

**Alignment - Florida Department of Education
Written Correlation to Student Performance Standards 2019-2020**



Course Title: Introduction to the Teaching Profession
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CTE Standards and Benchmarks	Lessons Where Standard/Benchmark is Directly Addressed in Major Tool
Utilize career planning skills to explore career opportunities in education and training. The student will be able to:	
01.01 Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, exceptional student education, career and technical education, non-school opportunities).	2-31, 56-75
01.02 Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).	2-31
01.03 Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education).	2-31, 254-279
01.04 Identify the state and national professional standards which guide the practice of teaching in today's society.	135-138, 141, 284-289, 306-307
01.05 Research the licensure, endorsement requirements and respective education necessary to qualify for various teaching positions.	66-68, 74-75, 94-95
01.06 Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.	32-55
01.07 Develop personal career goals and plan activities to meet those goals.	69-75
01.08 Research post –secondary institutions offering credentials and/or degrees in education.	59-61, 66, 74-75, 80-82, 98-99
Demonstrate professionalism in an education and training setting. The student will be able to:	
01.09 Explain what it means to be a professional educator and member of the education and training profession.	2-31, 32-55

01.10	Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession (i.e. language, punctuality, body language, electronic devices, etc.).	39–55
01.11	Demonstrate respect for cultural and generational values.	435–442, 444–445
01.12	Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)	96, 99
01.13	Recognize and demonstrate appropriate, professional dress.	54, 108
01.14	Recognize the impact social media has on your career.	50, 362, 364
Explain the various components of diversity. The student will be able to:		
01.15	Define diversity as it relates to various educational settings.	6, 437–445
01.16	Recognize, discuss and be responsive to diversity.	272–275, 278, 437–445
01.17	Describe how diversity of students and families influence teacher expectations and student achievement.	272–275, 278, 437–445
01.18	Explain how diversity is related to a dynamic global society.	437–445
01.19	Describe the impact of non-English speakers in an education and training setting (e.g. ESOL, ELL, etc.).	55, 274–275, 278
Adhere to a professional code of conduct. The student will be able to:		
01.20	Differentiate legal and ethical issues.	39, 93–94, 98, 362, 364
01.21	Perform duties according to laws, regulations, policies and contract provisions.	27–28, 30
01.22	Explain the implications of an individual's past or present legal history on teaching credentials.	93–94, 98
01.23	Discuss the implications of ethical/unethical behavior.	39, 93–94, 98, 362, 364
01.24	Demonstrate ethical behavior as it applies to educational field experience and observation.	39–52, 62–68, 75
Describe the purpose of education historically and currently for individuals, groups and society. The student will be able to:		

01.25	Research the development of modern education and training and its impact on society.	122-141
01.26	Describe various environments in which education and training are delivered (e.g. virtual, home-school, communities, Montessori, charter, magnet, private, etc.).	10-15, 30, 115, 135-136, 140, 148, 367
01.27	Explain the impact of economic, social and technological changes on education and training.	142-163, 336-365, 426-445
01.28	Discuss the role of government in education.	144-153, 162-163
Describe the organizational structure of education and training systems. The student will be able to:		
01.29	Identify the hierarchy within various educational and training systems.	44, 54, 396
01.30	Differentiate between administration, management, leadership and supervisory positions.	2-31
01.31	Identify external stakeholders and their value to the learning environment.	51, 144-163, 268-272, 278-279
01.32	Identify funding sources for education and training (e.g. grants, title, State, Federal, County, PTO, etc.).	144-163
Identify effective relationships with external stakeholders and their needs.		
01.33	Describe the importance of communicating with families, communities, agencies and political advocates.	46-51, 54, 254-279, 344, 426-445
01.34	Discuss the importance of open communication in maintaining stakeholder relationships.	46-51, 54-55, 162-163, 244, 254-279, 426-445
01.35	Participate in communication with internal and external stakeholders to ensure services meet expectations.	144-151, 162-163, 254-279, 426-445
Describe accountability systems education and training organizations use to manage and improve performance. The student will be able to:		
01.36	Describe the accreditation/licensure requirements education and training organizations must meet.	66-68, 74-75, 80, 98
01.37	Discuss the safety, health and environmental compliances for education and training organizations.	148, 157, 355, 393-394, 401-412, 414-415, 426-445
01.38	Describe the methods education and training organizations use to evaluate and improve teaching and learning effectiveness.	371-372, 384, 386, 390-415
01.39	Discuss the financial accountability measures an education and training organization must meet (e.g. grants, industry certifications, school grades, etc.).	144-153, 162-163

01.40	Describe the importance of professional development as it relates to teaching effectiveness.	44-45, 94-95, 97, 133-134
Explain employment practices. The student will be able to:		
01.41	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).	26-28, 30-31
01.42	Discuss legal implications concerning discrimination, harassment, discipline and termination.	148, 362, 369
01.43	Describe how to access information about employee benefits and policies.	26-28
01.44	Describe the role of organized labor (local/state/national unions, etc.).	26-28, 30-31, 146-147
Demonstrate the ability to lead and work on a team. The student will be able to:		
01.45	Recognize the importance of teamwork and its impact on operations.	32-55
01.46	Explain the roles and responsibilities of the individual as part of the team.	32-55
01.47	Describe the interpersonal skills that contribute to leadership and teamwork.	32-55, 325
01.48	Explain the importance of the culture and climate of an organization.	32-55
01.49	Assist team members to meet their individual and team goals.	32-55, 325
01.50	Utilize conflict-resolution and dispute-management skills.	51-55
Recognize leadership and career and technical student organization (CTSO) activities. The student will be able to:		
01.51	Describe and emphasize the importance of CTSO events and activities available for students and schools.	3, 64-65, 73, 101, 165, 281
01.52	Identify the leadership opportunities available through CTSO involvement (local, district, state and national levels).	3, 64-65, 73, 101, 165, 281
01.53	Identify the benefits and awards provided through participation in CTSO activities.	3, 64-65, 73, 101, 165, 281
01.54	Identify additional student organizations that relate to education.	3, 64-65, 73, 101, 165, 281
01.55	Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.	3, 63-65