

Teaching as a Profession I

FAMILY AND CONSUMER SCIENCES EDUCATION | Career and Technical Education

FE21



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction
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FE21 Teaching as a Profession I

Performance-based Measurement

OVERVIEW

Performance-based Measurements (PBMs), when used as the proof of learning (POL) for a course, give teachers a tool to evaluate student achievement and mastery of course concepts. A PBM measures students' ability to apply the skills and knowledge learned from course standards. Typically, the task challenges students to use their higher order thinking skills to create a product or complete a process (Chun, 2010).

PERFORMANCE-BASED MEASUREMENT FOR FE21 TEACHING AS A PROFESSION I

Corresponding Standards and Indicators	PBM Components
1.00: Understand the structure of schooling. 2.00: Understand the history of education. 3.00: Understand the science of teaching. 4.00: Understand the art of teaching. 5.00: Understand ethical teacher leadership.	Educational Philosophy
	Self-reflection Presentation

COURSE PROFICIENCY

Proficiency for this course will be obtained by students receiving 70% or higher or 112 points and above on the combined Performance-based Measurement components.

TEACHER INFORMATION

The Teaching as a Profession I Performance-based Measurement is designed for individual evaluation. Students will apply the content from throughout the course to complete the components of the Performance-based Measurement.

This Performance-based Measurement Guide should be shared with students as a checklist for completion. Teachers distribute the following parts to the students:

1. Performance-based Measurement Guidelines
2. Educational Philosophy Rubric and Self-reflection Presentation Rubric

Teachers will complete the FE21 Teaching as a Profession I PBM Accountability Form to verify students have met/not met the specific criteria to earn proficiency in this course. The CIMC maintains the original form for five years. The teacher should retain a copy of the form and digital copies of student work for their records.

STUDENT INSTRUCTIONS

Educational Philosophy

Directions: Write your educational philosophy that you developed throughout this course as you have explored many facets of teaching and learning. Your educational philosophy summarizes your thoughts and goals as a future teacher. While writing your philosophy, you should include your personal vision for teaching and learning, as well as approaches to teaching that you think are important. Include evidence and theories to support your philosophy. Your educational philosophy should be at least 2–3 typed pages using a serif or sans-serif font, 12-point font size, and double spaced.

Answer the following questions as you write your educational philosophy:

- What is the purpose of education (what goals do you want your students to achieve)?
- How will you teach? Provide justification for your response.
- What are the teacher's roles and responsibilities?
- What are the student's roles and responsibilities?
- How will you create an inclusive classroom?
- How does classroom management fit into your teaching practices?

Educational Philosophy Rubric

Criteria	8 points	7 points	6 points	5 points	0 point	Score
Purpose of education	• Purpose is appropriate, coherent, and clearly articulated • Goals are clear and concise	• Purpose is appropriate, coherent, and articulated • Goals are addressed clearly	• Purpose is appropriate • Does not achieve unity and somewhat confusing • Some goals are not clear	• Purpose is not appropriate • Does not achieve unity and the articulation is vague and confusing • Some goals are not addressed	Not included in paper	
How will you teach?	• Instructional strategy is specific and thoughtful • Includes details and rationale about instructional methods and types of assessment	• Instructional strategy is well developed • Includes details and rationale about instructional methods and types of assessment	• Instructional strategy and assessments are developed • Author just lists instructional methods and assessments	• Instructional strategy is not well-developed • Author just lists instructional methods and assessments	Not included in paper	
Teacher roles and responsibilities	Shows high level of understanding of the role of a teacher and how to integrate teaching and learning	Shows moderate level of understanding of the role of a teacher and how to integrate teaching and learning	Shows developing level of understanding of the role of a teacher and how to integrate teaching and learning	Shows little understanding of the role of a teacher and how to integrate teaching and learning	Not included in paper	

