: none"> What cultures are represented in an urban school? Why are demographics important in urban education? What do urban teachers need to know about culturally responsive teaching? 	<ul style="list-style-type: none"> Describe the cultures that are represented in an urban school. Explain the importance of demographics in urban education. Explain the important concepts of culturally responsive teaching that affect student success. Interview a peer from another culture. Prepare a culturally responsive lesson that addresses the demographics for an urban school. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,5,6,7,8,11 Pathway Standards ED-TT 1,2,3,4,5,6	ELA 11-12R 1,2,4,6,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 22-24 Classroom Placement with Focus on Student Engagement	<ul style="list-style-type: none"> What are the elements of the host teacher's classroom that make it effective and why? What strategies and techniques can be used to engage students? 	<ul style="list-style-type: none"> Explore and gain practical experiences assisting certified teachers. Describe the strategies and techniques that will engage students in a lesson. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,5,9,11 Pathway Standards ED-TT 1,2,3,4,5,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 25-26	• What is metacognition?	• Demonstrate how to use the	Written	Career Ready Practices	ELA

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Reflection	<ul style="list-style-type: none"> Based on individual experiences, how have personal views on teaching and learning changed? 	<ul style="list-style-type: none"> metacognitive process to enhance reflections. Write a reflection that addresses personal views on teaching and learning. 	<ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 6,9,10	11-12R 1,2,4,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 27-30 Classroom Shadowing Experience	<ul style="list-style-type: none"> What classroom management strategies does the mentor teacher use? What does planning for teaching and learning look like in a real-world classroom? What does the gradual release of responsibility look like in a real-world classroom? What does assessment look like in a real-world classroom? What is important to know about the logistics of planning and teaching? 	<ul style="list-style-type: none"> List a number of management strategies that have been observed in the mentor classroom. Relate knowledge and skills from the classroom to real classroom situations. Plan for participation in classroom shadowing experience. Reflect on classroom practices in the areas of objectives, gradual release of responsibility, assessment and the logistics of planning and teaching. Reflect on what has been learned. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,5,8,11 Pathway Standards ED-TT 1,2,3,5,6,9,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 31-33 Personal Philosophy of Teaching	<ul style="list-style-type: none"> How do teachers develop personal philosophies of teaching? How do teachers' philosophies influence student outcomes? 	<ul style="list-style-type: none"> Create an individual educational philosophy. Explain with examples metaphysics, epistemology, and axiology. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,5,11 Pathway Standards ED-TT 1,2,3,5,6	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 34-36 Resume Building and College Exploration	<ul style="list-style-type: none"> How have students' professional resumes changed based on experiences this year? What do college teacher preparation program offer prospective students? 	<ul style="list-style-type: none"> Create and edit a professional resume taking into account professional and personal growth. Explore colleges and universities with Schools of Education and teacher preparation programs. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,12 Cluster Standards ED 1,2,3,5,9,11 Pathway Standards ED-TT 6,10,11	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Week 37-40 Review and	<ul style="list-style-type: none"> What learning goals have been successfully mastered this 	<ul style="list-style-type: none"> Reflect on learning and progress from the school year. 	Written <ul style="list-style-type: none"> Personal Philosophy of 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Preparation for Finals	year? <ul style="list-style-type: none"> • What evidence demonstrates personal growth in this program for this year, both academically and professionally? • Is progress toward graduation on track? • What is the importance of a personal learning philosophy? 	<ul style="list-style-type: none"> • Check on progress toward graduation requirements. • Develop and finalize a personal philosophy of teaching and learning. 	Teaching and Learning <ul style="list-style-type: none"> • Final Examination Performance <ul style="list-style-type: none"> • Classroom Presentation • Presentation Rubric 	ED 1,2,3,5,8,9,11	11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6
				Pathway Standards ED-TT 2,3,5,6,10	Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7

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Syracuse City School District
Career and Technical Education Program
Course Syllabus
UTP 400: Urban Teacher Preparation 400
Becoming Tomorrow's Effective Teacher



Program Overview:

The Urban Teacher Prep Pathway provides students with the opportunity to prepare for a career in urban education and earn no-cost transferable college credits. Students in the program will learn about and practice the unique skills required to be a successful educator in a diverse urban environment. They will develop an understanding of teaching and learning through hands-on lessons, work-based experiences, and specialized coursework. Completion of this program fulfills the legal requirements for New York State certifications for Level 1 Teacher Assistantship. Upon completion of this program students will be able to pursue licensure as state certified educator in a state approved college or university classroom teacher preparation program.

Course Description

The course is designed for students to apply their knowledge in real world education settings. Students must complete an internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

Pre-Requisites

UTP 100 – Urban Teacher Preparation 100
UTP 200 – Urban Teacher Preparation 200 – Growth and Development
UTP 300 – Urban Teacher Preparation 300 – Foundations of Curriculum and Instruction

Course Objectives

Students will:

- Develop short- and long-term instructional plans.
- Identify how individual experience, talents, and prior learning as well as language, culture and family influence student learning and plan accordingly.
- Explain the alignment of goals, objectives, instructional plans, and assessments.

Integrated Academics

1 CTE Integrated English Credit

Equipment and Supplies

- **School will provide:** All Instructional materials, including an iPad.
- **Student will provide:** Three-ring binder exclusively for UTPP and an iPad cover.

Textbook

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2017). *Introduction to Teaching: Making a Difference in Student Learning*. Los Angeles: Sage.

Grading

A (95%+) 475 +	C (75%+) 375 – 389
A- (92%+) 460 – 474	C- (72%+) 360 – 374
B+ (88%+) 440 – 459	D+ (68%+) 340 – 359
B (85%+) 425 – 439	D (65%+) 325 – 339
B- (82%+) 410 – 424	D- (62%+) 310 – 324
C+ (78%+) 390 – 409	F (< 62%) < 310

Additional Course Policies

Excessive unexcused tardiness (more than one per week) will result in loss of one point from the overall score.

Students can earn credit for instructor approved activities

Course Calendar:

Quarter	Units of Study
1	<ul style="list-style-type: none">• Career Readiness• School Finance• Standards and Accountability
2	<ul style="list-style-type: none">• Internship Expectations and Participation• College Readiness
3	<ul style="list-style-type: none">• Curriculum Design• Teaching Standards
4	<ul style="list-style-type: none">• Ensuring College Success• Final Reflection

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence**

UTP 400: Urban Teacher Preparation 400 – Becoming Tomorrow’s Effective Teacher



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-3 Career Readiness	<ul style="list-style-type: none"> • What does it mean to be career ready? • What processes and procedures are required? • What systems and certifications are required to enter the teaching profession? 	<ul style="list-style-type: none"> • Review and rewrite a professional resume based on experiences to date. • Examine requirements for teacher certification. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,12 Cluster Standards ED 1,2,3,5,9 Pathway Standards ED-TT 6,10,11	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 4-6 School Finance	<ul style="list-style-type: none"> • What is involved in school finance? • What are the responsibilities of a teacher in school finance? • How are schools paid for? • What is the true cost of dropping out? • What is the per student expenditure? • How is revenue relevant to the achievement gap? 	<ul style="list-style-type: none"> • Discuss the variety of funding sources a school district and schools receive. • Examine the financial constraints of school budgeting. • Compare and contrast school spending, urban vs. suburban. • Explain the connection between school district/student expenditures and individual student success in school. • Explain the connection between per student expenditure and individual student success. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2, 3,6,7,9 Pathway Standards ED-TT 1,2,9,10,11	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 7-10 Standards and Accountability	<ul style="list-style-type: none"> • Why are standards important to education? • How are teachers held accountable for student outcomes? 	<ul style="list-style-type: none"> • Define the Standards of Professional Practice. • Analyze teaching and learning standards and discuss their importance to urban education and teacher accountability. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,6,7,9 Pathway Standards ED-TT 1,3,10	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 11-16 Internship Expectations and Participation	<ul style="list-style-type: none"> • What are the internship program expectations? 	<ul style="list-style-type: none"> • Develop a list of expectations for the internship program, along with those areas completed to date. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation 	Career Ready Practices CRP 1,2,4,7,8,10,12 Cluster Standards ED 1,2,3,8,9,11 Pathway Standards ED-TT 1,3,4,5,6,8,9,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			Rubric • Video Reflection Journal		
Weeks 17-19 College Readiness	<ul style="list-style-type: none"> What is a reasonable timeline for college readiness? What areas still need to be addressed? 	<ul style="list-style-type: none"> Meet with guidance counselor to discuss college readiness. Obtain letters of recommendation and complete college applications to schools of their choice. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,12 Cluster Standards ED 1,2,3,9 Pathway Standards ED-TT 6,10,11	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 20-24 Curriculum Design	<ul style="list-style-type: none"> What are the important aspects of curriculum design? How are national standards and state standards aligned? 	<ul style="list-style-type: none"> Investigate the ten axioms of curriculum and design. Analyze current thinking on whether standards for American students are set too low. Compare and contrast the learning standards from another country and New York State. Compare and contrast National Learning Standards and New York State Learning Standards. Create an example of a lesson objective with both National and New York State Standards. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,6,7,8,12 Cluster Standards ED 1,2,3,9 Pathway Standards ED-TT 1,2,3,4,8	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7
Weeks 25-28 Teaching Standards	<ul style="list-style-type: none"> What are the differences between teacher standards and student standards? 	<ul style="list-style-type: none"> Define teacher standards and student standards. Interview a teacher about the ways students can facilitate the planning process and record findings in the Professional Portfolio. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,12 Cluster Standards ED 1,2,3,8,9 Pathway Standards ED-TT 1,3,5,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7
Weeks 29-33 Ensuring College Success	<ul style="list-style-type: none"> What are a college's standards for its teacher preparation program? What mechanisms need to be in place to ensure college success? 	<ul style="list-style-type: none"> Research and share the graduation criteria for the selected teacher education program. Reflect and write about the skills and supports needed to be successful in a teacher preparation program. 	Written <ul style="list-style-type: none"> Homework/Class Assignment Research Project Quiz Self-Assessment Performance <ul style="list-style-type: none"> Group Process Rubric Teacher Observation Rubric Video Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10,12 Cluster Standards ED 1,2,3,8,9 Pathway Standards ED-TT 6,10	ELA 11-12R 1,2,4,7,9 11-12W 1,2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 1,2,4,5,6,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 34-40 Final Reflection	<ul style="list-style-type: none"> • What has been learned during Urban Teacher Preparation Program? • Does the Portfolio have all of the elements necessary for graduation? • What preparation is needed to be successful on the NY State Teacher Assistant Certification Exam? 	<ul style="list-style-type: none"> • Re-examine Professional Portfolio for successful completion of the necessary graduation topics. • Pass the Practice TA Certification Exam. 	Written <ul style="list-style-type: none"> • Homework/Class Assignment • Research Project • Quiz • Self-Assessment Performance <ul style="list-style-type: none"> • Group Process Rubric • Teacher Observation Rubric • Video Reflection Journal 	Career Ready Practices CRP 1,2,4,8,10,12 Cluster Standards ED 1,2,3,8,9 Pathway Standards ED-TT 6,10	ELA 11-12R 1,2,4,7,9 11-12W 2,4,5,6,7 11-12SL 1,2,3,4,5,6 11-12L 1,2,3,4,5,6 Literacy 11-12RST 1,2,4,7,9 11-12WHST 2,4,5,6,7

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B. Teacher Certification

The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.

