



**Dublin City Schools
Dublin Teacher Academy
Graded Course of Study**

Course Goals

The course is designed to equip participants with the necessary knowledge and skills to excel in the field of education. The goal is to foster an understanding of education systems, stakeholder roles, and funding sources, enabling students to contribute effectively to educational environments. Through exploration of historical and philosophical learning, students will gain insights into best practices and lessons learned, enhancing stakeholder understanding and interaction. Additionally, the curriculum emphasizes the development of social, emotional, and holistic learner perspectives, guiding interactions, curriculum decisions, and instructional planning. Students will also learn to establish and maintain safe, respectful, and productive learning environments, while building meaningful relationships with families, caregivers, and community partners to support teaching and learning endeavors.

Foundations of Education and Classroom Management	
Topic	Student Competencies
1.1 Employability Skills	<p>1.1.1 Identify the knowledge, skills, and abilities necessary to succeed in careers.</p> <p>1.1.2 Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.</p> <p>1.1.3 Develop a career plan that reflects career interests, pathways and secondary and postsecondary options.</p> <p>1.1.4 Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.</p> <p>1.1.5 Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).</p>



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	<p>1.1.6 Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.</p> <p>1.1.8 Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.</p> <p>1.1.13 Manage time, priorities and resources to achieve personal and professional goals.</p>
<p>Outcome 1.2 Leadership and Communications</p>	<p>1.2.1 Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).</p> <p>1.2.2 Deliver formal and informal presentations.</p> <p>1.2.3 Identify and use verbal, nonverbal and active listening skills to communicate effectively.</p> <p>1.2.4 Use negotiation and conflict-resolution skills to reach solutions.</p> <p>1.2.5 Communicate information for an intended audience and purpose.</p> <p>1.2.6 Use proper grammar and expression in all aspects of communication.</p> <p>1.2.7 Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.</p> <p>1.2.8 Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.</p> <p>1.2.9 Identify advantages and disadvantages involving digital and/or electronic communications.</p> <p>1.2.10 Use interpersonal skills to provide group leadership, promote collaboration and work in a team.</p> <p>1.2.11 Write professional correspondence, documents, job applications and résumés.</p> <p>1.2.12 Use technical writing skills to complete forms and create reports.</p> <p>1.2.13 Identify stakeholders and solicit their opinions.</p> <p>1.2.15 Use motivational strategies to accomplish goals.</p>
<p>Outcome 1.3 Business Ethics and Law</p>	<p>1.3.1 Analyze how regulatory compliance affects business operations and organizational performance.</p> <p>1.3.2 Follow protocols and practices necessary to maintain a clean, safe and healthy work environment.</p>



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	<p>1.3.3 Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).</p> <p>1.3.8 Verify compliance with computer and intellectual property laws and regulations.</p> <p>1.3.9 Identify potential conflicts of interest (e.g., personal gain, project bidding) between personal, organizational and professional ethical standards.</p>
Outcome 1.4 Knowledge Management and Information Technology	<p>1.4.1 Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).</p> <p>1.4.2 Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).</p> <p>1.4.3 Verify compliance with security rules, regulations and codes (e.g., property, privacy, access, accuracy issues, client and patient record confidentiality) pertaining to technology specific to the industry pathway.</p> <p>1.4.5 Use information technology tools to maintain, secure and monitor business records.</p> <p>1.4.6 Use an electronic database to access and create business and technical information.</p> <p>1.4.7 Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).</p> <p>1.4.8 Use electronic media to communicate and follow network etiquette guidelines.</p>
Outcome 1.5 Global Environment	<p>1.5.1 Describe how cultural understanding, cultural intelligence skills and cultural awareness are interdependent.</p> <p>1.5.3 Use cultural intelligence to interact with individuals from diverse cultural settings.</p> <p>1.5.4 Recognize barriers in cross-cultural relationships and implement behavioral adjustments.</p> <p>1.5.5 Recognize the ways in which bias and discrimination may influence productivity and profitability.</p> <p>1.5.6 Analyze work tasks for understanding and interpretation from a different cultural perspective.</p>



