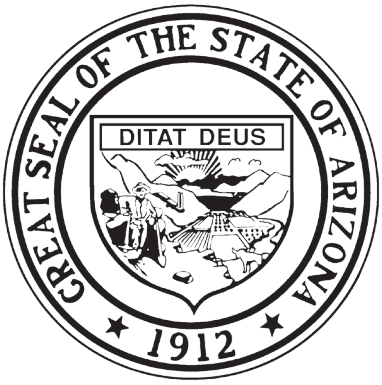
Arizona HIGH SCHOOL ELA Technical Standards for Education Professions



English Language Arts-College and Career Readiness
Education Professions
Career and Technical Education Standards Crosswalk

2013/2014

ELA AZCCRS ECE CTE Crosswalk

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Arizona HIGH SCHOOL ELA LANGUAGE TECHNICAL Standards for Education Professions

9-10.L.1.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.*

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Application of ELA Standard

To write an essay on a current educational issue, using sentence variety and proper grammar

Example of ELA Standard in Education Professions

Write an essay to support claims regarding a current educational issue (i.e., charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, effective schools, etc.), using proper grammar and a variety of sentence constructions.

Essay is scored for Ideas and Content, Organization, Conventions, and Sentence Fluency using the Six Trait Analytic Writing Rubric.

9-10.L.2	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use a colon to introduce a list or quotation.

c. Spell correctly.

Application of ELA Standard

To write an essay on a current educational issue, using a variety of sentence constructions and proper punctuation and spelling

Example of ELA Standard in Education Professions

Write an essay to support claims regarding a current educational issue (i.e., charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, effective schools, etc.), using a variety of sentence constructions and proper punctuation and spelling.

Essay is scored for Ideas and Content, Conventions, and Sentence Fluency using the Six Trait Analytic Writing Rubric.

11-12.L.2.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.
b. Spell correctly.

Application of ELA Standard

To write an essay on a current educational issue, using proper sentence structure, punctuation, and spelling

Write an essay to support claims regarding a current educational issue (i.e., charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, effective schools, etc.), using proper sentence structure, punctuation, and spelling.

Essay is scored for Ideas and Content, Sentence Fluency, and Conventions using the Six Trait Analytic Writing Rubric.

9-10.L.3	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Application of ELA Standard

To write an essay on a current educational issue, concentrating on effective word choice and conforming to MLA Handbook guidelines

Example of ELA Standard in Education Professions

Research subject and write an essay to support claims regarding a current educational issue (i.e., charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, effective schools, etc.), concentrating on effective word choice and conforming to MLA Handbook guidelines. Essay should have parenthetical in-text citations of sources and should include a Works Cited page.

Essay is evaluated for Ideas and Content, Organization, and Word Choice using the Six Trait Analytic Writing Rubric. MLA format is scored for the following criteria as present or missing:

- Font: Times New Roman
- Font size: 12. point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date
- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size
- Parenthetical in-text citation of sources and Works Cited page: See the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.L.4	CTE Standard/Measurement Criterion								
	4.1	4.2	7.3	7.4	10.1	10.2	10.3	10.4	10.5

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Application of ELA Standard

To determine the meaning of new or difficult vocabulary in Governing Board materials

To determine the meaning of new or difficult vocabulary in an IEP

Example of ELA Standard in Education Professions

Read informational text from the agenda, minutes, and supplementary materials (i.e. power point presentations, policy documents, salary schedule, etc.) from district Governing Board meetings. Work together in teams to determine the meanings of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. Reconstruct what happened at the Governing Board meeting, highlighting unfamiliar symbols, key terms, and domain-specific words and phrases in a written summary.

Reconstructions are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency
- Organization

Read an Individual Education Plan (IEP) and identify the medical needs, student goals, present level of development, etc. Identify the legal responsibilities associated with IEPs. Work together in teams to determine the meaning of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. As a team, write a list of the symbols, key terms, and domain-specific words and phrases identified on the IEP. Define each term on the list.

Vocabulary activities are assessed with the following rubric:

1. Does not demonstrate ability to put vocabulary instruction to practice or to construct word meaning
2. Attempts to put vocabulary instruction to practice but does not demonstrate construction of word meaning
3. Attempts to put vocabulary instruction to practice. Demonstrates ability to construct word meaning using word structure and context clues
4. Sporadically puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues
5. Effectively puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues

Alternate Assessment:

Vocabulary activities are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Accuracy of defining terms on list

11-12.L.4.	CTE Standard/Measurement Criterion								
	4.1	4.2	7.3	7.4	10.1	10.2	10.3	10.4	10.5

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Application of ELA Standard

To determine the meaning of new or difficult vocabulary in Governing Board materials

To determine the meaning of new or difficult vocabulary in an IEP

Example of ELA Standard in Education Professions

Read informational text from the agenda, minutes, and supplementary materials (i.e. PowerPoint presentations, policy documents, salary schedule, etc.) from district Governing Board meetings. Work together in teams to determine the meanings of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. Reconstruct what happened at the Governing Board meeting, highlighting unfamiliar symbols, key terms, and domain-specific words and phrases in a written summary.

Reconstructions are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency
- Organization

Read an Individual Education Plan (IEP) and identify the medical needs, student goals, present level of development, etc. Identify the legal responsibilities associated with IEPs. Work together in teams to determine the meaning of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. As a team, write a list of the symbols, key terms, and domain-specific words and phrases identified on the IEP. Define each term on the list.