Process

Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.

Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.

Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.

Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.

Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives

<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input checked="" type="radio"/>	KEVIN	AHERN	R	SYRACUSE	NY	Registered
<input type="radio"/>	KEVIN	AHERN	J	CHARLTON	NY	Registered
<input type="radio"/>	KEVIN	AHERN	P	OSWEGO	NY	Registered

[View Detail](#)

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
English 7-12 Permanent Certificate	09/01/1995		Issued
English 7-12 CQ	09/01/1992	08/31/1997	Expired
English 7-12 Provisional Certificate	09/01/1992	08/31/1997	Expired

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input checked="" type="radio"/>	CARRIE	O'CONNOR	A	SYRACUSE	NY	Registered

[View Detail](#)

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Teacher Education And Training 7-12 (Cte) Professional Certificate	12/21/2019		Issued
English 7-12 Permanent Certificate	09/01/2007		Issued
English 7-12 Provisional Certificate	09/01/2002	08/31/2007	Expired

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C. Technical Assessments Based on Industry Standards

The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma

The New York State Education Department does not approve, endorse, or certify any technical assessment.

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.
- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
- Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
- An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: <http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement: <http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Teaching as a Profession I

EXAM INFORMATION	DESCRIPTION														
<p>Exam Number 11</p> <p>Items 38</p> <p>Points 44</p> <p>Prerequisites NONE</p> <p>Recommended Course Length ONE SEMESTER</p> <p>National Career Cluster EDUCATION & TRAINING HUMAN SERVICES</p> <p>Performance Standards INCLUDED (OPTIONAL)</p> <p>Certificate Available YES</p>	<p>A course designed to introduce students to the role and positive influence of an effective educator. Students will explore various careers in education and develop employability skills to become a successful professional. Students will understand the value of multiculturalism and diversity in the classroom and how it enhances individual student learning. Students will identify instructional strategies and understand the role of technology and feedback in student engagement.</p> <p>EXAM BLUEPRINT</p> <table border="1"> <thead> <tr> <th>STANDARD</th> <th>PERCENTAGE OF EXAM</th> </tr> </thead> <tbody> <tr> <td>1. Careers and Employability Skills</td> <td>9%</td> </tr> <tr> <td>2. Gardner and Bloom</td> <td>23%</td> </tr> <tr> <td>3. Instructional Strategies</td> <td>16%</td> </tr> <tr> <td>4. Technology in the Classroom</td> <td>9%</td> </tr> <tr> <td>5. Feedback</td> <td>16%</td> </tr> <tr> <td>6. Special Populations, Multiculturalism & Diversity</td> <td>27%</td> </tr> </tbody> </table>	STANDARD	PERCENTAGE OF EXAM	1. Careers and Employability Skills	9%	2. Gardner and Bloom	23%	3. Instructional Strategies	16%	4. Technology in the Classroom	9%	5. Feedback	16%	6. Special Populations, Multiculturalism & Diversity	27%
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4. Technology in the Classroom	9%														
5. Feedback	16%														
6. Special Populations, Multiculturalism & Diversity	27%														

STANDARD 1

Students will explore career options and employability skills needed for gaining and maintaining employment in education

Objective 1 Explore the different roles and benefits in the administrative, core subject, non-core subject and support service careers in education.

1. Administrative
 1. Superintendent
 2. Principal
 3. Assistant Principal
2. Core-Subject teachers
 1. Language Arts
 2. Math
 3. Science
 4. Social Studies
 5. Special Education
3. Non-Core Subject teachers
 1. Arts
 2. Career and Technical Education (CTE)
 3. Foreign Languages
 4. Health/Physical Education
4. Support Services
 1. Counselor
 2. Librarian
 3. Paraprofessional

Objective 2 Identify employability skills in the workplace.

1. Define communication as the exchange of information, both verbal and nonverbal, between individuals or groups within an organization.
 1. Define verbal communication as spoken and written words.
 1. Email
 2. Face-to-face
 3. Thank you note
 2. Define nonverbal communication as visual body language and personal appearance used to convey a message.
2. Define problem solving as the ability to handle difficult or unexpected situations.
3. Define teamwork as when two or more people work together through idea sharing and thinking to accomplish a common goal.
4. Define critical thinking as effectively diagnosing problems and identifying possible solutions.

5. Define dependability as producing consistent work and following workplace policies.
6. Define accountability as responsibility of employees to complete the tasks assigned in order to achieve the goals of the organization.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

Students will examine the theories of Gardner and Bloom and how they relate to student learning

Objective 1 Examine Gardner’s Theory of Multiple Intelligences and explore applications for learning.

1. Define verbal-linguistic as learning through spoken and written words (reading, listening, speaking, and writing).
2. Define mathematical-logical as learning through reasoning and problem-solving (numbers).
3. Define musical as learning through songs, patterns, rhythms, instruments, and musical expression.
4. Define visual-spatial as learning visually and organizing ideas spatially (thinking in images and pictures and “seeing” things in one’s mind).
5. Define bodily/kinesthetic as learning through interaction with one’s environment (concrete experiences).
6. Define intrapersonal as learning through feelings, values and attitudes (understanding other people).
7. Define interpersonal as learning through interactions with others (working collaboratively and cooperatively).
8. Define naturalist learning through classification, categories, and hierarchies (picking up on subtle differences).
9. Define existential as learning by seeing the “big picture” (connecting real world understandings and application to new learning).

Objective 2 Examine Bloom’s Taxonomy for 21st Century Learning and explore applications for learning.

1. Define remember as recalling facts and basic concepts (define, duplicate, list, memorize, repeat, state).
2. Define understand as explaining ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate).
3. Define apply as the use of information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch).

4. Define analyze as drawing connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test).
5. Define evaluate as justifying a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh).
6. Define create as producing new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate).

Objective 3 Apply Gardner’s and Bloom’s theories to investigate personal learning preferences.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

Students will analyze the standard and objective of a lesson plan and effective instructional strategies

Objective 1 Define standard and objective and examine the role of each in a lesson plan.

1. Define standard as a concise, written description of what students are expected to know and be able to do at a specific grade level of their education.
2. Define objective as a brief statement that describes what a student is expected to learn by the end of school year, course, unit, lesson, project, or class period.
3. Define lesson plan as a daily guide for what students need to learn, how it will be taught, and how learning will be measured.
 - Effective lesson planning will include planning, delivering, reflecting and managing (time and behavior) throughout.

Objective 2 Define instructional strategies and the role they play in student engagement.

1. Define instructional strategies as techniques used to help students become independent strategic learners.
2. Identify how the instructional strategies engage students.
 1. Define cooperative learning as a technique that allows students to learn from each other and gain important interpersonal skills.
 2. Define differentiated learning as tailored instruction to meet individual needs.
 3. Define blended learning as combining online educational materials and opportunities for interaction with traditional classroom methods.
 4. Define project-based learning as a teaching method where students gain knowledge and skills by working for an extended period of time on an authentic and complex question, problem, or challenge.

3. Define student engagement as the degree of attention, curiosity, interests, optimism, and passion that students show when they are learning and being taught.

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

Students will discuss the role of technology in the classroom and the effect on student engagement and the learning process

Objective 1 Explore and discuss education technology that enhances teacher delivery and student learning.

1. Discuss the benefits of technology in education.
 1. Define adaptive learning as programs that adjust based on individual student interactions.
 2. Allows students to collaborate with other students.
 3. Promotes digital literacy skills for lifelong learning.
2. Discuss the challenges of technology in education.
 1. Equity and access for students
 2. Student distraction
 3. Plagiarism and cheating

Objective 2 Review legislation related to internet safety for students.

1. Children's Internet Protection Act (CIPA)
 1. Define Children's Internet Protection Act as an act by Congress to address concerns about children's access to obscene or harmful content over the internet.
 2. Understand schools are required to adopt and implement an internet safety policy that addresses:
 1. Access by minors to inappropriate matter on the internet
 2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
 3. Measures restricting a minor's access to materials harmful to them
2. Acceptable Use Policies (AUP)
 1. Define acceptable use policy as a document which governs students' use of the internet at school

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

Students will identify the role of feedback in the learning process

Objective 1 Define and identify the importance of specific, timely, and direct feedback.

1. Define feedback as information given to the learner about the learner's performance related to standards and objectives.
 1. Feedback should identify the following:
 1. Where the student is
 2. Where the student needs to be
 3. How to get the student there
2. Identify the types of feedback
 1. Teacher-student
 1. Written/Verbal
 2. Formal/Informal
 2. Student-teacher
 1. Self-evaluation
 3. Student-student
 1. Peer review

Objective 2 Define formative assessment feedback and how it evaluates student learning.

1. Define formative assessment as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
2. The formative process allows the teacher to evaluate:
 1. Define comprehension as the action or capability of understanding something.
 2. Define learning needs as the gap between what the student knows and what the student needs to know.
 3. Define progress as forward movement toward a learning objective.

Objective 3 Define summative assessment feedback and how it evaluates student learning.

1. Define summative assessment as a measurement of student learning at the conclusion of a defined instructional period.
2. The summative process allows the teacher to evaluate:
 1. Define competency as demonstrating learned skills and knowledge as expected.

STANDARD 6

Students will review legislation related to special populations, identify the various populations (students learning English, Gifted and Talented, and Special Education), and explore multiculturalism and diversity within a school

Objective 1 Review legislation related to special population.

1. Define Individuals with Disabilities Education Act (IDEA) as a law that makes available a free appropriate public education to students with a disability enrolled in public education and ensures special education and related services to those children.
2. Define Section 504 of the Rehabilitation Act of 1973 as a law that requires accommodations be provided to students with disabilities to access the general curriculum and activities.
3. Define Individualize Education Program (IEP) as a written statement developed for each student with a disability who qualifies for special education services, including specially designed instruction and related services.
4. Describe the difference between a 504 plan and an IEP.
 1. Students with 504 plans are provided accommodations within a general education classroom setting.
 2. Students with an IEP receive special education services from a special educator as well as accommodations within a general education classroom setting.

Objective 2 Identify and explore various populations within a school.

1. Define students learning English (ELL) as students who are unable to communicate fluently or learn effectively in English.
 1. ELL students may require specialized or modified instruction in learning the English language and learning in academic courses.
2. Define Gifted and Talented as students whose superior academic performance or potential for accomplishment requires a differentiated and challenging instructional model.
 1. Define asynchronous development as a mismatch between cognitive, emotional, and physical development of gifted individuals.
 2. Define underachievement as a discrepancy between a student's school performance and their ability that can be influenced by motivation, fear of failure, and/or boredom.
3. Define Special Education (SPED) as specially designed instruction provided at no cost for the guardian to meet the unique needs of a student with a disability.
 1. Define specially designed instruction as adapting as appropriate to the needs of an eligible child, including in content, methodology or delivery, to ensure access to the grade-level general curriculum.

2. Define disability as physical, cognitive or emotional impairment requiring specially designed instruction and/or related services and supports.
4. Explore a variety of accommodations to meet all student needs.
 1. Extended time (e.g. tests, due dates, etc.)
 2. Reduced workload (e.g. fewer math problems, shorter essay, etc.)
 3. Preferential seating (e.g. close to teacher, front of classroom, away from door, etc.)
 4. Guided notes (e.g. printed notes, fill in the blank, etc.)
 5. Extension activities (e.g. independent study, small group investigations, etc.)