Criteria	8 points	7 points	6 points	5 points	0 point	Score
Student roles and responsibilities	Shows high level of understanding of the role of a student and how to initiate learning	Shows moderate level of understanding of the role of a student and how to initiate learning	Shows developing level of understanding of the role of a student and how to initiate learning	Shows little understanding of the role of a student and how to initiate learning	Not included in paper	
Creating an inclusive classroom	• Portrays a coherent philosophy of inclusive education • Makes space for diverse knowledge of learning styles	• Inclusive teaching is articulated clearly • Includes a diverse knowledge of learning styles	• Inclusive teaching is addressed but in a superficial manner • Learning styles are included but not expanded on	• Issues of inclusion are not addressed or addressed in an awkward manner • There is no connection to diversity and learning styles	Not included in paper	
Classroom management	Clearly defines general management philosophy and specific management strategies within the context of the teaching framework	Defines general management philosophy and management strategies within the context of the teaching framework	Discusses general management philosophy but no specifics or outside the context of the teaching framework	Management philosophy or strategies are not discussed or not clearly articulated	Not included in paper	
Criteria	5 points		3 points	1 point	0 point	Score
Mechanics	• Meets page requirements • Virtually free of punctuation and spelling errors • Appropriate format and well-organized		• Meets page requirements • Contains several punctuation and spelling errors, errors in formatting	Paper does not meet page requirements	Paper not turned in	

Total Score: ____

Self-reflection Presentation

Directions: Make the connections to the course content and how it has shaped your philosophy and views on teaching by reflecting on four of the five topics below to create a visual display. You will present your visual display as you share your self-reflection with the class. Your visual display and oral presentation need to summarize your growth in the topics listed below and how you plan to use this information in the future.

Your visual display may include but is not limited to posters, trifolds, charts, slides, presentation software, pictures, videos, or items that help guide you through your oral presentation.

Reflection Topics:

1. History of Education—how has the history of education directly affected your path in education or someone that you know?
 - o Include specific court cases or people in history that either have been influential in your education path or have moved education in a way that you agree with.
 - o Has any of the history of education shaped part of your philosophy of education?
 - o If you do not think history has shaped your views on education, what current trends are affecting education and your views on what education means?
 - o Consider your personal history in school. What personal events, places, and people have affected your path to becoming an educator? (This history might be considered positive or negative. Both have brought you to where you currently are).
2. Theories of Development—how do the cognitive, sociocultural, and psychosocial theories of development affect how a child learns? Why do teachers need to be aware of these theories and of the development of children?
3. Educational Philosophy—what psychological influence or developmental theory on education resonated the most with you and aligns to your educational philosophy? Cite specifics about the influence and how it is shaping your ideals.
4. Inclusive Classrooms—what makes Bloom's taxonomy, universal design, and differentiated instruction important topics to consider when planning in the classroom? Why do you think inclusiveness makes a classroom successful? How can a strong knowledge of these concepts help set a teacher up for success?
5. School Setting—what type of school setting do you see yourself teaching in? How do you plan on utilizing the school community to set your students up for learning success? What are some ways that you can show leadership in your classroom? How does professional ethics play a part in the success of a teacher? How do you plan to continue your personal learning once you are a teacher?

Self-reflection Presentation Rubric

Visual Display						
Criteria	8 points		5 points		0 point	Score
Topic 1 visual	Visual display for topic 1 was aligned to content		Visual display for topic 1 was not clearly aligned to content		Not included	
Topic 2 visual	Visual display for topic 2 was aligned to content		Visual display for topic 2 was not clearly aligned to content		Not included	
Topic 3 visual	Visual display for topic 3 was aligned to content		Visual display for topic 3 was not clearly aligned to content		Not included	
Topic 4 visual	Visual display for topic 4 was aligned to content		Visual display for topic 4 was not clearly aligned to content		Not included	
Criteria	8 points	6 points	5 points	3 points	0 point	Score
Effectively illustrated content	Visual display enhances the oral presentation and is of high quality	Visual display supports the oral presentation and is of good quality	Visual display supports the oral presentation, but quality is lacking	Visual display is weak in supporting the presentation and quality is lacking	Not included	

Oral Presentation						
Criteria	4 points		2 points		0 point	Score
Topic 1	• Topic was one of the five listed • All questions were answered completely		• Topic was one of the five listed • Most questions were answered		Not included	
Criteria	8 points	6 points	5 points	3 points	0 point	Score
Topic 1	• Topic showed individual growth with relevant connection to the future	• Topic showed individual growth but a minimal connection to the future	• Topic showed little individual growth and relevant connection to the future	• Topic showed no individual growth and no connection to the future	Not included	
Criteria	4 points		2 points		0 point	Score