Vocabulary activities are assessed with the following rubric:

1. Does not demonstrate ability to put vocabulary instruction to practice or to construct word meaning
2. Attempts to put vocabulary instruction to practice but does not demonstrate construction of word meaning
3. Attempts to put vocabulary instruction to practice. Demonstrates ability to construct word meaning using word structure and context clues
4. Sporadically puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues
5. Effectively puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues

Alternate Assessment:

Vocabulary activities are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Accuracy of defining terms on list

9-10.L.6	CTE Standard/Measurement Criterion			
	12.4	12.4	12.4	12.4

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Application of ELA Standard

To implement, present, and reflect on lesson plan writing using general academic and domain-specific words

Example of ELA Standard in Education Professions

Acquire and accurately use general academic and domain-specific words and phrases by writing a math lesson plan, a science lesson plan, or a foreign language lesson plan. Use Bloom's Taxonomy to incorporate higher levels of learning. Include Arizona academic state standards that are appropriate to the lesson. After writing the plan, present the lesson to a large group. After presenting the lesson, write a formal reflection of the plan.

Written lesson plans are graded using the Cerra designed rubric for lesson plan writing.

Lesson plan presentations are graded using the Cerra lesson plan presentation rubric.

Reflection is scored for Ideas and Content, Conventions, and Sentence Fluency on the Six Trait Analytic Writing Rubric.

11-12.L.6	CTE Standard/Measurement Criterion			
	12.1	12.2	12.3	12.4

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Application of ELA Standard

To implement, present, and reflect on lesson plan writing using general academic and domain-specific words

Example of ELA Standard in Education Professions

Acquire and accurately use general academic and domain-specific words and phrases by writing a math lesson plan, a science lesson plan, or a foreign language lesson plan. Use Bloom's Taxonomy to incorporate higher levels of learning. Include Arizona academic state standards that are appropriate to the lesson. After writing the plan, present the lesson to a large group. After presenting the lesson, write a formal reflection of the plan.

Written lesson plans are graded using the Cerra designed rubric for lesson plan writing.

Lesson plan presentations are graded using the Cerra lesson plan presentation rubric.

Reflection is scored for Ideas and Content, Conventions, and Sentence Fluency on the Six Trait Analytic Writing Rubric.

Literacy

Arizona HIGH SCHOOL ELA READING Standards for LITERACY IN SCIENCE AND TECHNICAL SUBJECTS For Education Professions

9-10.RST.1.	CTE Standard/Measurement Criterion											
	1.3	1.2	3.2	3.5	6.3	8.1	9.1	9.2	9.3	11.3	10.5	3.5

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Application of ELA Standard

To compare and contrast the financial advantages/disadvantages of public, charter, and private educational institutions, citing textual evidence to support analysis

To examine current educational issues, citing textual evidence

Example of ELA Standard in Education Professions

Read several different articles regarding financial advantages/disadvantages of a variety of public, charter, and private educational institutions. Compare and contrast using a Venn Diagram to show textual evidence of the financial advantages/disadvantages of each.

The Venn Diagram is scored as Having a Strong Grasp, Progressing, or Not in Evidence for

- Text support of comparison/contrast statements
- Placement of statements within the Venn Diagram
- Number of quality statements

Read several different articles regarding a current educational issue (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, student motivation, effective schools, etc.). Compare and contrast from at least two different sources using a Venn Diagram to show textual evidence of the chosen issue.

The Venn Diagram is scored as Having a Strong Grasp, Progressing, or Not in Evidence for

- Text support of comparison/contrast statements
- Placement of statements within the Venn Diagram
- Number of quality statements

Read a variety of articles from the CERRA curriculum (i.e. Virginia Satir's "Self-Worth: The Pot Nobody Watches," Dr. William Purkey's "Overview of Self-Concept Theory," Nina H. Shokraii's "The Self-Esteem Fraud," David Elkind's "The Hurried Child," etc.), Upon completion of the reading assignment, answer reading guide questions citing textual evidence and making inferences from the text.

Reading guide answers are scored for a student's particularly insightful analysis of the text, depth of understanding, and ability to effectively connect textual evidence (direct quotation and paraphrase) to the analysis. See Texas Assessment of Knowledge and Skills Reading Rubric.

Alternate Assessment:

Evaluate reading guide answers for Ideas and Content using the Six Trait Analytic Writing Rubric.

11-12.RST.1.	CTE Standard/Measurement Criterion											
	1.3	1.2	3.2	3.5	6.3	8.1	9.1	9.2	9.3	11.3	10.5	3.5

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Application of ELA Standard

To compare and contrast the financial advantages/disadvantages of public, charter, and private educational institutions, citing textual evidence to support analysis

To examine current educational issues, citing textual evidence and making inferences from the text

Example of ELA Standard in Education Professions

Read several different articles regarding financial advantages/disadvantages of a variety of public, charter, and private educational institutions. Compare and contrast using a Venn Diagram to show textual evidence of the financial advantages/disadvantages of each. Identify any important distinctions, gaps, or inconsistencies apparent in the articles.

The Venn Diagram is scored as Having a Strong Grasp, Progressing, or Not in Evidence for

- Text support of comparison/contrast statements
- Placement of statements within the Venn Diagram
- Number of quality statements
- Identification of important distinctions, gaps, or inconsistencies in the articles

Read several different articles regarding a current educational issue (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, student motivation, effective schools, etc.). Compare and contrast from at least two different sources using a Venn Diagram to show textual evidence of the chosen issue. Identify any important distinctions, gaps, or inconsistencies apparent in the articles.

The Venn Diagram is scored as Having a Strong Grasp, Progressing, or Not in Evidence for

- Text support of comparison/contrast statements
- Placement of statements within the Venn Diagram
- Number of quality statements
- Identification of important distinctions, gaps, or inconsistencies in the articles

Read a variety of articles from the CERRA curriculum (i.e. Virginia Satir's "Self-Worth: The Pot Nobody Watches," Dr. William Purkey's "Overview of Self-Concept Theory," Nina H. Shokraii's "The Self-Esteem Fraud," David Elkind's "The Hurried Child," etc.), Upon completion of the reading assignment, answer reading guide questions citing textual evidence and making inferences from the text. Identify important distinctions the author makes and identify any gaps or inconsistencies in the readings.