Objective 3 Define multiculturalism and diversity and explore strategies to support a diverse student population.

1. Define multiculturalism as people from many different cultures learning together in a classroom with mutual respect.
2. Define diversity as an understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of:
 1. Define gender as a range of characteristics related to masculinity and femininity.
 2. Define race as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
 3. Define ethnicity as a group of people sharing a common national or cultural tradition.
 4. Define disability as a physical or mental impairment that substantially limits one or more major life activity.
 5. Define sexual orientation as an identity based on whether someone is attracted to people of a sex different than their own, the same sex, or both sexes (i.e., heterosexual, homosexual, bisexual).
 6. Define academic learning needs as the gap between a learners current knowledge and the knowledge needed to complete or perform a task or set of tasks
 7. Define linguistic needs as providing curriculum in both the primary language and secondary language.
3. Identify strategies that support a diverse student population.
 1. Celebrate cultural diversity by learning about various cultural traditions.
 2. Embrace language differences by incorporating vocabulary from other languages (i.e. sign language, greeting students in another language, etc.).
 3. Create a multicultural library of instructional resources from diverse perspectives.
 4. Create opportunities for students to share their cultural differences and unique experiences.

Objective 4 Identify outside factors that influence student learning behavior.

1. Define social factors as the people and relationships with which a student regularly interacts.
2. Define cultural factors as common beliefs, values, traditions, language, and laws held in common by a nation, a community, or other defined group of people.
3. Define economic factors as demographics (i.e. education, occupation, income, location) of the home that determine socioeconomic status.
4. Explore how different outside factors effect student learning behavior.

Standard 6 Performance Evaluation included below (Optional)

Teaching as a Profession I

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

PERFORMANCE STANDARDS RATING SCALE



STANDARD 1 - Careers and Employability Skills

Score:

- Students will conduct an interview with a current administrative, core-subject, non-core subject, or support service professional regarding the benefits of their role in education. Students will email the professional to set up an appointment, conduct the interview using professional employability skills, and follow-up with a handwritten thank you note to the professional.

STANDARD 2 - Gardner and Bloom

Score:

- Students will create a reflective artifact (essay, song, art, dance, video, etc.) analyzing their personal learning preference(s). Students will include three examples of how they can or have applied their personal learning preference(s) in their education career.

STANDARD 3 - Instructional Strategies

Score:

- Students will design and present a 5-7 minute "how-to" lesson plan (i.e. make a peanut butter sandwich, tie a shoe, create a ringtone, etc.) that includes a standard and objective and applies an instructional strategy.

STANDARD 4 - Technology in the Classroom

Score:

- Students will evaluate a piece of technology or software/application for use in the educational classroom and create (video, infographic, written guide, etc.) a step-by-step technical guide for using that device/software in a lesson.

STANDARD 6 – Special Populations, Multiculturalism and Diversity

Score:

- Students will create a children’s picture book that explores diversity and/or special populations in a way that reinforces multiculturalism and diversity. The book should include a problem, conflict or issue related to diversity and an appropriate resolution.

PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____

Teaching as a Profession 1 Vocabulary

Acceptable Use Policy	Instructional Strategies
Accountability	Interpersonal
Adaptive Learning	Intrapersonal
Analyze	Learning Needs
Apply	Lesson Plan
Asynchronous Development	Mathematical-Logical
Blended Learning	Multiculturalism
Bodily/Kinesthetic	Musical
Children's Internet Protection Act	Naturalist
Communication	Nonverbal Communication
Competency	Objective
Comprehension	Problem Solving
Cooperative Learning	Progress
Create	Project-Based Learning
Critical Thinking	Race
Cultural Factors	Remember
Dependability	Section 504 of the Rehabilitation Act Of 1973
Differentiated Learning	Social Factors
Disability	Socioeconomic Status
Diversity	Special Education (SPED)
Economic Factors	Specially Designed Instruction
Ethnicity	Standard
Evaluate	Student Engagement
Existential	Students Learning English (ELL)
Feedback	Summative Assessment
Formative Assessment	Teamwork
Gender	Underachievement
Gifted and Talented	Understand
Ideologies	Verbal Communication
Individualized Education Program (IEP)	Verbal-Linguistic
Individuals with Disabilities Education Act (Idea)	Visual-Spatial

Teaching as a Profession II

EXAM INFORMATION	DESCRIPTION														
<p>Exam Number 12</p> <p>Items 39</p> <p>Points 47</p> <p>Prerequisites TEACHING AS A PROFESSION I</p> <p>Recommended Course Length ONE SEMESTER</p> <p>National Career Cluster EDUCATION & TRAINING HUMAN SERVICES</p> <p>Performance Standards INCLUDED (OPTIONAL)</p> <p>Certificate Available YES</p>	<p>A course designed to introduce students to career opportunities and the required credentials needed to be a qualified educator. Students will explore educator roles and responsibilities and professional education organizations. Students will identify historic court cases that have impacted the learning environment. Students will use educational theories in developing lesson plans that incorporate multiculturalism and diversity while understanding the role of classroom management procedures. Students will learn to implement instructional strategies and develop learner appropriate activities that inspire each student to enjoy learning.</p> <p>EXAM BLUEPRINT</p> <table border="1"> <thead> <tr> <th>STANDARD</th> <th>PERCENTAGE OF EXAM</th> </tr> </thead> <tbody> <tr> <td>1. Teaching as a Profession</td> <td>21%</td> </tr> <tr> <td>2. School & Education Design</td> <td>11%</td> </tr> <tr> <td>3. Theories, & Student Learning</td> <td>17%</td> </tr> <tr> <td>4. Cultural Teaching & Learning Environment</td> <td>17%</td> </tr> <tr> <td>5. Components of the Learning Environment</td> <td>19%</td> </tr> <tr> <td>6. Managing the Learning Environment</td> <td>15%</td> </tr> </tbody> </table>	STANDARD	PERCENTAGE OF EXAM	1. Teaching as a Profession	21%	2. School & Education Design	11%	3. Theories, & Student Learning	17%	4. Cultural Teaching & Learning Environment	17%	5. Components of the Learning Environment	19%	6. Managing the Learning Environment	15%
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STANDARD 1

Students will examine career opportunities, licensing requirements, professional conduct, practices, and organizations

Objective 1 Explore education career options, salaries, required degrees, endorsements, and certifications needed for each position according to the Utah State Board of Education Educators Licensing page (www.utah.schools.gov).

1. Administrative
 1. Superintendent
 2. Principal
 3. Assistant Principal
2. Core-Subject teachers
 1. Language Arts
 2. Math
 3. Science
 4. Social Studies
 5. Special Education
3. Non-Core Subject teachers
 1. Arts
 2. Career and Technical Education (CTE)
 3. Foreign Languages
 4. Health/Physical Education
4. Support Services
 1. Counselor
 2. Librarian
 3. Paraprofessional
 1. Per your local education agency (LEA)

Objective 2 Explain professional roles and responsibilities of administrative, core-subject teachers, non-core subject teachers, and support services in the local school environment.

1. Identify ethical practices in the workplace.
 1. Define **confidentiality** as the state of keeping or being kept secret or private.
 2. Define **impartiality** as treating all fair.

3. Define **equity** as personal and social circumstances are not obstacles to achieve education potential.
4. Define **privacy** as protecting individual information.
 1. Define **Family Educational Right and Privacy Act (FERPA)** as a federal law that protects the student's education records.
 1. Transcripts
 2. Test scores
 3. Behavior support
2. Explore the Professional Educator Conduct outlined in Utah State Board Rule R277-515-6.
3. Explore the Utah Effective Teaching Standards (UETS) on the Utah State Board of Education website.
4. Demonstrate professionalism appropriate to students, parents, and colleagues in the workplace.
 1. Define **communication** as the exchange of information, both verbal and nonverbal, between individuals or groups within an organization.
 2. Define **professional dress** as defined by your position, administration, and/or LEA.
 3. Define **workplace conduct** as appropriate behavior and interactions, face-to-face and online, with students, parents, and colleagues before, during and after school hours.

Objective 3 Explore the role of educational advocacy and the impact of professional educational organizations at local, state and national levels.

1. Administrative
 1. Superintendent
 1. The School Superintendents Association (AASA)
 2. Utah School Boards Association (USBA)
 3. Utah School Superintendents Association (USSA)
 4. Utah Rural School Association (URSA)
 1. This is support for rural superintendents in Utah
 2. Principal
 1. National Association of Secondary School Principals
 2. National Association of Elementary School Principals
 3. Utah Association of Secondary School Principals
 4. Utah Association of Elementary School Principals
 3. Assistant Principal
 1. National Association of Secondary School Principals

2. National Association of Elementary School Principals
 3. Utah Association of Secondary School Principals
 4. Utah Association of Elementary School Principals
2. Core-Subject teachers
 1. Language Arts
 1. National Council for Teachers of English (NCTE)
 2. Utah Council for Teachers of English (UCTE)
 2. Mathematics
 1. National Council of Teachers of Mathematics (NCTM)
 2. Utah Association of Mathematics for Teacher Educators (UAMTE)
 3. Science
 1. National Science Teaching Association (NSTA)
 2. Utah Science Teaching Association (USTA)
 4. Social Studies
 1. National Council for the Social Studies (NCSS)
 2. Utah Council for the Social Studies (UCSS)
 5. Special Education
 1. National Association of Special Education Teachers (NASET)
 2. Utah Consortium for Special Education (UCSE)
 3. Non-Core Subject teachers
 1. Arts
 1. National Art Educators Association (NAEA)
 2. Utah Art Educators Association (UAEA)
 2. Career and Technical Education (CTE)
 1. Association for Career and Technical Education (ACTE)
 2. Utah ACTE
 3. Foreign Languages
 1. American Council on Teaching a Foreign Language (ACTFL)
 2. Utah Foreign Language Association (UFLA)
 4. Health/Physical Education
 1. SHAPE America
 2. SHAPE Utah
 4. Support Services
 1. Counselor
 1. American School Counselor Association (ASCA)

2. Utah School Counselor Association (USCA)
2. Librarian
 1. American Library Association (ALA)
 2. American Association of School Librarians (AASL)
 3. Utah Education Library Media Association (UELMA)
3. Paraprofessional
 1. National Association of Education Office Professionals (NAEOP)
 2. Utah School Employees Association (USEA)

Objective 4 Demonstrate knowledge of collaboration and continuous learning as applied to the education workplace.

1. Define collaboration as when two or more people work together through idea sharing and thinking to accomplish a common goal.
2. Define continuous learning as the process of learning new skills and knowledge on an ongoing basis.
3. Define professional learning communities (PLC) as a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and academic performance of students.
4. Discuss how educators mature during their careers.
 1. Personal growth
 2. Group study
 3. Professional development
 4. Professional organizations

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

Students will identify different types of schools and education design

- Objective 1** Identify and define common types of schools and educational designs.
1. Compare and contrast the different types of schools.
 1. Define **public school** as a school supported by public funds.
 2. Define **private school** as a school supported by a private organizations or individuals instead of the state and federal government.