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	<p>1.5.7 Use intercultural communication skills to exchange ideas and create meaning.</p>
Outcome 2.1 History and Philosophy	<p>2.1.1 Determine historical aspects of education that impact the current learning environment.</p> <p>2.1.2 Compare educational models, and explain how they impact the classroom.</p> <p>2.1.3 Explain the impact of constructivism on the learning environment, instruction, learning activities and assessment.</p> <p>2.1.4 Describe the shift from instructor-led to learner-directed education.</p> <p>2.1.5 Explain the nature of learning and its relationship to emerging pedagogies.</p> <p>2.1.6 Compare theories and philosophies of education and training impacting learners with exceptionalities.</p> <p>2.1.7 Incorporate changing and emerging educational philosophies into the learning environment.</p> <p>2.1.8 Explain social development theories and their implications for education and training practices.</p> <p>2.1.9 Describe the development of modern education and training.</p> <p>2.1.10 Explain the impact of education and training on society.</p> <p>2.1.11 Describe the relationships between social stratification and educational equity and their impact on learning and achievement gaps.</p> <p>2.1.12 Explain the impact of economic, social and technological changes on education and training.</p> <p>2.1.13 Explain the evolving knowledge base of educational research and theory that guides practice.</p> <p>2.1.14 Apply educational research findings to improve learner performance.</p>
Outcome 2.2 Educational Systems	<p>2.2.1 Explain the goals of education and their role in shaping the education system.</p> <p>2.2.2 Describe the environments in which education and training are delivered.</p> <p>2.2.4 Describe the organizational hierarchy in education and training systems.</p> <p>2.2.5 Describe the role and responsibilities of state and federal education agencies.</p>



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	<p>2.2.6 Explain learners' and stakeholders' roles, rights and responsibilities in education systems.</p>
<p>Outcome 2.3 Professionalism</p>	<p>2.3.1 Compare and contrast professional development processes guiding the preparation of educators.</p> <p>2.3.2 Identify processes used to integrate new teachers into an educational institution's culture.</p> <p>2.3.3 Target and actively participate in relevant professional development opportunities that foster growth.</p> <p>2.3.4 Utilize advocacy skills that can be used to shape educational policies and regulations.</p> <p>2.3.5 Adhere to the legal and ethical framework of the teaching profession, and explain the consequences of failing to do so.</p> <p>2.3.6 Explain the relationship between educational negligence and liability, and describe protections against liability.</p> <p>2.3.7 Engage in reflective practices to strengthen education and training knowledge and skills.</p> <p>2.3.8 Seek and use feedback and input from peers and administrators to foster professional growth.</p> <p>2.3.13 Develop a professional development plan for lifelong learning.</p> <p>2.3.14 Develop a personal philosophy of education.</p> <p>2.3.15 Create and maintain a professional portfolio.</p>
<p>Outcome 2.5. Human Resource Considerations</p>	<p>2.5.1 Describe staff rights and evolving roles in educational settings.</p> <p>2.5.2 Identify sources that can be used to determine available positions in education or training.</p> <p>2.5.4 Identify how to access information about educator or trainer benefit packages.</p> <p>2.5.5 Explain the nature and impact of organized labor on education or training staff and administrators.</p> <p>2.5.6 Analyze job descriptions to determine roles and responsibilities.</p>



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Outcome 2.4 Operational Responsibilities	<p>2.4.2 Complete and maintain up-to-date records (e.g., incident reports, gradebooks, immunization records).</p> <p>2.4.5 Determine the nature of needed documentation and paperwork, and complete them according to protocol.</p> <p>2.4.6 Select and maintain classroom equipment and supplies.</p>
Outcome 3.2 Cognitive Growth and Development:	<p>3.2.5 Explain how interactions and the environment impact brain function, growth and development.</p>
Outcome 3.4 Social and Emotional Growth and Development	<p>3.4.2 Explain genetic and environmental conditions that affect social growth and development.</p> <p>3.4.4 Identify factors impacting learners' self-regulation.</p> <p>3.4.5 Describe how caring, consistent relationships with adults provide external supports.</p> <p>3.4.6 Implement strategies to ease separation anxiety.</p> <p>3.4.7 Use strategies to help learners express their emotions.</p> <p>3.4.8 Incorporate strategies that support social and emotional growth.</p> <p>3.4.10 Model self-control for learners.</p> <p>3.4.11 Apply behavioral-management techniques to advance learners' social and emotional growth.</p> <p>3.4.12 Use communication techniques that promote social growth and development.</p>
Outcome 3.7 Cultural Growth and Development	<p>3.7.6 Implement strategies and techniques that encourage self-esteem and responsibility in learners.</p>
Outcome 3.8. Learner Characteristics	<p>3.8.2 Compare the relationship between academic achievement and a learner's physical, emotional and mental health.</p> <p>3.8.3 Identify types of accommodations and modifications that support learners' social, emotional, cognitive and physical growth.</p>