Reading guide answers are scored for a student's particularly insightful analysis of the text, depth of understanding, and ability to effectively connect textual evidence (direct quotation and paraphrase) to the analysis. See Texas Assessment of Knowledge and Skills Reading Rubric.

Alternate Assessment:

Evaluate reading guide answers for Ideas and Content using the Six Trait Analytic Writing Rubric.

9-10.RST.2.	CTE Standard/Measurement Criterion								
	1.2	3.2	3.5	6.3	8.1	9.1	9.2	9.3	11.3

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Application of ELA Standard

To write a summary of a current educational issue article, citing the central idea and specific supporting details

Example of ELA Standard in Education Professions

Read several different articles regarding a current educational issue (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, motivation, effective schools, etc.). Select one article and determine the central idea. Write a summary of the text which includes a restatement of the main idea, supporting details in logical and concise order, and an effective concluding statement.

Summary of text is scored as Exceeds, Meets, Approaches, or Falls Far Below for:

- A restatement of the main idea of the original text
- Supporting details in logical and concise order
- Effective concluding statement

Alternate Assessment:

Evaluate summary for Ideas and Content and Organization using the Six Trait Analytic Writing Rubric.

11-12.RST.2.	CTE Standard/Measurement Criterion								
	1.2	3.2	3.5	6.3	8.1	9.1	9.2	9.3	11.3

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Application of ELA Standard

To write a paraphrase of a current educational issue article, citing the central idea and specific supporting details

Example of ELA Standard in Education Professions

Read several different articles regarding a current educational issue (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, motivation, effective schools, etc.). Select one article and determine the central idea. Write a paraphrase of the text which includes a restatement of the main idea, supporting details in logical and concise order, and an effective concluding statement.

Paraphrase of text is scored as Exceeds, Meets, Approaches, or Falls Far Below for:

- A restatement of the main idea of the original text
- Supporting details in logical and concise order
- Effective concluding statement
- Accuracy of conveying author's message

Alternate Assessment:

Evaluate summary for Ideas and Content and Organization using the Six Trait Analytic Writing Rubric.

9-10.RST.3.	CTE Standard/Measurement Criterion				
	7.2	7.5	12.1	12.2	12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Application of ELA Standard

To follow the multistep procedure of writing and implementing a lesson plan

Example of ELA Standard in Education Professions

Write a lesson plan that includes objectives aligned with state and district standards and that integrates the components of a lesson plan with activities and instructional materials. Include adaptations/modifications for children with special needs. Implement the lesson or planned learning activity.

Lesson plans are graded according to the Cerra rubric.

11-12.RST.3.	CTE Standard/Measurement Criterion					
	7.2	7.5	12.1	12.2	12.3	12.4

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Application of ELA Standard

To follow the multistep procedure of writing an implementing a lesson plan and to analyze results

Example of ELA Standard in Education Professions

Write a lesson plan that includes objectives aligned with state and district standards and that integrates the components of a lesson plan with activities and instructional materials. Include adaptations/modifications for children with special needs. Implement the lesson or planned learning activity. Peer-analyze lessons presented in class using the Cerra lesson plan rubric. Write a self-reflection upon completion of personal lesson and receiving the feedback from other students.

Lesson plans are graded by instructor according to the Cerra rubric. Self-reflections are graded by instructor for Ideas and Content using the Six Trait Analytic Writing Rubric.

9-10.RST.4.	CTE Standard/Measurement Criterion								
	4.1	4.2	7.4	10.1	10.2	10.3	10.4	10.5	
	4.1	4.2	7.3	7.4	10.1	10.2	10.3	10.4	10.5

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Application of ELA Standard

To determine the meaning of new or difficult vocabulary in Governing Board materials

To determine the meaning of new or difficult vocabulary in an IEP

Example of ELA Standard in Education Professions

Read informational text from the agenda, minutes, and supplementary materials (i.e. PowerPoint presentations, policy documents, salary schedule, etc.) from district Governing Board meetings. Work together in teams to determine the meanings of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. Reconstruct what happened at the Governing Board meeting, highlighting unfamiliar symbols, key terms, and domain-specific words and phrases in a written summary.

Reconstructions are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency
- Organization

Read an Individual Education Plan (IEP) and identify the medical needs, student goals, present level of development, etc. Identify the legal responsibilities associated with IEPs. Work together in teams to determine the meaning of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. As a team, write a list of the symbols, key terms, and domain-specific words and phrases identified on the IEP. Define each term on the list.

Vocabulary activities are assessed with the following rubric:

1. Does not demonstrate ability to put vocabulary instruction to practice or to construct word meaning
2. Attempts to put vocabulary instruction to practice but does not demonstrate construction of word meaning
3. Attempts to put vocabulary instruction to practice. Demonstrates ability to construct word meaning using word structure and context clues
4. Sporadically puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues
5. Effectively puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues

Alternate Assessment:

Vocabulary activities are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Accuracy of defining terms on list

11-12.RST.4.	CTE Standard/Measurement Criterion								
	4.1	4.2	7.3	7.4	10.1	10.2	10.3	10.4	10.5

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Application of ELA Standard

To determine the meaning of new or difficult vocabulary in Governing Board materials

To determine the meaning of new or difficult vocabulary in an IEP

Example of ELA Standard in Education Professions

Read informational text from the agenda, minutes, and supplementary materials (i.e. PowerPoint presentations, policy documents, salary schedule, etc.) from district Governing Board meetings. Work together in teams to determine the meanings of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. Reconstruct what happened at the Governing Board meeting, highlighting unfamiliar symbols, key terms, and domain-specific words and phrases in a written summary.