3. Define **charter school** as a publicly funded independent school established by parents, teachers, or community groups.
4. Define **online school** as a school using internet connection to receive instruction.
 1. Also known as:
 1. Virtual school
 2. E-school
 3. Cyber-school
2. Define **magnet school** as a public school offering special instruction and program not available elsewhere.

Objective 2

1. Identify and define common types of educational designs.
2. Identify and define common educational design.
 1. Define **common core** as a set of education standards for teaching and testing Language Arts and Mathematics between kindergarten and twelfth grade.
 2. Define **standard-based assessment** as measuring proficiency in mathematics, language arts, science, and writing.
 3. Define **STEM** as grouping academic disciplines that include science, technology, engineering and mathematics.
 4. Define **professional learning communities (PLC)** as a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and academic performance of students.
 5. Define **project-based learning (PBL)** as a teaching method where students gain knowledge and skills by working for an extended period of time and an authentic and complex question problem, or challenge.
 6. Define **flipped learning** as a student is introduced to content at home and practices working through it at school.
 7. Define **blended learning** as combining online educational materials and opportunities for international with traditional classroom methods.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

Students will examine the theories of Piaget, Maslow, and Erikson and how they relate to student learning

Objective 1 Identify and define developmental domains.

1. Define **cognitive** as the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.
2. Define **physical** as the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty.
3. Define **social-emotional** as the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.

Objective 2 Examine Piaget's theory of cognitive development and explore applications for learning.

1. Define **sensorimotor stage** as the cognitive development where infants and toddlers acquire knowledge through sensory experiences and manipulating objects.
 1. Age: Birth to 2 years
2. Define **preoperational stage** as the cognitive development where kids learn through pretend play but still struggle with logic and taking point of view of other people.
 1. Age: 2 to 7 years
3. Define **concrete operational stage** as the cognitive development where children become much more adept at using logic.
 1. Age: 7 to 11 years
4. Define **formal operational stage** as the final cognitive development stage that involves an increase in logic, the ability to use deductive reasoning, and understanding abstract ideas.
 1. Age: 12 and up

Objective 3 Examine Maslow's hierarchy of needs and explore applications for learning.

1. Deficiency Needs
 1. Define **physiological needs** as a condition that something is required or wanted.
 1. Physiological needs include air, food, water, shelter, warmth, sleep

2. Define **safety needs** as something that is needed to keep safe from harm.
 1. Safety needs include shelter, security, law and order, employment, health stability
 3. Define **belonging and love needs** as a person's needs for feeling loved and accepted, both romantic relationships as well as ties to friends and family members.
 1. Belonging and love needs include affection, intimacy, family, friends, relationships
 4. Define **esteem needs** as a person's needs for internal esteem factors, such as self-respect, autonomy, and achievement.
 1. Esteem needs include self-esteem, self-confidence, achievement, recognition, status, respect
2. Growth Needs
1. Define **cognitive needs** as the desire to know, understand, and solve problems.
 1. Cognitive needs include knowledge, meaning, understanding
 2. Define **aesthetic needs** as the appreciation and search for beauty, balance, and form.
 1. Aesthetic needs include appreciation, search for beauty, balance, form
 3. Define **self-actualization** as growth of an individual toward fulfillment of the highest needs, meaning in life.
 1. Self-actualization needs include realizing personal potential, self-fulfillment, personal growth, peak experiences
 4. Define **transcendence** as putting needs aside to serve something greater than oneself.
 1. Transcendence needs include helping others to achieve self-actualization

- Objective 4** Examine Erikson's stages of psychosocial development and explore applications for learning.
1. Define **trust vs. mistrust** as a child's needs are being met then basic trust is being developed.
 1. Stage 1
 2. Age: birth to 1 year
 2. Define **autonomy vs. shame and doubt** as a child learns to exercise their own will and do things for themselves or they develop doubt in their abilities.
 1. Stage 2

2. Age: 2 to 3 years
3. Define **initiative vs. guilt** as a child learns to initiate tasks and carry out plans or they develop guilt about their efforts to be independent.
 1. Stage 3
 2. Age: 3-6 years
4. Define **industry vs. inferiority** as a child learns to apply themselves to tasks or they feel inferior to others.
 1. Stage 4
 2. Age: 6-11 years
5. Define **identity vs. role confusion** as a child refines a sense of self by testing roles to form a single identity or they become confused about who they are.
 1. Stage 5
 2. Age: 12-18 years

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

Students will identify and analyze how culturally responsive teaching meets the needs of diverse learners, explore landmark court cases and the impact on the learning environment today

- Objective 1** Define multiculturalism and the dimensions of diversity.
1. Define **multiculturalism** as people from many different cultures learning together in a classroom with mutual respect.
 2. Define **diversity** as an understanding that each individual is unique and recognizing our individual differences. These can be the dimensions of:
 1. Define **gender** as a range of characteristics related to masculinity and femininity.
 2. Define **race** as a group of people sharing specific physical qualities or characteristics viewed as distinct by society.
 3. Define **ethnicity** as a group of people sharing a common national or cultural tradition.
 4. Define **disability** as a physical or mental impairment that substantially limits one or more major life activity.
 5. Define **sexual orientation** as an identity based on whether someone is attracted to people of a sex different than their own, the same sex, or both sexes (i.e., heterosexual, homosexual, bisexual).

6. Define **academic learning needs** as the gap between a learners current knowledge and the knowledge needed to complete or perform a task or set of tasks
7. Define **linguistic needs** as providing curriculum in both the primary language and secondary language.

Objective 2 Explore landmark court cases that impacted education in the United States and identify how gender, race and civil liberties were affected.

1. Mendez vs. Westminster
 1. Date: 1947
 2. State: U.S. District Court, California
 3. Outcome: Schools cannot deny admission to a student based on their ethnicity.
2. Brown vs. Board
 1. 1954
 2. United States Supreme Court
 3. Outcome: Radical segregation of schools violates the Equal Protection Clause of the 14th Amendment, even if the segregated schools are otherwise equal in quality (“separate educational facilities are inherently unequal”).
3. Engel vs. Vitale
 1. 1962
 2. United State Supreme Court
 3. Outcome: Reciting government-written prayers in public schools violates the Establishment Clause of the 1st Amendment.
4. Tinker vs. Des Moines
 1. 1969
 2. United States Supreme Court
 3. Outcome: Students have the right to free speech in public schools, unless it disrupts the educational process.
5. Title IX of the Education Amendments Act
 1. 1972
 2. Define Title IX of the Education Amendment Act as a federal law that prohibits gender discrimination as it pertains to educational funding.
 3. Outcome: Provides equity in school activities (most often applied to extracurricular activities-athletics)
6. Lau vs. Nichols
 1. 1974

2. United States Supreme Court
3. Outcome: Schools must provide education to students with limited English proficiency under the Civil Rights Act of 1964.

Objective 3 Identify and analyze culturally responsive teaching.

1. Define **culturally responsive teaching** as using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them.
2. Identify characteristics of culturally responsive teaching as:
 1. Positive perspectives on parents and families.
 2. Communication of high expectations.
 3. Learning within the context of culture.
 4. Student-centered instruction.
 5. Culturally mediated instruction.
 6. Reshaping the curriculum.
 7. Teacher as facilitator.
3. Explore research-based strategies for working with diverse learners in the learning community.
 1. High expectations
 1. Teachers address beliefs that lead to lower expectations of diverse students and persistently teach challenging curriculum.
 2. Culturally relevant instruction
 1. Associate engaging curriculum with the knowledge, skills, values, and concerns that students bring with them from their home and community.
 3. Caring relationships
 4. Parent and community involvement
4. Identify characteristics of a safe learning environment for all learners.
 1. Keep a clean and orderly classroom.
 2. Allow students to be openly expressive and encouraging to others.
 3. Celebrate student work in different ways.
 4. Create a list of guidelines that are “law” (i.e. no name calling, bullying, etc.)
 5. Stay calm and in control.
5. Explore the factors between academic achievement gaps and diverse learning populations.

1. Define **academic achievement gap** as the disparity in academic performance between groups of students.
2. Common factors that contribute to academic achievement gaps:
 1. Teaching related
 1. Uncertified and inexperienced teachers
 2. Insensitivity to different cultures
 3. Poor teacher preparation
 4. Low expectations of students
 5. Inadequate materials, equipment, and resources, including technology-based resources.
 6. Student related
 7. Interest in school
 8. Level of effort
 9. Responsibility for own learning

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

Students will identify components of a lesson plan, explore state approved strands and standards, and identify instructional strategies, technology, and assessments used in the learning environment.

- Objective 1** Identify the common components in preparing effective lesson plans and discuss the relationship between lessons, scope and sequences, and units of study.
1. Define **lesson plan** as a teacher's plan for teaching an individual lesson.
 2. Common components of a lesson plan include:
 1. Objective
 1. Define **objective** as a brief statement that describes what a student is expected to learn by the end of the school year, course, until, lesson, project, or class period.
 2. Required materials and equipment
 1. Explore recommended instructional materials (RIMS) on the Utah State Board of Education website.
 3. Anticipatory set
 1. Define **anticipatory** set as pre-assessing the learner's prior knowledge, skills, languages, culture, and experiences in instructional planning.

4. Direct Instruction
 1. Define **direct instruction** as the presentation of academic content to students by teachers, such as in a lecture or demonstration.
5. Guided Practice
 1. Define **guided practice** as the interactive instruction between teacher and students.
6. Formative assessment
 1. Define **formative assessment** as an ongoing evaluation of student learning that is administered multiple times during a lesson, unit, or course.
7. Independent practice
 1. Define **independent practice** as students have a chance to reinforce skills and utilize the new acquired knowledge by completing a task or series of tasks on their own and away from the teacher's direct guidance.
8. Summative assessment
 1. Define **summative assessment** as a measurement of student learning at the conclusion of a defined instructional period.
9. Reflection
 1. Define **reflection** as the metacognitive strategy to help teachers and students reflect upon teaching and learning experiences.
3. Define **scope and sequence** as an instructional map and calendar to outline the strands and standards, lessons, activities, and assessments of a course.
4. Define **unit of study** as a framework that guides students through a process of learning concepts or content.

Objective 2 Explore state board approved strands and standards.

1. Navigate the Utah State Board of Education website to locate current strands and standards.

Objective 3 Explore and identify the characteristics and uses of specific types of instructional methods and uses of technology in the learning environment.

1. Develop lessons using appropriate instructional strategies for all learners.
 1. Define **cooperative learning** as a technique that allows students to learn from each other and gain important interpersonal skills.
 2. Define **differentiated learning** as tailored instruction to meet individual needs.

3. Define **blended learning** as combining online educational materials and opportunities for interaction with traditional classroom methods.
4. Define **project-based learning** as a teaching method where students gain knowledge and skills by working for an extended period of time on an authentic and complex question, problem, or challenge.
2. Discuss the role of the teacher and student in developing critical thinking skills, essential questions, and comprehension.
3. Explore technology in the learning environment.
4. Compare benefits and limitations of technology in the learning environment.
 1. Equity and access for students
 2. Improves knowledge retention
 3. Encourages individual learning and collaboration
 4. Develop workplace skills
5. Describe ethical considerations regarding technology in lesson development.
 1. Define **cheating** as acting dishonestly or unfairly in order to gain an advantage.
 2. Define **cyberbullying** as the use of electronic communication to bully a person, typically by sending messages of intimidating, embarrassing, or threatening nature.
 3. Define **plagiarism** as the practice of taking someone else's intellectual property and using it as your own (e.g. copy/paste, images)

Objective 4 Explore assessment and grading options.