Topic 2	● Topic was one of the five listed ● All questions were answered completely		● Topic was one of the five listed ● Most questions were answered		Not included	
Criteria	8 points	6 points	5 points	3 points	0 point	Score
Topic 2	● Topic showed individual growth with relevant connection to the future	● Topic showed individual growth but a minimal connection to the future	● Topic showed little individual growth and relevant connection to the future	● Topic showed no individual growth and no connection to the future	Not included	
Criteria	4 points		2 points		0 point	Score
Topic 3	● Topic was one of the five listed ● All questions were answered completely		● Topic was one of the five listed ● Most questions were answered		Not included	
Criteria	8 points	6 points	5 points	3 points	0 point	Score
Topic 3	● Topic showed individual growth with relevant connection to the future	● Topic showed individual growth but a minimal connection to the future	● Topic showed little individual growth and relevant connection to the future	● Topic showed no individual growth and no connection to the future	Not included	
Criteria	4 points		2 points		0 point	Score
Topic 4	● Topic was one of the five listed ● All questions were answered completely		● Topic was one of the five listed ● Most questions were answered		Not included	
Criteria	8 points	6 points	5 points	3 points	0 point	Score
Topic 4	● Topic showed individual growth with relevant connection to the future	● Topic showed individual growth but a minimal connection to the future	● Topic showed little individual growth and relevant connection to the future	● Topic showed no individual growth and no connection to the future	Not included	
Criteria	5 points		3 points		0 point	Score
Introduction	Introduction was effective and appropriate		Introduction was not relevant or appropriate		Not included	

Conclusion	Excellent presentation summary with a strong concluding statement	Adequate presentation summary but weak conclusion	Not included	
Criteria	5 points	3 points	0 point	Score
Organization/Delivery	Presentation covers all relevant information with seamless and logical delivery	Presentation covers all topics but with minimal effort	No oral presentation	
Grammar/Body language	• Virtually free of pronunciation and spelling errors • Gestures, posture, eye contact, and clothing enhance presentation	• Contains several pronunciation and spelling errors • Gestures, posture, eye contact, and clothing are appropriate	No oral presentation	

Total Score: _____

Final PBM Calculations

	Score from Rubric	Possible Points
Total score for Educational Philosophy		53
Total score for Self-reflection Presentation		108
FINAL SCORE FOR PBM		161

*Proficiency for the PBM is 112 points or above. *

PBM Accountability Form

Directions: Complete this form, or the form provided by your district, to verify that students enrolled in this course have met or not met specific criteria to earn proficiency on the Performance-based Measurement (PBM). Refer to the Performance-based Measurement Guide for this course for details on course proficiency.

It is highly recommended that teachers keep a copy of all student records to verify PBM performance.

Course Number	Course Name
FE21	Teaching as a Profession I
School/District Name	Teacher Name
Class Period	Semester and Year

Proficiency Status				
Student Name		Student ID	Met	Not Met
1			☐	☐
2			☐	☐
3			☐	☐
4			☐	☐
5			☐	☐
6			☐	☐
7			☐	☐
8			☐	☐
9			☐	☐
10			☐	☐
11			☐	☐
12			☐	☐
13			☐	☐

Proficiency Status				
Student Name		Student ID	Met	Not Met
14			☐	☐
15			☐	☐
16			☐	☐
17			☐	☐
18			☐	☐
19			☐	☐
20			☐	☐
21			☐	☐
22			☐	☐
23			☐	☐
24			☐	☐
25			☐	☐
26			☐	☐
27			☐	☐
28			☐	☐
29			☐	☐
30			☐	☐

I verify that the students listed have met/not met the proficiency as stated in the Performance-based Measurement Guide for this course. I have reported course proficiency in NCCTE Admin, as documented on this form, for the purpose of CTE reporting and accountability (state and federal).

Teacher Signature _____ Date _____

The Curriculum and Instructional Management Coordinator (CIMC) maintains the original form for five years. The teacher should retain a copy for their records.