Reconstructions are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency
- Organization

Read an Individual Education Plan (IEP) and identify the medical needs, student goals, present level of development, etc. Identify the legal responsibilities associated with IEPs. Work together in teams to determine the meaning of difficult words and phrases, consulting reference materials such as dictionaries, glossaries, and thesauruses. As a team, write a list of the symbols, key terms, and domain-specific words and phrases identified on the IEP. Define each term on the list.

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1. Does not demonstrate ability to put vocabulary instruction to practice or to construct word meaning
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3. Attempts to put vocabulary instruction to practice. Demonstrates ability to construct word meaning using word structure and context clues
4. Sporadically puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues
5. Effectively puts vocabulary instruction into practice. Demonstrates ability to construct word meaning using word structure and context clues

Alternate Assessment:

Vocabulary activities are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Accuracy of defining terms on list

11-12.RST.5.	CTE Standard/Measurement Criterion				
	2.1	4.1	4.2	4.3	4.4

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Application of ELA Standard

To analyze the job descriptions of the district and building leadership teams and to depict hierarchies of both teams

Example of ELA Standard in Education Professions

Interview the principal, vice-principal, or building secretary to explain the roles and responsibilities of district and building administrators and to explain the roles of the district leadership team and how these differ from the roles of the building leadership team.

- List the district administration leadership team. Research the job description for each member of the district leadership team.
- List the building leadership team. Research the job description for each member of the building leadership team.
- Create a flow chart diagram to illustrate the job description hierarchies of the district leadership team and the building leadership team.

Visual Organizer is graded for organization and accuracy of information.

9-10.RST.6.	CTE Standard/Measurement Criterion		
	6.3	6.4	13.4

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Application of ELA Standard

To analyze and identify the purpose of the Application/Resume/Interview, E. Portfolio, and Student Achievement Award competitions

Example of ELA Standard in Education Professions

Review the competitions found at http://www.azed.gov/career-technical-education/fea/competitions/. Identify in a graphic organizer the purpose of the following competitions: Application, Resume, and Interview; E Portfolio; and Student Achievement Award.

The Graphic Organizer is scored as Having a Strong Understanding, Progressing, or Not in Evidence for

- Identification of purpose
- Placement of statements within the Graphic Organizer
- Number of quality statements

11-12.RST.6.	CTE Standard/Measurement Criterion		
	6.3	6.4	13.4

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Application of ELA Standard

To analyze and identify the purpose of the Application/Resume/Interview, E. Portfolio, and Student Achievement Award competitions. To identify ambiguities or omissions in directions that hinder successful completion of application

Example of ELA Standard in Education Professions

Review the competitions found at http://www.azed.gov/career-technical-education/fea/competitions/. Identify in a graphic organizer the purpose of the following competitions: Application, Resume, and Interview; E Portfolio; and Student Achievement Award.

Identify ambiguities or omissions in directions that hinder successful completion of an application.

The Graphic Organizer is scored as Having a Strong Understanding, Progressing, or Not in Evidence for

- Identification of purpose
- Placement of statements within the Graphic Organizer
- Number of quality statements
- Identification of ambiguities or omissions in directions that hinder successful completion of application

9-10.RST.7.	CTE Standard/Measurement Criterion					
	2.1	2.2	13.2	13.3	13.4	13.5

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Application of ELA Standard

To read and/or write informational text regarding financial functions of a school or district and to translate that information into a graph or chart

Example of ELA Standard in Education Professions

Read informational text (possibly provided from the district office and/or Governing Board of a local school district) regarding how taxes impact the school district. Translate this information into a flow chart or graph.

The graph or flow chart is scored as having a Strong Grasp, Progressing, or Not in Evidence for

- Accuracy of translated information
- Clarity of portrayed information

As part of the “Create Your Own School Project," define and summarize the business and financial functions of your created school. Incorporate a graph or chart that illustrates the information.

The summary is scored as Excelling, Meets, Approaches, or Falls Far Below for

- A clear statement of the main idea for the financial functions of your created school
- Supporting details in logical and concise order
- Effective concluding statement

The graph or chart is scored as having a Strong Grasp, Progressing, or Not in Evidence for

- Accuracy of translated information
- Clarity of portrayed information

11-12.RST.7.	CTE Standard/Measurement Criterion				
	6.2	6.3	9.1	9.2	9.3

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Application of ELA Standard

To identify the characteristics of effective teaching by integrating and evaluating multiple sources of information presented in diverse formats and media

Example of ELA Standard in Education Professions

Select two accounts (print and multimedia) of a teacher and his/her classroom (i.e. Ron Clark, Erin Gruwell, etc.). Read and/or view the accounts and discuss the following questions in a written evaluation:

- How did the instructional and supervisory roles of the teacher differ in the two accounts?
- How did the two accounts present the effective characteristics of the teacher?
- How did the two accounts present the relationship between effective instructional strategies and classroom management?
- How did the two accounts portray the discipline strategies that were needed in various classroom situations?
- How did the two accounts portray the relationship of instructional strategies, learning objectives, learner involvement, and their impact on student behaviors?

Written evaluation is scored for Ideas and Content, Conventions, and Sentence Fluency using the Six Trait Analytic Writing Rubric.

9-10.RST.9.	CTE Standard/Measurement Criterion
	8.1

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Application of ELA Standard

To compare and contrast characteristics of diverse classrooms found in the literature with characteristics actually observed

Example of ELA Standard in Education Professions Research learning in a diverse classroom. Identify and create a T-chart listing 10 typical characteristics of a diverse classroom. Observe classrooms that use differentiated instruction or have a diverse student population. Identify elements in the observations that are examples or counter-examples of your research findings.