1. Define **assessment** as the evaluation or estimation of the nature, quality, or ability of someone or something.
2. Identify types of questions on an assessment.
 1. Multiple-choice
 2. Short answer
 3. Essay
 4. True/False
 5. Fill in the blank
 6. Ordering
 7. Matching
3. Evaluate formative and summative assessments for efficacy.
4. Explore assessment and grading options.
 1. Type of grading options:
 1. Grading scale

2. Rubric
5. Reflect on improvement plans based on results of assessments.

Standard 5 Performance Evaluation included below (Optional)

STANDARD 6

Students will learn Strategies and Methods to manage the learning environment

Objective 1 Explore classroom management practices.

1. Define **classroom management** as
2. Identify common classroom management strategies in the learning environment.
 1. Define **classroom culture** as creating an environment where students feel safe and free to be involved.
 2. Define **consistency** as steadfast adherence to the same principles, course, form, etc. regardless of bias and/or personality.
 3. Define **planning** as the process of being prepared.
 4. Define **procedures** as an established or official way of doing something.
 5. Define **proximity** as nearness in space, time, or relationship.
 6. Define **rapport** as a close and harmonious relationship in which the teacher and students understand each other's feelings or ideas and communicate well.
 7. Define **rules** as one of a set of explicit or understood regulations or principles governing conduct within the learning environment.

Objective 2 Develop classroom rules and procedures.

1. Differentiate between rules and procedures.
 1. Define **procedures** as an established or official way of doing something.
 2. Define **rules** as one of a set of explicit or understood regulations or principles governing conduct within the learning environment.
2. Identify positive reinforcements and negative consequences strategies for rules and procedures.
 1. Classroom
 1. Positive reinforcement
 1. Praise and nonverbal communication

- 2. Note home
- 2. Negative consequences
 - 1. Phone guardians
 - 2. Restrictions
- 2. School
 - 1. Positive reinforcement
 - 1. Rewards activities (No Fs, attendance, etc.)
 - 2. Recognitions (Student of the Month)
 - 2. Negative consequences
 - 1. Suspension/Expulsion
 - 2. Removal from activities

Objective 3 Create safe learning environments for all students.

- 1. Define **bullying** as unwanted, aggressive behavior among school aged children that involves real or perceived power balance.
- 2. Define **cyberbullying** as the use of electronic communication to bully a person, typically by sending messages of intimidating, embarrassing, or threatening nature.
- 3. Identify reporting methods and resources for bullying and cyberbullying.
 - 1. Bullying
 - 1. Tell a trusted adult.
 - 2. Cyberbullying
 - 1. Don't respond and don't forward the cyberbullying message.
 - 2. Keep evidence of cyberbullying.
 - 1. Record dates, times and descriptions of instances where cyberbullying occurred.
 - 2. Save and print screenshots, emails, and text messages.
 - 3. Block person who is cyberbullying.
 - 4. Tell a trusted adult.
- 4. Navigate Stop Bullying to locate prevention strategies and resources related to bullying and cyberbullying.
- 5. Identify the health, safety, security, and emergency procedures outline in the Utah State Board of Education Board Rule R277-400. of a school learning environment.
 - 1. Navigate the Utah State Board of Education LEA Emergency Compliance and Assurance form to outline the requirements for an Emergency Preparedness and Emergency Response Plan.

Standard 6 Performance Evaluation included below (Optional)

Teaching as a Profession II

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

PERFORMANCE STANDARDS RATING SCALE



STANDARD 1 - Teaching as a Profession

Score:

- Students will create an educational timeline, using educational resources and websites, to outline and plan a schedule for their personal career path.
- Students will develop a resume highlighting their personal workplace and employability skills needed for an educational career.

STANDARD 3 - Theories, & Student Learning

Score:

- Create a visual artifact that depicts the theory of either Piaget and Erikson for a parent of a developing child.
- Create the pyramid of Maslow's eight-level Hierarchy of Needs and incorporate personal examples.

STANDARD 4 - Cultural Teaching & Learning Environment

Score:

- Complete the ACES Risk Assessment at ACES. Explore personal cultural biases. Examples of artifacts could include personal essay, oral presentation, song, poetry, art, etc.
- Students will research education court cases and present findings. Examples of artifacts could include a mock court trial, debate, TED talk, or a comparison to current issues in education.

STANDARD 5 - Components of the Learning Environment

Score:

- Students will prepare and present a 15-minute lesson based on one approved standard from the Utah State Board of Education (including lesson, activity, formative/summative assessment, and a reflection) in a content area of their choice.

STANDARD 6 - Managing the Learning Environment

Score:

- Students will interview a teacher about their classroom management plan that includes an outline addressing safety, bullying, and expectations for all students.

PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____

Teaching as a Profession III

*This exam is in pilot status for the 20-21 school year. No certificate is available.

EXAM INFORMATION	DESCRIPTION																
Exam Number 13 Items 31 Points 34 Prerequisites TEACHING AS A PROFESSION II	<p>This course is designed to familiarize students with professional expectations and responsibilities of an educator. Students will create an electronic unit plan portfolio that includes classroom management plans, formative and summative assessments, technology in the classroom, data collection and analysis, and a variety of lesson plans.</p>																
Recommended Course Length ONE SEMESTER National Career Cluster EDUCATION & TRAINING HUMAN SERVICES Performance Standards INCLUDED (OPTIONAL) Certificate Available No	<p>EXAM BLUEPRINT</p> <table border="1"> <thead> <tr> <th>STANDARD</th> <th>PERCENTAGE OF EXAM</th> </tr> </thead> <tbody> <tr> <td>1. Understanding the Profession</td> <td>26%</td> </tr> <tr> <td>2. Learning About Students</td> <td>12%</td> </tr> <tr> <td>3. Building Content Knowledge & Engaging In Responsive Planning</td> <td>26%</td> </tr> <tr> <td>4. Implementing Instruction</td> <td>15%</td> </tr> <tr> <td>5. Using Assessments and Data</td> <td>15%</td> </tr> <tr> <td>6. Engaging in Reflective Practice</td> <td>6%</td> </tr> <tr> <td>7. Capstone Project (Optional)</td> <td></td> </tr> </tbody> </table>	STANDARD	PERCENTAGE OF EXAM	1. Understanding the Profession	26%	2. Learning About Students	12%	3. Building Content Knowledge & Engaging In Responsive Planning	26%	4. Implementing Instruction	15%	5. Using Assessments and Data	15%	6. Engaging in Reflective Practice	6%	7. Capstone Project (Optional)	
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7. Capstone Project (Optional)																	

STANDARD 1

Students will learn about education field professionals, explore teaching career opportunities, develop teaching skills, and make informed decisions about pathways to accomplished teaching.

Objective 1 Explain the knowledge, skills, abilities, and dispositions necessary to succeed in education careers.

1. Explore career opportunities, outlooks, requirements, and benefits of different education careers (See Teaching as a Profession II, Standard 1, Objective 1).
2. Teacher professional knowledge
 1. Content (subject area)
 2. Content pedagogy (how to teach subject area)
 3. Pedagogy (how to teach)
 4. Learner development (developmentally appropriate instruction)
 5. Educational ethics
3. Explore professional dispositions
 1. Collaboration
 2. Ethical and professional behaviors, including persona
 3. Giving and receiving constructive feedback
 4. Goal setting and reflection
 5. Life-long learners
 6. Mutual respect with positive rapport
 7. Productive and innovative practice
 8. Pursuit of excellence
 9. Self-advocacy

Objective 2 Explore and discuss current issues and influences in education.

1. Educator licensing
2. Ethical and legal influences
3. Governance and finance
 1. Finance equity
 2. Title I
4. School law
5. School choice (charter schools, private schools, home school, online learning, distance learning, concurrent/dual enrollment, dual language immersion, small learning communities, academy/magnet models)
6. School curriculum - everything a teacher teaches, and students learn
 1. Explicit – formal curriculum based off standards
 2. Implicit – unstated and unintended aspects; hidden curriculum
 3. Null – any curriculum that is intentionally left out
 4. Extracurricular – learning beyond formal studies
7. Standardization
8. Testing/assessments

Objective 3 Explore different approaches to engage stakeholders in education.

1. Identify the different stakeholders (student, family, teachers, counselor, administration, postsecondary education, community, and local/national industry).
2. Recognize the different roles and their needs/interests.
3. Identify strategies and educational philosophies that best meet the needs of the stakeholders.

Objective 4 Create and revise a personal philosophy of education.

1. Discuss the advantages and disadvantages of the four basic educational philosophies and approaches (See Teaching as a Profession II, Standard 2, Objective 3).
2. Identify philosophy(ies) that best represents your beliefs about education.

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

Students will learn about themselves and their students for the purpose of building relationships and supporting student development.

Objective 1 Explore and gain self-awareness as a learner.

1. Examine personal histories, values, and beliefs to assess personal attitudes.
2. Identify personal preconceptions that may limit learning opportunities.

Objective 2 Learn about students as people, each with diverse qualities, characteristics, and talents.

1. Identify the different social, cultural, ethnic, and socioeconomic backgrounds in local communities.
2. Identify different interests, motivations, and aspirations.
3. Identify social, emotional, physical, and cognitive development.
4. Discuss cultural competences, positive responses to students' individual needs, and promote student voice.

Objective 3 Recognize students' individual talents and learning needs when planning and providing instruction.

1. Explore how different types of learners build knowledge and skill at various stages of development.
2. Examine inclusive learning environments that value equity.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

Students will learn how to build content knowledge to plan relevant learning opportunities that respond to students' needs.

- Objective 1** Build formal and informal content knowledge. (What will be taught?)
1. Formal knowledge – taking classes, reading and discussing ideas, observing the instruction of effective teachers, or researching topics of interest.
 2. Informal knowledge – self-directed, topic of interest learning.
- Objective 2** Explain how subject content relates to practical and theoretical implications for student learning. (Why will it be taught?)
1. Compare concepts and draw distinctions.
 2. Formulate knowledge that intrigues and appeals to students.
 3. Combine pedagogical information with subject area content.
- Objective 3** Understand the importance of designing a productive learning environment. (How will it be taught?)
1. Physical and social aspects of learning to meet the individual needs of students.
 1. Communicating/caring
 2. Teaching effectively
 3. Organizing the classroom
 4. Preventing problems through planning
- Objective 4** Explore various teaching methods and understand how they inform planning and influence teaching. (How will it be taught?)
1. Evaluate the components of an effective lesson.
 1. What do the students need to learn?
 2. How will they demonstrate what they learned?
 3. What happens when they do not learn it?
 2. Identify strategies to adapt to student learning.
 1. Tier 1 – best practice; whole class instruction
 2. Tier 2 – small group reteaching
 3. Tier 3 – remediate and differentiate; one-on-one
- Objective 5** Assess student understanding by using effective questioning techniques. (How will we know they learned?)
1. Identify and evaluate various question types.
 1. Knowledge based – one correct answer
 2. Open-ended – multiple correct answers
 3. Engagement questions – tied to a task

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

Students will learn effective instructional strategies to engage students and promote learning.

- Objective 1** Discuss the benefits of routines and procedures within a safe and supportive learning environment.