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	3.8.6. Compare the purposes, value and uses of Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs) and 504 Plans.
Outcome 4.1 Safe Environments	4.1.1 Design, maintain, and modify the classroom layout to create a safe environment. 4.1.3 Develop and follow emergency action plans. 4.1.4 Design, maintain, and modify the classroom layout to create a safe environment. 4.1.6 Identify the signs, symptoms and impact of physical and mental abuse; and adhere to reporting protocol. 4.1.9 Identify restraint-training techniques and the impact of initiating them.
Outcome 4.2 Healthy Environments	4.2.8 Collaborate with families to establish strategies for healthy lifestyles.
Outcome 4.4 Environmental Design	4.4.1 Compare the effectiveness of different learning environments. 4.4.2 Analyze the impact of environmental factors on the learning environment. 4.4.3 Create a learning environment that fosters collaborative and individual work. 4.4.5 Maintain and modify the learning environment to accommodate performance and behavior. 4.4.7 Create learning centers to enable learners to work independently and in small groups. 4.4.8 Design the physical learning environment to address learner needs and abilities.
Outcome 4.5 Responsive Environment	4.5.2 Distinguish between individual and group diversity. 4.5.3 Identify the impact of diversity on the learning environment. 4.5.4 Demonstrate cultural awareness. 4.5.5 Model respect for individuals' or groups' culturally unique factors. 4.5.6 Develop rapport with learners. 4.5.7 Interact with learners in responsive, consistent, encouraging and supportive ways. 4.5.8 Use positive guidance techniques.



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	<p>4.5.9 Create a supportive and inclusive learning environment that promotes positive interactions and behaviors to minimize risks.</p> <p>4.5.10 Set and communicate high and attainable expectations for all learners.</p> <p>4.5.11 Establish and follow classroom routines.</p> <p>4.5.12 Determine the impact of diversity in an education and training setting (e.g., linguistics, intellectual abilities, beliefs and values).</p> <p>4.5.13 Create a culturally compatible learning environment.</p>
Outcome 4.6 Stakeholder Relationships	<p>4.6.2 Identify and implement techniques to constructively and supportively communicate with families or caregivers.</p> <p>4.6.7 Involve family or caregiver in resolving a learner’s conflicts or issues.</p> <p>4.6.8 Assist families or caregivers in addressing challenging learner behaviors outside the learning environment.</p> <p>4.6.10 Collaborate with stakeholders and intervention team to meet requirements of learners.</p> <p>4.6.11 Explain ways in which community members can contribute to learning experiences.</p> <p>4.6.12 Establish and grow positive relationships with community partners.</p>
Outcome 4.7 Classroom Management	<p>4.7.1 Identify the importance of learner self-regulation as related to classroom management.</p> <p>4.7.2 Recognize reasons that learners exhibit inappropriate behavior, and recommend and implement intervention strategies.</p> <p>4.7.3 Communicate and monitor classroom expectations.</p> <p>4.7.4 Apply classroom-management techniques to monitor learner engagement.</p> <p>4.7.5 Respond to and redirect learner behavior.</p> <p>4.7.6 Implement techniques to foster positive learner behavior.</p> <p>4.7.7 Implement strategies to encourage learners to comply with classroom rules and procedures.</p> <p>4.7.8 Identify ways that cultural perspectives can impact conflicts.</p>



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	<p>4.7.9 Determine when to involve stakeholders in conflict-resolution activities.</p> <p>4.7.10 Involve learners in development of behavioral standards for the learning environment.</p> <p>4.7.11 Differentiate instructional strategies to keep all learners engaged.</p>
Outcome 5.1. Curriculum Planning	<p>5.1.1. Identify school, district and state curriculum priorities.</p> <p>5.1.7. Align curriculum to state and national standards.</p>
Outcome 5.2. Instructional Planning	<p>5.2.3 Describe types of learning styles and their influence on instruction.</p> <p>5.2.4 Use multiple strategies within a lesson to support differentiated instruction.</p>
Outcome 5.3 Resources	<p>5.3.7 Identify technology resources to support the needs of learners.</p> <p>5.3.10 Create opportunities that support learner growth and development through extra-curricular activities.</p>
Outcome 5.4. Instructional Implementation	<p>5.4.1. Determine advantages and disadvantages of instructional strategies and methods.</p> <p>5.4.15. Implement developmentally appropriate instructional activities that support differentiated learning.</p>
Outcome 7.1. Observation and Assessment Foundations	<p>7.1.3. Explain the purposes and impact of assessment.</p> <p>7.1.5. Distinguish among formative, summative and diagnostic assessment.</p>
Outcome 7.3. Assessment	<p>7.3.1. Describe the characteristics, strengths, limitations and uses of assessment tools.</p>