The T-chart will be scored as Having a Strong Grasp, Progressing, or Not in Evidence for

- Listing of 10 typical characteristics of diverse classroom
- Identification of examples or counter-examples observed in classrooms
- Support for examples or counterexamples

11-12.RST.9.	CTE Standard/Measurement Criterion				
	6.2	6.3	9.1	9.2	9.3

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Application of ELA Standard

To evaluate multiple sources of information in different mediums to resolve an educational issue

Example of ELA Standard in Education Professions

Research multiple sources of information in different mediums regarding an educational issue noted in a field experience (i.e. effective instructional and supervisory roles of teachers, characteristics of effective teachers, relationship between effective instructional strategies and classroom management, discipline strategies needed in various classroom settings, etc.).

In a field experience report discuss the issue, synthesizing research findings for solutions and resolving conflicting information when possible.

The Field Experience Report is scored as Excelling, Meets, Approaches, or Falls Far Below for:

- Clear detailing of the issue noted
- A summarization of the main ideas from the research
- Supporting details in logical and concise order
- Effective concluding statement

Logic Puzzles
Logic Puzzles
scissors
glue
Box Games
Illustration
Listening
Writing

Reading

Arizona HIGH SCHOOL ELA READING Standards for EDUCATION PROFESSIONS

9-10.RL.1.	CTE Standard/Measurement Criterion		
	8.1	8.3	8.4

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Application of ELA Standard

To analyze a work of either children's or adolescent literature (with focus on diversity/multiculturalism) and discuss the literary work(s) in small groups

Example of ELA Standard in Education Professions

Read selections from the multicultural/diversity resource list, analyzing the works for point of view or cultural experience presented.

Discuss the following questions in groups of three. Member one will address: What point of view or cultural experience was presented in the literature? What is the need for such pieces of literature? Member two will address: What is the relevancy of these works to the students in the field experience sites? How do these works connect with English Language Learners? Member three will address: What are the needs of multiple-language learners? How do cultural and ethnic differences affect interpersonal interactions and communications within a group?

Based on the discussions, each member contributes to writing an informative paragraph providing the responses to the questions. The informative paragraph is scored for Ideas and Content and Organization using the Six Trait Analytic Writing Rubric.

9-10.RI.1.	CTE Standard/Measurement Criterion
	3.5

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Application of ELA Standard

To examine current educational issues, citing textual evidence and making inferences from the text

Example of ELA Standard in Education Professions

Read a variety of articles from the CERRA curriculum (i.e.Virginia Satir's "Self-Worth: The Pot Nobody Watches," Dr. William Purkey's "Overview of Self-Concept Theory," Nina H. Shokraii's "The Self-Esteem Fraud," David Elkind's "The Hurried Child," etc.), citing textual evidence and making inferences from the text.

Summarize the articles using paraphrasing techniques and direct quotations, creating an insightful analysis of the text based on what the article states and what inferences can be made.

The article summary is scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric. The summary is also scored for proper citations.

11-12.RI.1.	CTE Standard/Measurement Criterion
	3.5

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Application of ELA Standard

To examine current educational issues, citing textual evidence and making inferences from the text

Example of ELA Standard in Education Professions

Read a variety of articles from the CERRA curriculum (i.e. Virginia Satir's "Self-Worth: The Pot Nobody Watches," Dr. William Purkey's "Overview of Self-Concept Theory," Nina H. Shokraii's "The Self-Esteem Fraud," David Elkind's "The Hurried Child," etc.), citing textual evidence and making inferences from the text.

Summarize the articles using paraphrasing techniques and direct quotations, creating an insightful analysis of the text based on what the article states and what inferences can be made.

In a group of three, generate a list of questions that are unanswered by the text or that arise after reading the text.

The article summary is scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric. The summary is also scored for proper citations.

The questions are scored for text alignment and analysis.

9-10.RI.2.	CTE Standard/Measurement Criterion							
	1.2	3.2	3.5	6.3	8.1	9.1	9.2	11.3

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Application of ELA Standard

To write a summary of a current educational issue article, citing the central idea and specific supporting details

Example of ELA Standard in Education Professions

Read several different articles regarding a variety of current educational issues (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, etc.). Write an objective summary of an article, highlighting the theme or central idea and paraphrasing specific details in support.

Summary of article is scored using the Six Trait Analytic Writing Rubric for Ideas and Content and Organization, focusing on a restatement of the main idea of the original article, supporting details in logical and concise order, effective concluding statement, and coherent and unified writing.

(Note: This assignment can be used in preparation for the panel discussion indicated in the Speaking and Listening template.)

11-12.RI.2.	CTE Standard/Measurement Criterion							
	1.2	3.2	3.5	6.3	8.1	9.1	9.2	11.3

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Application of ELA Standard

To write a summary of a current educational issue article, citing the central ideas and specific supporting details

Example of ELA Standard in Education Professions

Read several different articles regarding a variety of current educational issues (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, etc.). Write an objective summary of an article, highlighting two or more themes or central ideas and paraphrasing specific details in support.

Summary of article is scored using the Six Trait Analytic Writing Rubric for Ideas and Content and Organization, focusing on a restatement of the main ideas of the original article, supporting details in logical and concise order, effective concluding statement, and coherent and unified writing.

11-12.RI.3.	CTE Standard/Measurement Criterion		
	3.1	3.5	3.6

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Application of ELA Standard

To research historical developments/topics related to education in the United States and write an analysis of findings

Example of ELA Standard in Education Professions

1. Read informational text regarding historical developments/topics related to education in the United States (i.e., http://www.cloudnet.com/~edrbsass/educationhistorytimeline.html).

Possible questions to address in written analysis:

- What was the sequence of events that transpired?
- Why is that timeline significant to education?
- What events have had the most impact on our current educational system?
- What developments/topics might resurface in future years and why?

Written analysis is scored for Ideas and Content, Organization, and Conventions using the Six Traits Analytic Writing Rubric.