1. Adapted bell schedules
2. Classroom guests
 1. Visitors
 2. Substitutes
 3. Guest speakers
3. Classroom rules
4. Emergency procedures
5. Enter/Exit classroom
6. Handing in assignments

Objective 2 Analyze and develop effective classroom management strategies.

1. Planned management strategies
 1. Seating chart
 2. Lesson plan
 3. Establish expectations
 4. Student absences
2. Immediate management strategies
 1. Proximity
 2. Verbal warning
 3. Nonverbal warning
3. Establish classroom learning environment
 1. Classroom physical environment
 1. Décor
 2. Furniture
 3. Layout
 2. Student accommodations
 1. Legal accommodations (i.e. 504, IEP, English Language Learning plans, etc.)
 2. Student preferences

Objective 3 Use technology tools strategically to make learning cross-curricular, real world, and globally connected.

1. How? Where? When? to use technology
2. Evaluate the validity of technology resources
3. Adaptation for technology difficulties
4. Technology and online etiquette

Standard 4 Performance Evaluation included below (Optional)

STANDARD 5

Students will learn to use assessment and interpret data for the purpose of making decisions that will advance teaching and learning.

Objective 1 Create, modify, and administer a broad range of assessments.

1. Outline curricular goals and objectives

- 2. Formal vs. informal assessments
 - 1. Diagnostic (Pre-test)
 - 2. Formative
 - 3. Summative
- 3. Modify assessment based on accommodations
- Objective 2 Understand instruction and assessment cycle.
 - 1. Planning
 - 2. Teaching
 - 3. Assessing
 - 4. Reflecting
 - 5. Adjusting
- Objective 3 Analyze and interpret assessment data.
 - 1. Using assessment results (data) to monitor student progress.
 - 1. Track student performance
 - 2. Identify patterns and trends
 - 3. Identify instructional areas for remediation
 - 4. Plan, modify, and redirect instruction
 - 5. Use data results to determine quality of assessment

Standard 5 Performance Evaluation included below (Optional)

STANDARD 6

Students will learn how reflective practice enables them to advance student learning and grow professionally.

- Objective 1 Develop and practice a professional mindset to enhance student learning.
 - 1. Reflective – internalize critical questions about their teaching
 - 2. Growth – belief that intelligence/skills can be developed
 - 3. Collaborative – actively seeking opportunities to work together
 - 4. Student advocate – support each student in achieving potential
 - 5. Research/Data – effective use of data and current research
- Objective 2 Plan and practice structured reflective strategies that support educational growth.
 - 1. Keeping a journal/blog
 - 2. Filming and analyzing teaching experiences
 - 3. Peer observations
 - 4. Mentor observations
 - 5. Pre/Post reflections
 - 6. Engaging in dialogue with peers and mentor
 - 7. Evaluating personal beliefs and biases
 - 8. Researching and implementing best practices

Standard 6 Performance Evaluation included below (Optional)

STANDARD 7 (Optional)

Students will develop a unit plan aligned to their content of interest.

- Objective 1** Students will create an electronic unit plan which will include:
1. Pre/Post-test (Standard 3 Objective 5; Standard 5)
 2. Technology (Standard 4 Objective 3)
 3. Classroom Management Plan (Standard 4 Objective 2)
 4. Substitute Plan (Standard 4 Objective 1)
 5. Emergency Plans (Standard 4 Objective 1)
 6. Formative Assessments (Standard 3 Objective 5; Standard 5)
 7. Data Assessment/Analysis (Standard 5)

TEACHING AS A PROFESSION III (OPTIONAL)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

PERFORMANCE STANDARDS RATING SCALE



STANDARD 1 - Understanding the Profession

Score:

- Interview three different education field professionals.
 - Why did they choose this career?
 - What is the process/education needed to become a professional in this area?
 - What are the benefits of this profession?
 - What are some positive challenges that you have overcome in this profession?
 - What are some misconceptions around your role in education?
- Reflect on how you would adapt your philosophies to meet the needs of your stakeholders and current educational issues and influences.

STANDARD 2 - Learning About Students

Score:

- Develop a learning opportunity that maximizes student's potential.
 - Create an introductory activity that engages students to learn more about their peers.
 - Emphasize personal identities

STANDARD 3 - Building Content Knowledge and Engaging in Responsive Planning

Score:

- Create a relevant and age-appropriate learning opportunity for students based on your state's core standards.
 - State the objective(s) and expected learning outcome(s).
 - Show connection between content and relevance.
 - Create a plan that facilitates student growth and development by addressing students' changing needs.

STANDARD 4 - Implementing Instruction

Score:

- Develop a classroom management plan and implement in a mock-classroom setting.
 - Classroom rules and consequences
 - Guidelines for handling unexpected situations (i.e. inappropriate classroom behavior, health issues, violent behaviors, etc.)
 - Substitute lesson plan/Emergency plan

STANDARD 5 - Using Assessments and Data

Score:

- Develop a 10-question quiz on material covered in Teaching as a Profession III.
 - Include a variety of question types (Standard 3, Objective 5)
 - Administer to a group of classmates
 - Collect and analyze data and feedback
 - Adjust assessment according to data analysis
 - Reflect and defend adjustments made to assessment

STANDARD 6 - Engaging in Reflective Practice

Score:

- Document personal professional norms and goals.
 - Expectations for professional dispositions
 - Professional mindsets
 - Regular and timely reflection

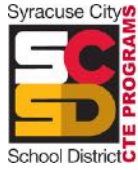
PERFORMANCE STANDARD AVERAGE SCORE:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____



SCSD CTE Student Portfolio

Definition: Student portfolios are a collection of personal documents, which showcase an individual’s learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

Purpose: Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

SCSD CTE Student Portfolio Requirements

<input type="checkbox"/>	Table of Contents:	This should list each section and piece of the portfolio in the order it appears
<input type="checkbox"/>	Cover letter	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
<input type="checkbox"/>	Resume	Should be professionally formatted. Usually a one-page document listing the student’s name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
<input type="checkbox"/>	Letters of Recommendation	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
<input type="checkbox"/>	Certifications/Credentials	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
<input type="checkbox"/>	Transcript	Student provides a copy of his or her full academic transcript.
<input type="checkbox"/>	Employability Profile	<p>Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.</p> <p>Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,</p>

	employer and/or job coach).
<input type="checkbox"/>	College Research A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
<input type="checkbox"/>	Career Plan Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf
<input type="checkbox"/>	Student Awards This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
<input type="checkbox"/>	Work Samples Examples highlighting <i>only the student's best work</i> , demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. <i>Should not be thought as a scrapbook.</i> Potential employers are only interested in the very best examples.

[Return to TOC](#)

D. Postsecondary Articulation

The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
 - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
 - roles and responsibilities of each institution
 - duration of the agreement
 - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Memorandum of Understanding

Between Onondaga Community College (Onondaga) 4585 West Seneca Turnpike, Syracuse, NY 13215 and
The Syracuse City School District (School), 2 725 Harrison St, Syracuse, NY 13210

This document will serve as an agreement for the facilitation of the implementation of the delivery on-campus of Onondaga's weekday college courses to students of Henninger High School and Corcoran High School for the 2020-21 academic year pursuant to the conditions outlined below.

Onondaga's Responsibilities:

- Provide oversight of course delivery and submission of grades for enrolled students.
- Invoice the amount listed in the Classes, Tuition, and Payments section below.

Responsibilities of School:

- Recruitment of students for courses based on appropriate academic performance and documentation that students have met course pre-requisites in accordance with the College's Enrollment of Minors Policy.
- Completion by each enrolled student of the attached Letter Release and Hold Harmless Statement for the Enrollment of a Minor in Credit-Bearing Courses.
- For students whose home residence is outside of Onondaga County, furnish a validated Certificate of Residency to Onondaga Community College from their County by the validation deadline required by the county. This link will guide students to the process: <https://www.sunyocc.edu/certificate-of-residence>. Failure to do so will result in the Tuition cost per credit hour to be incurred in accordance with SUNY Regulations.
- Transportation to and from Onondaga and classroom books and materials, including the Box of Books program, are not covered by this agreement. Arrangements for books and materials, as well as payment of appropriate fees, will be determined by the school district and communicated to the OCC K-12 Partnerships Office prior to the start of the academic year.

Dates of Classes: Classes will be held on campus for the fall semester from August 2020 through December 2020, and for the spring semester from January 2021 through May 2021. Students are expected to attend classes according to Onondaga's academic calendar.

Classes, Tuition, and Payments:

Tuition cost per credit hour is waived for on-campus, in-person weekday courses in the fall and spring semesters for early college students enrolled in non-grant-funded programs by action of the OCC Board of Trustees. Students meeting the requirements who do not achieve a passing grade in a course are permitted to repeat the course one time with no tuition charge. Charges will be incurred for all students, including early college students, for the OCC Technology Fee (\$16.00/credit hour) and any required course, lab or curricular fees. Rates listed are current as of publication and are subject to change.

<https://www2.sunyocc.edu/tuition>

Tuition Refund Policy:

Onondaga Community College's Tuition Refund Policy will apply. Details regarding the policy, including process and deadlines for dropping courses can be accessed at this link: <https://www2.sunyocc.edu/tuition>. Fees are non-refundable if classes are not dropped before the first day of the semester/term.

Term of the Agreement: The agreement is in effect from date of signing and will continue through June 30, 2021 or until either party terminates this agreement.

Termination: School and Onondaga reserve the right to terminate this agreement with thirty days' notice.

School further covenants and agrees to indemnify, defend and hold harmless Onondaga Community College, the County of Onondaga, its officers, agents, and employees from and against any and all loss of expense that may arise by reason of liability for damage, injury or death, or for invasion of personal or property rights, of every name and nature, and whether casual or continuing trespass or nuisance, and any other claim for damages arising at law and equity alleged to have been caused or sustained in whole or in part by or because of any omission of duty, negligence or wrongful act on the part of its agents in connection with this Agreement.

Onondaga Community College and School both agree that, in the performance of this Agreement, they will follow all applicable federal, state and local laws, rules and regulations.

The parties to the Memorandum of Understanding agree to cooperate in a manner indicating their mutual legitimate educational interests for purposes of sharing information legally under the provisions of the Family Rights and Educational Privacy Act (FERPA).


Both parties will comply with all Executive Orders of the Governor of New York State and all corresponding Guidance from the New York State Department of Health in regard to the Covid-19 pandemic, particularly in regard to face-to-face contacts.

Onondaga Community College

Syracuse City School District



Sarah Gaffney, Vice President of Finance



Jaime Alicea, Superintendent

Date August 6, 2020

Date 10/8/20

E. Work-based Learning

Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.
- The school district/BOCES must comply with Commissioner’s Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual
<http://www.emsc.nysed.gov/cte/wbl/>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT
Career and Technical Education

CTE

Internship Handbook

Preparing today's students for tomorrow's careers.