2. Compare and contrast the historical developments/topics related to education in the United States (i.e., http://www.cloudnet.com/~edrbsass/educationhistorytimeline.html).

and in China (i.e., http://www.china-profile.com/history/histeducation1.htm).

Possible questions to address in a written analysis:

- What similarities are found between United States' and China's histories of their educational systems?
- What differences are found between United States' and China's histories of their educational systems?

Written analysis is scored for Ideas and Content, Organization, and Conventions using the Six Traits Analytic Writing Rubric.

3. Compare and contrast the timelines of historical educational events in the United States and in China in a single timeline. Identify ten major events from each country's timeline. Summarize these events in a written analysis.

Written analysis is scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric.

9-10.RI.4.	**CTE Standard/Measurement Criterion**								
	4.1	4.2	7.1	7.3	7.4	10.1	10.2	10.3	10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Application of ELA Standard

To determine the meaning of words and phrases used in the Governing Board's agenda, minutes, and supplementary materials to analyze the cumulative impact of how specific word choices impact the district and how schools carry out those policies and objectives

To determine the meaning of words and phrases used in an Individual Education Plan and to analyze the cumulative impact of how specific word choices help identify the medical needs, student goals, and present level of development

Example of ELA Standard in Education Professions

Read informational text from the agenda, minutes, and supplementary materials (i.e. power point presentations, policy documents, salary schedule, etc.) from district Governing Board meetings. Work together in teams to determine the meanings of difficult words and phrases.

Reconstruct what happened at the Governing Board meeting, highlighting unfamiliar symbols, key terms, and domain-specific words and phrases in a written summary. Include in the reconstruction an analysis of word choices, indicating meaning and tone.

Reconstructions are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Ability to analyze word choices for meaning and tone
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency

Read an Individual Education Plan (IEP) and identify the medical needs, student goals, present level of development, etc.

Identify the legal responsibilities associated with IEPs. Work together in teams to determine the meaning of difficult words and phrases.

Write a list of the symbols, key terms, and domain-specific words and phrases identified on the IEP. Define each term on the list. Identify how labeling students is personal and IEP labels take on meaning and tone.

Vocabulary activities are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Identification of how labeling students is personal and IEP labels take on meaning and tone
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency

11-12.RI.4.	**CTE Standard/Measurement Criterion**								
	4.1	4.2	7.1	7.3	7.4	10.1	10.2	10.3	10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Application of ELA Standard

To determine the meaning of new or difficult vocabulary in Governing Board materials and to analyze repetition and refinement of key terms used throughout the meetings

To determine the meaning of new or difficult vocabulary in an IEP and to analyze repetition and refinement of key terms used throughout the IEP

Example of ELA Standard in Education Professions

Read informational text from the agenda, minutes, and supplementary materials (i.e. power point presentations, policy documents, salary schedule, etc.) from a series of district Governing Board meetings. Work together in teams to determine the meanings of difficult words and phrases.

Reconstruct what happened at the Governing Board meetings throughout the series, highlighting unfamiliar symbols, key terms, and domain-specific words and phrases in a written summary. Connect and analyze key terms that are used throughout the various board meetings.

Reconstructions are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Ability to connect and analyze key terms that are used throughout the various board meetings.
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency

Read several Individual Education Plans (IEPs) and identify the medical needs, student goals, present level of development, etc. Identify the legal responsibilities associated with IEPs. Work together in teams to determine and analyze the meaning of difficult words and phrases. Write a list of the symbols, key terms, and domain-specific words and phrases identified throughout the series of IEPs. Define each term on the list and analyze repetition and refinement of the key terms.

Vocabulary lists are graded as Exceeds, Meets, Approaches, or Falls Far Below for:

- Ability to demonstrate recognition of unfamiliar words
- Ability to connect and analyze key terms that are used throughout the various IEPs.
- Accuracy of decoding symbols, key terms, and domain-specific words and phrases
- Sentence fluency

11-12.RI.5.	**CTE Standard/Measurement Criterion**	
	3.2	3.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Application of ELA Standard

To analyze and evaluate the effectiveness of the structure of an educational article

Example of ELA Standard in Education Professions

The student reads an educational article and writes a one to two page reaction to the views expressed by the author.

The article assignment is graded for Ideas and Content and Organization on the Six Trait Analytic Writing Rubric.

Each student needs to present one of his or her articles during the course of the semester. The presentation is graded on the Oral Presentation Rubric for eye contact, enthusiasm, and professionalism.

9-10.RI.6.	CTE Standard/Measurement Criterion	
	3.2	3.5

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Application of ELA Standard

To determine an author's point of view or purpose in the form of an educational quote and to analyze how an author uses rhetoric to advance that point of view or purpose

Example of ELA Standard in Education Professions

The student finds an educational quote and types it in a font size between 18 and 44. The student writes the author of the quote in font size 14. In font size 10 or 12, the student writes an eight sentence paragraph explaining this quote and how the author uses rhetoric to advance his/her point of view or purpose.

Each student needs to present one of his or her quotes during the course of the semester.

The quote assignment is graded for Ideas and Content and Conventions on the Six Trait Analytic Writing Rubric.

The presentation is graded on the Oral Presentation Rubric for eye contact, enthusiasm, and professionalism.

11-12.RI.6.	CTE Standard/Measurement Criterion	
	3.2	3.5

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Application of ELA Standard

To determine an author's point of view or purpose in the form of an educational quote in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

Example of ELA Standard in Education Professions

The student finds an educational quote and types it in a font size between 18 and 44. The student writes the author of the quote in font size 14.

In font size 10 or 12, the student writes an eight sentence paragraph explaining this quote and how the author uses rhetoric that is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Each student needs to present one of his or her quotes during the course of this semester.

The quote assignment is graded for Ideas and Content and Conventions on the Six Trait Analytic Writing Rubric.