Career and Technical Education Internship

Introduction to Career & Technical Education Work Based Learning

Introduction to Syracuse City School District CTE Internship

Career & Technical Education Program/Teacher Guidelines

1. Legal requirements of Internship Program
2. Career & Technical Education Program/Teacher Checklist

Employer Internship Partner Guidelines

1. Employer Safety Requirements
2. Expectations and responsibilities of the employer partner
3. Worksite/Employer Internship Partner Checklist

Student Intern Guidelines

1. Student Intern expectations and responsibilities
2. Student Internship Checklist

FORMS

- NYSED Application for Employment Certificate (NYSED form attached)
- SCSD Certificate of insurance to cover student liability (sample attached)
- SCSD Memorandum of Agreement (Form #1)
- SCSD Internship Program Application (Form #2)
- SCSD Internship Ready to Work Assessment (Form #3)
- SCSD Internship Training Plan (Form #4)
- SCSD Notification of unpaid internship (Form #5)
- SCSD Internship Safety Certification (Form #6)
- SCSD Worksite Orientation (Form #7)
- SCSD Weekly Time Log/Record of Attendance (Form #8)
- SCSD Student Evaluation (Form #9)
- SCSD Mentor Program Evaluation (Form #10)

Forms are available on SCSD CTE website www.syracusecityschools.com/cte



Introduction

Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school.”

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Workbased learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today’s workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student’s CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry



Career & Technical Program/ Teacher Guidelines

Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYS DOL), and United States Department of Labor (USDOL) labor laws and regulations
- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.
- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.
- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.



SCSD CTE Internship Program Checklist (To be completed by CTE teacher or WBL coordinator)

- NYSED has approved the CTE program
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations
- NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)
- Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)
- Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. (**Form #2**)
- Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)
- An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)
- Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)
- All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects
- Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement
(**Form #1**)

SCSD Internship Program Application
(**Form #2**)

SCSD Internship Ready to Work Assessment
(**Form #3**)

SCSD Internship Training Plan
(**Form #4**)

SCSD Notification of unpaid internship
(**Form #5**)

SCSD Internship Safety Certification
(**Form #6**)

SCSD Worksite Orientation
(**Form #7**)

SCSD Weekly Time Log/Record of Attendance
(**Form #8**)

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

CTE Teacher/WBL Coordinator

Date



Employer Internship Partner Guidelines

SCSD CTE Internship Employer Requirements

Safety

At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.
2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.
3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.
4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

Types of Liability Insurance and Risk Management

Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.



SCSD CTE Internship Expectations & Responsibilities of Employer

Before

- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation



SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

- Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency ([Form #1](#))
- Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan ([Form #4](#))
- Coordinate student schedule, approve weekly time log/record of attendance ([Form #8](#))
- Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor _____

Mentor Name _____

- Provide student with Work Site Orientation to organization and any required training (Form #7)
- Create and maintain a quality, safe and legal learning experience
- Hold intern to employee standards/expectation; provide student support and candid feedback
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student ([Form #3](#))
- Provide effective supervision
- Complete a final assessment of the student ([Ready to Work Assessment, Form #3 and Student Training Plan, Form #4](#))
- Complete a program evaluation ([Form #10](#))

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Mentor Program Evaluation
(Form #10)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Employer/ Mentor

Date



Student Intern Guidelines

Expectations and Responsibilities of Students

Before

- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

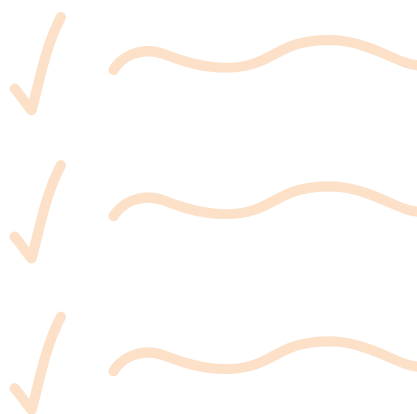
During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track your hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer

TO DO...



SCSD CTE Internship Student Checklist (To be completed by student)

- Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)
- A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)
- Return Internship Application (**Form #2**) and all permission slips with appropriate signatures
- Develop skill specific learning outcomes with your worksite supervisor
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)
- Attend orientation at the worksite (**Form #7**)
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on time log/record of attendance (**Form #8**)
- Participate in ongoing reflection activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)
- Participate in self-evaluation and reflection activities (**Forms #3 & #9**)
- Update your resume based on new skills and experiences gained
- Send thank you note to employer

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Program Application
(Form #2)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Student Evaluation
(Form #9)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Student

Date



SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6 SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

Forms are available on SCSD CTE website at www.syracusecityschools.com/cte



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date

I, Age

[Applicant]

Home Address, apply for a certificate as checked below

[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any)

[Date of Birth]

Birth Certificate State Issued Photo I.D Driver's License Schooling Record Other.....
[Specify]

PART III – Certificate of Physical Fitness

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider. If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ residing at

[Applicant]

as at

[Description of Applicant's Work]

[Job Location]

for days per week hours per day, beginning a.m. p.m.

..... Factory ending a.m. p.m.

[Name of Firm]

Nonfactory

[Address of Firm]

..... Starting date

[Telephone Number]

.....
[Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of

[Name of School]

[Address]

Show that whose date of birth is

[Name of Applicant]

Is in grade.....

.....
[Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number Date Issued

.....
[School or Issuing Center] [Address] [Signature of Issuing Officer]

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driven machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

When school is in session:

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

When school is in session:

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC #	
	INSURER A :	
	INSURER B :	
	INSURER C :	
INSURER D :		
INSURER E :		
INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR 500,000 Retained GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below						WC STATUTORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Memorandum of Agreement

(Form #1)

Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) _____ (Student), his/her Parents/Guardian, _____ (Parent/Guardian), and his/her Work Experience Employer, _____ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at _____, on _____, during the hours of _____).

THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)
2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.
3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.
4. Keep regular attendance at his/her home school.
5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) _____.
6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.
7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.
8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

THE EMPLOYER AGREES THAT IT WILL:

1. Not permit the Student to replace any paid employee (in the case of an Internship).
2. Advise the Student of all company rules, regulations and policies which relate to the Student.
3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.
4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.
5. Provide direct supervision by an authorized employee to the Student as needed.
6. Complete an accident report form and return to SCHOOL in the event of an accident.
7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.
8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315) _____.



(Form #1 Continued)

9. Observe any and all laws that may relate to the Student's work experience.

THE SCHOOL AGREES THAT IT WILL:

1. Carry the insurance listed for students during class activities including internships, job experiences and work placement.
2. Accident Insurance: SCHOOL carries tertiary accident insurance to cover medical expenses as a result of an accident. The parent's health insurance is primary and the home school district would be secondary. General Liability Insurance: SCHOOL carries general liability insurance to cover up to one million dollars for a single event. As added protection, a ten million dollar umbrella policy is also in effect.
3. Assist the Student in securing internship placement regardless of his/her sex, race, color, national origin or disability (all inquiries and/or complaints regarding discrimination should be directed to the compliance officer, Patty Clark, SCSD Central Office, 725 Harrison Street, Syracuse, New York 13210. Telephone: (315) 435-4131.
4. Provide the STUDENT with safety instructions correlated by the EMPLOYER with on-the-job training.
5. Review with the Student and the Employer their respective responsibilities and obligations while participating in the Program.

The parties/signatories hereby agree that good communication and understanding between them is vital if the objectives of this Program are to be met and that joint conferences between the Student, Employer, Parent/Guardian, Instructor, and others may be scheduled from time to time in order to discuss:

1. the student's progress
2. any misunderstandings
3. the reason for termination of the Agreement

This Agreement is not in effect until signed by all parties. This Agreement may be terminated at any time by any party upon written notice to the other parties.

We the undersigned, have reviewed and agreed to the terms and conditions set forth herein.

Date / / _____ Student

Date / / _____ Parent/ Guardian

Date / / _____ Daytime Phone

_____ Evening Phone

Date / / _____ Employer/ Supervisor

Date / / _____ CTE Teacher

Date / / _____ Home School Principal

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Inquiries regarding the District's non-discrimination policies should be directed to:
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 (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Program Application Form

(Form #2)

Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number	
Primary Parent/ Guardian Email		Home	
		Cell	
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number	
Secondary Parent/ Guardian Email		Home	
		Cell	
Working Papers Certificate Number		SCSD Student schedule should be attached to this form School Counselor	

School Year Training/ Work Schedule Availability

Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box: Fixed Schedule Schedule will vary

Sports, Clubs, and Other Activities

Transportation

Please check the appropriate response

Do you have a license? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, which license do you have? <input type="checkbox"/> Full License <input type="checkbox"/> Junior License
Do you drive to school? <input type="checkbox"/> Yes <input type="checkbox"/> No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?

Public Transportation Other



(Form #2 Continued)

INSURANCE COVERAGE IN CASE OF INJURIES TO STUDENT AT INTERNSHIP:**EMPLOYER'S WORKER'S COMPENSATION MUST COVER THE STUDENT IN CASE OF INJURIES AT TRAINING SITE.**
PROGRAM AWARENESS STATEMENT TO BE CHECKED BY STUDENTS:

- In order to receive credit for my work-based learning experience, I must be training at a legal site approved by the school's CTE Teacher or work-based learning coordinator.
- I must notify my CTE teacher or work-based learning coordinator immediately if there is a change of work schedule or duties at the training site.
- Failure to report any disciplinary action, termination, or proper documentation of hours may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- I must immediately notify my work-based learning coordinator if I have or develop any medical condition(s) which affects my ability to participate in training, such as allergies, lifting heavy items, movement, standing, sitting, migraine headaches, etc. If there are any current conditions, please state them below. The presence of such a condition will not necessarily preclude me from participating in the internship and accommodations may be provided.

PARENTAL/GUARDIAN PERMISSION AND PICTURE/NEWS STORY RELEASE:

I give my child, _____ permission to participate in the work-based learning internship at the Syracuse City School District. By signing the parental permission form, it is understood that:

- All the information is accurate.
- In order to receive credit, students must work a minimum of 150 hours during the school year.
- All students must report to CTE teacher or work-based learning coordinator in the case of any change in employment.
- Failure to report any disciplinary action, termination, or proper documentation may result in the student not earning school credit.
- Students must present all daily attendance records to CTE teacher or work-based learning coordinator weekly and complete all assignments related to the program.
- A student with a junior license must only drive to school if they go directly to work following the school day and they must carry with them the proper paperwork as directed by the work-based learning coordinator.

In addition to agreeing with the above statements, please check off one:

- I give permission for my child's photograph or name to be used to promote the Work Experience Program.
- I do not want my child's photograph or name to be used to promote the Work Experience Program.

Parent/ Guardian's Name Parent/ Guardian's Signature Date / /

Relationship to Student

Student's Name Student's Signature Date / /

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Ready to Work Assessment (Form #3)

Name _____ Program _____ Date ____/____/____

Scale
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

		Student	Teacher	Onsite Supervisor
ZEST				
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
GRIT				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
SELF CONTROL SCHOOL WORK				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
SELF-CONTROL INTERPERSONAL				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

		Student	Teacher	Onsite Supervisor
OPTIMISM				
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
GRATITUDE				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
SOCIAL INTELLIGENCE				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
CURIOSITY				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
ACADEMIC PERFORMANCE				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
COMMITMENT				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Training Plan (Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	
School Coordinator		
Phone Number		
Fax Number		
Email		
Employer		
Phone Number		
Fax Number		
Email		
Immediate Job Supervisor		
Phone Number		
Email		
Corporate Address		

Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Insurance Coverage

- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – Worker's Compensation

Transportation Provided by

- Student/parent will provide own transportation
- School district will provide transportation during school hours

Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.



(Form #4 Continued)

JOB TASKS AND LEARNING OUTCOMES (Determined by the Employer and Coordinator)	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CAREER READY PRACTICES	Always	Frequently	Occasionally	Rarely
1. Student works cooperatively as a team member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to read instructions for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student can calculate and measure for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student can behave in a responsible manner without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student can communicate verbally and in writing to evoke clear understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student demonstrates good listening and follow through skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates critical thinking and problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student can locate and manage resources for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates a positive work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student demonstrates computer literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(Form #4 Continued)

SAFETY TRAINING	DATE OF SAFETY TRAINING	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered safety training instruction. 2. Needs more safety training at work site. 3. Needs more safety training at school. 4. Has not reached this training area.
1. Safety precautions related to stairs, floors, office equipment and furniture.		
2. Safety precaution related to proper dress apparel, shoes, gloves, head, eye and ear protection.		
3. Safety precaution related to use of tools, machines, and chemicals.		
4. Safety precautions related to fire, weather and other natural disasters.		
5. Safety precautions related to sexual harassment and workplace violence.		

DRESS AND BEHAVIOR CODE FOR POSITION	ACHIEVEMENT LEVEL AND COMMENTS 1. Dresses/behaves appropriately 2. Needs to modify dress/behavior. 3. Needs personal consultation.

Employer Name

Employer Signature

_____/_____/_____
Date

Work-based Learning Coordinator Name

Work Based Learning Coordinator Signature

_____/_____/_____
Date

Parent/ Guardian Name

Parent/Guardian Signature

_____/_____/_____
Date

Student Name

Student Signature

_____/_____/_____
Date

If you have any questions please do not hesitate to contact me at (315) 435-_____.

Thank you for your cooperation! _____, CTE Teacher

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Notification of Unpaid Internship (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

Student

_____/_____/_____
Date

CTE Teacher/ WBL Coordinator

_____/_____/_____
Date

Worksite Representative/ Mentor

_____/_____/_____
Date





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Safety Certification (Form #6)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/ WBL Teacher

Student CTE Program SCSD Career and Technical Program:

SAFETY CERTIFICATIONS		Date
OSHA 10	<input type="checkbox"/>	/ /
Safe Serv	<input type="checkbox"/>	/ /
First Aid	<input type="checkbox"/>	/ /
CPR	<input type="checkbox"/>	/ /
Other	<input type="checkbox"/>	/ /





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Worksite Orientation (Form #7)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/WBL Teacher

Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings

Other _____

Safety Plan

- Safety plan
- Stairwell/fire exits
- Fire Extinguishers
- Special hazards
- Accident prevention
- Safety Training Log, updated as needed

About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are

Other _____

Employer/training sponsor

_____/_____/_____
Date

Student

_____/_____/_____
Date

CTE Teacher/WBL Coordinator

_____/_____/_____
Date

Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

Job Specific

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

Supervisors Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

Materials provided to intern

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Weekly Time Log/Record of Attendance (Form #8)

Student _____

Training Title _____

Worksite Supervisor _____

Time Log for the Week of: ____ / ____ / ____

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Weekly Hours: _____

Student please list any new tasks performed this week: _____

By signing this timesheet, you are certifying that it is correct and truthful.

Student's Signature

Date

Supervisor Name

Phone _____

Date

Supervisor's Signature

Attention Worksite Supervisor:

If you have any questions or concerns, please contact:

CTE Teacher

Phone

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Student Evaluation (Form #9)

Name _____

CTE Program _____

_____/_____/_____ — ____/____/_____
Dates of Internship

Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was actively involved in the team meetings and felt free to express my thoughts and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentors encouraged and responded to my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an increased appreciation for teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a greater ability to ask good questions and synthesize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was presented with opportunities to learn by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained factual knowledge about careers throughout the internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this opportunity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My time was well spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider this employer as a future employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My co-workers are generally positive about work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about my experience was... _____

The worst thing about my experience was... _____

Any suggestions on how we could improve the intern experience? _____

Other comments... _____





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Mentor Program Evaluation (Form #10)

Student Name

SCSD School

Interning Location

Supervisor/ Mentor Name

____ / ____ / ____
Date

Internship Preparation

- Exceptional
- Adequate
- Inadequate

Modes of Communication with SCSD Personnel

- In-Person
- Email
- Phone

Amount of Communication with SCSD Personnel

- Exceptionally good
- Appropriate
- Too much
- Too little

Suggestions for improvement: _____

Additional comments: _____

Return to CTE teacher: _____
CTE Teacher Email



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NOTICE OF NON-DISCRIMINATION

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Email: CivilRightsCompliance@scsd.us

F. Employability Profile

The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



EMPLOYABILITY PROFILE

Urban Teacher Preparation Program



Industry-Based Skill Standards Proficiency Definitions

NA = Not Applicable 1 = Introduced 2 = Developing 3 = Proficient 4 = Mastery

	9th	10th	11th	12th
Career Awareness and Planning				
Demonstrates an understanding of the career pathways, education requirements, and employment options that are available within the public education setting.				
Foundations of Teaching				
Understands the role of educator in the preparation, planning, delivery, assessment, and reflection related to public education in the urban setting.				
Human Growth and Development				
Understands human cognitive development from birth to maturity and its relationship to Maslow's hierarchy of needs.				
History of Education and Civil Rights				
Demonstrates an understanding of the historical events that shaped the foundation of public education as well as the implications of the civil rights movement.				
Education and the Constitution				
Can explain how the United States Constitution has shaped public education and the impact of Brown vs. Brown on education reform.				
Standards and Accountability				
Understands and can explain the standards movement in public education and the impacts of Common Core Standards and NY State Next Generation Standards.				
Effective Learning Activities				
Demonstrates the ability to implement effective research-based learning activities that provide environments that can facilitate student success.				
Curriculum Development				
Demonstrates the ability to develop curriculum that includes identification of intended outcomes, effective learning activities, and assessment strategies				
Instructional Strategies				
Understands the importance of using research-based instructional strategies that focus on multiple learning styles and effective classroom management practices.				

	9th	10th	11th	12th
Assessment Strategies				
Understands the importance of using effective assessment strategies including both formative and summative such as rubrics and alternative assessment options.				
Student Engagement and PBL				
Understands the importance of using project based learning strategies that fully engage students in developing proficiencies through real-world applications.				
School Law and Regulations				
Understands how Education Law and NYSED Regulations impact the work of teachers in the public education setting.				
Elementary Education				
Demonstrates awareness of the quality indicators that are typically found in highly effective elementary educational settings in the urban environment				
Middle Level Education				
Understands the importance of developing learning activities that are appropriate to the middle level learners and the educational requirements unique to this level				
Secondary Education				
Has a fully developed understanding of the challenges that are typically encountered in the urban setting to provide a quality educational setting for urban youth.				
Diverse Learners				
Demonstrates an understanding of the unique learning challenges that are encountered when working with special needs and ELL learners.				
College Selection, Financing, and Enrollment				
Students demonstrate that they have completed the college selection and application process and are prepared to enter post-secondary education.				
Practicum (Student Teaching)				
Has completed a work-based learning experience in an educational setting that provides an opportunity to gain a first-hand experiences as a student teacher.				

Industry Certifications / Credential / Endorsement	yes	no
Precision Exams Instruction & Classroom Strategies		
Identifying Child Abuse in the Educational Setting		
School Violence Intervention and Prevention		
Dignity for All Students ACT		

Articulated College Credit or Advanced Standing	
SUNY Oswego	
SUNY Cortland	
Total	



EMPLOYABILITY PROFILE

Urban Teacher Preparation Program

Student Name: _____

School Year: _____

Absences: _____

ID Number: _____

Teacher: _____

Final Grade: _____

Career Ready Practices / Career Development Standards STANDARDS DEFINITIONS

NA = Not Applicable

1 = Developing

2 = Basic

3 = Proficient

4 = Mastery

	9th	10th	11th	12th
Acts as a responsible citizen/employee				
Is on time and prepared, follows workplace policies, demonstrates reliability and dependability, is polite and courteous to adults and peers, demonstrates appreciation, and is reliable and consistent in their actions				
Applies appropriate academic and technical skills				
Demonstrates an understanding of the academic knowledge and skills associated with their trade. Technical skills are developed with academic competencies including English language arts and science that are integrated within the CTE program.				
Attends to personal health and financial well-being				
Recognizes the benefits of physical, mental, social, and financial well-being to the importance of that success in their career. Accepts criticism and works towards self-improvement targets on a consistent basis.				
Communicates clearly, effectively, and with reason.				
Is able to communicate both verbally and in writing to express ideas and obtain information. Uses appropriate vocabulary to share information both verbally and in writing as well. Demonstrates active listening skills and verbal communication.				
Makes appropriate decisions				
Considers the environmental, social, and economic impacts of their decisions. Understands that their actions and decisions will impact other people directly. Works independently and responds positively to new ideas and suggestions.				
Demonstrates creativity and innovative thought				
Demonstrates creativity and new thinking to solve workplace problems as encountered. Is creative, innovative, and is eager to explore new ways of addressing issues and challenges that are encountered.				
Employs valid and reliable research strategies				
Seeks information to develop a deeper understanding of issues encountered. Uses technology as a tool to research, organize, and evaluate information critically incompetently. Interprets information and draws conclusions based on best analysis.				
Uses critical thinking skills and demonstrates perseverance				
Demonstrates problem-solving skills through the use of creative thinking, decision-making, and adaptability. Effectively reasons through difficult situations, and makes decisions even when faced with complex or challenging problems.				

	9th	10th	11th	12th
Models integrity, ethical behavior, and leadership				
Is accountable and transparent in all of their work and assignments. Consistently exhibits ethical behavior, and commitment to completing tasks as assigned. Develops and demonstrates leadership skills, assuming responsibility readily.				
Develops and implements a Career Plan				
Develops a career plan based on understanding of their personal goals and the career pathways that aligns to them. Develops resumes, cover letters, and examples of best work to aid in the job seeking process and/or entrepreneurial goals.				
Uses technology to enhance productivity				
Demonstrates an understanding of the use of technology related to their career pathway. Continually develops their ability to adapt to changing work environments using technology, including new tools and their associated applications.				
Works as a productive and respectful team member				
Actively participates as a member of a team recognizing and appreciating others skills and abilities. Adds to the collective value of the team, and invigorates others to add to the collective efforts and goals.				
Demonstrates reliability and dependability				
Regardless of tasks given, demonstrates reliable and dependable behaviors to meet the expectations as defined. Attendance and levels of participation meet expectations consistently. Take on additional responsibilities without prompting.				
Arrives on time and is prepared to work				
Consistently demonstrates promptness, reliability, and commitment to reporting for classes, work site experiences, and other assignments as defined. Reports prepared for work or education as requirements dictate, meets attendance requirements.				
Demonstrates safe working habits				
When engaging in worksite situations or learning labs, uses tools and equipment safely, observes general safety guidelines for material handling, and meets the expectations of maintaining a safe work environment for others.				
Demonstrates problem solving skills				
Addresses problems encountered using effective problem-solving strategies. Works to define potential solutions to problems, identifies and implements the best solution based on the information gathered and their skill and knowledge.				

Earned Technical Endorsement on Diploma

YES

NO

Special Recognitions or Scholarships _____

Student Leadership Organization _____