The presentation is graded on the Oral Presentation Rubric for eye contact, enthusiasm, and professionalism.

9-10.RI.7.	CTE Standard/Measurement Criterion				
	6.2	6.3	9.1	9.2	9.3

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Application of ELA Standard

To write an evaluation of two accounts of a teacher and his/her classroom which are told in different mediums

Example of ELA Standard in Education Professions

Select two accounts (print and multimedia) of a teacher and his/her classroom (i.e. Ron Clark, Erin Gruwell, etc.). Read and/or view the accounts and discuss the following questions in a written evaluation:

- How did the instructional and supervisory roles of the teacher differ in the two accounts?
- How did the two accounts present the effective characteristics of the teacher?
- How did the two accounts present the relationship between effective instructional strategies and classroom management?
- How did the two accounts portray the discipline strategies that were needed in various classroom situations?
- How did the two accounts portray the relationship of instructional strategies, learning objectives, learner involvement, and their impact on student behaviors?

The written evaluation is scored for Ideas and Content, Organization, Conventions, Sentence Fluency, Voice, and Word Choice using the Six Trait Analytic Writing Rubric.

11-12.RI.7.	CTE Standard/Measurement Criterion				
	6.2	6.3	9.1	9.2	9.3

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Application of ELA Standard

To evaluate multiple sources of information in different media to investigate an educational issue and discuss findings with peers

Example of ELA Standard in Education Professions

Research multiple sources of information in different media to investigate an educational issue (i.e. effective instructional and supervisory roles of teachers, characteristics of effective teachers, relationship between effective instructional strategies and classroom management, and discipline strategies needed in various classroom settings).

In a small group discuss findings from these sources and possible solutions regarding a field experience issue. As a small group, prepare a display that addresses the question or solves the problem of the initial educational issue. Include your findings in the display and present the display to the class.

Student displays are graded as Exceeds, Meets, Approaches or Falls Far Below based on Ideas and Content, Organization, and overall aesthetics.

Students grade each of their group members' peer discussions as Exceeds, Meets, Approaches, or Falls Far Below for:

- active participation
- multiple and relevant comments
- evidence from sources
- collegiality
- connections to other knowledge and experience,
- active and respectful listening
- relevant questioning, and engagement

9-10.RI.8.	CTE Standard/Measurement Criterion	
	3.2	3.5

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Application of ELA Standard

To analyze current educational issues through professional articles, evaluating the author's argument and claims

Example of ELA Standard in Education Professions

Read several different articles in professional journals regarding a variety of current educational issues (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, etc.).

Write a one to two page report that evaluates the arguments within the articles, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

The assignment is scored for:

- Analysis of writer's purpose, main ideas, claims
- Analysis of writer's point of view, bias, accuracy of evidence, false statements

9-10.RI.10.	CTE Standard/Measurement Criterion	
	3.2	3.5

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Application of ELA Standard

To proficiently read and comprehend literary nonfiction in the form of an educational article

Example of ELA Standard in Education Professions

Read several different articles in professional journals regarding a variety of current educational issues (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, etc.). Write a one to two page report that evaluates the arguments within the articles, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

The assignment is scored for:

- Analysis of writer's purpose, main ideas, claims
- Analysis of writer's point of view, bias, accuracy of evidence, false statements

11-12.RI.10.	CTE Standard/Measurement Criterion	
	3.2	3.5

By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Application of ELA Standard

To proficiently read and comprehend literary nonfiction in the form of an educational article

Example of ELA Standard in Education Professions

Read several different articles in professional journals regarding a variety of current educational issues (i.e. educational philosophies, private versus public schools, discipline, leadership, diversity, teacher evaluations, teacher tenure, educational trends, school schedule, budget, etc.). Write a one to two page report that evaluates the arguments within the articles, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

The assignment is scored for:

- Analysis of writer's purpose, main ideas, claims
- Analysis of writer's point of view, bias, accuracy of evidence, false statements.

Speaking & Listening

Arizona HIGH SCHOOL ELA SPEAKING AND LISTENING Standards for Education Professions

9-10.SL.1.	CTE Standard/Measurement Criterion												
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.2	11.3	13.2	13.3

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

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Application of ELA Standard

To research an educational topic and to participate in a collabora-tive panel discussion on the topic Research and select an educational topic; participate in a panel discussion of the topic.

Possible topics include:

- What factors contribute to an effective school?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified support staff and how do they assist teachers and students?
- What are the roles of classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model effective teaching traits in his/her classroom?
- What methods of instruction are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?
- What methods of instruction accommodate various learning styles?
- What are some strategies for addressing the needs of unmotivated students and students from challenging environments?
- What digital resources can help teachers in planning instruction, classroom management, and communication?
- What characteristics do you possess that will lead to success as a paraprofessional or teacher?

Example of ELA Standard in Education Professions

Students work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. They propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas, actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.

Panel discussions are scored for preparation, active participation, multiple and relevant comments, evidence from text, collegiality, connections to other knowledge and experience, active and respectful listening, relevant questioning, and engagement. The instructor evaluates the effectiveness of the panel discussion by using a checklist or by using a rubric found on http://www.csun.edu/~ds56723/phil338/hout338rubric.htm or

http://www.readwritethink.org/files/resources/lessonimages/lesson416/OralRubric.pdf.

11-12.SL.1.	CTE Standard/Measurement Criterion												
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.2	11.3	13.2	13.3

Initiate and participate effectively in a range of collaborative discussions (one on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims,

and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Application of ELA Standard

To research an educational topic and to participate in a collabora-tive panel discussion on the topic

Example of ELA Standard in Education Professions

Research and select an educational topic; participate in a panel discussion of the topic.

Possible topics include:

- What factors contribute to an effective school?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified support staff and how do they assist teachers and students?
- What are the roles of classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model effective teaching traits in his/her classroom?

- What methods of instruction are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?
- What methods of instruction accommodate various learning styles?
- What are some strategies for addressing the needs of unmotivated students and students from challenging environments?
- What digital resources can help teachers in planning instruction, classroom management, and communication?
- What characteristics do you possess that will lead to success as a paraprofessional or teacher?

Students work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. They propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas, actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.

Panel discussions are scored for preparation, active participation, multiple and relevant comments, evidence from text, collegiality, connections to other knowledge and experience, active and respectful listening, relevant questioning, and engagement. The instructor evaluates the effectiveness of the panel discussion by using a checklist or by using a rubric found on http://www.csun.edu/~ds56723/phil338/hout338rubric.htm or

http://www.readwritethink.org/files/resources/lessonimages/lesson416/OralRubric.pdf.

9-10.SL.2.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	13.2	13.3

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Application of ELA Standard

To use multiple sources to construct and deliver a multi-media presentation on an educational topic. To write an evaluation of sources used within the presentation

Example of ELA Standard in Education Professions

Construct and deliver a multimedia presentation based on an educational topic using MLA format, including in-text citations and a Works Cited page.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?

- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

Write an evaluation of the credibility and accuracy of sources used in the presentation.

The multimedia presentation is scored for the following: Use of multiple sources; accuracy of information; accurate MLA format, including in-text citations and Works Cited page; and logical organization of information. Presenter is scored for professional appearance; speech (volume, clarity, and pace); demeanor; appropriate grammar; and knowledge of content. The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.

The scoring for the evaluation of multimedia presentation is based on the Evaluating Sources Checklist at http://library.williams.edu/guides/evaluating-sources.php

11-12.SL.2.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	13.2	13.3

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions

and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Application of ELA Standard

To use multiple sources to construct and deliver a multi-media presentation on an educational topic. To write an evaluation of sources used within the presenta-

tion, noting discrepan-cies among the data.

Example of ELA Standard in Education Professions

Construct and deliver a multimedia presentation based on an educational topic using MLA format, including in-text citations and a Works Cited page.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

Write an evaluation of the credibility and accuracy of sources used in the presentation, noting discrepancies among the data.

The multimedia presentation is scored for the following: Use of multiple sources; accuracy of information; accurate MLA format, including in-text citations and Works Cited page; and logical organization of information. Presenter is scored for professional appearance; speech (volume, clarity, and pace); demeanor; appropriate grammar; and knowledge of content. The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.

The scoring for the evaluation of multimedia presentation is based on the Evaluating Sources Checklist at http://library.williams.edu/guides/evaluating-sources.php

9-10.SL.3.	CTE Standard/Measurement Criterion			
	1.2	3.5	6.3	11.3

ELA Standards

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Application of ELA Standard

To evaluate a peer's persuasive speech about a topic in education for the speaker's point of view and validity of supporting evidence

Example of ELA Standard in S

Students compose and deliver a persuasive speech on an educational topic.

Sample topics include the following:

- What factors contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies best address the needs of unmotivated students and students from challenging environments?

Students informally evaluate a peer's speech in a class discussion regarding the clarity of the speaker's point of view and the validity and sufficiency of supporting evidence for the speaker's position.

11-12.SL.3.	CTE Standard/Measurement Criterion			
	1.2	3.5	6.3	11.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Application of ELA Standard

To evaluate a peer's persuasive speech about a topic in education for the speaker's point of view, validity of supporting evidence, word choice, and tone

Example of ELA Standard in Education Professions

Students compose and deliver a persuasive speech on an educational topic.

Sample topics include the following:

- What factors contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies best address the needs of unmotivated students and students from challenging environments?

Students informally evaluate a peer's speech in a class discussion regarding the clarity of the speaker's point of view, the validity and sufficiency of supporting evidence for the speaker's position, and the speaker's word choice and tone.

9-10.SL.4.	CTE Standard/Measurement Criterion												
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	12.2	12.3	13.2	13.3

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Application of ELA Standard

To construct and implement a presentation or lesson plan based on an educational topic which presents information in a logical manner appropriate to audience.

Example of ELA Standard in Education Professions

Construct and deliver a presentation or lesson plan based on an educational topic.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?

- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

Presentation is scored for the following:

- Preparation and obvious rehearsal
- Clear line of reasoning
- Depth, breadth, and accuracy of supporting evidence
- Organization that logically develops the argument
- Compelling use of language to make assertions
- Appropriateness of style and vocabulary to audience

The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.

11-12.SL.4.	CTE Standard/Measurement Criterion												
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	12.2	12.3	13.2	13.3

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Application of ELA Standard

To construct and implement a presentation or lesson plan which advances a clear perspective on an educational topic and addresses alternative perspect-ives.

Example of ELA Standard in Education Professions

Construct and deliver a presentation or lesson plan based on an educational topic.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

Presentation is scored for the following:

- Preparation and obvious rehearsal
- Advancement of a clear and distinct perspective
- Depth, breadth, and accuracy of supporting evidence
- Organization that logically develops the argument
- Presentation of alternative perspectives
- Compelling use of language to make assertions
- Appropriateness of style and vocabulary to audience

The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.

9-10.SL.5.	CTE Standard/Measurement Criterion												
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	13.2	13.3	13.4	13.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Application of ELA Standard

To use technology to facilitate and enhance a presentation on an educational topic

To use technology to facilitate and enhance a presentation on an “ideal school”

Example of ELA Standard in Education Professions

Use a PREZI or Voicethread format to present information on an educational topic.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

*PREZI presentation on-line http://prezi.com/ or Voicethread http://voicethread.com/#q.b908650.i4836721

(Students can upload a PowerPoint presentation and then record their voice for each slide.)

The PREZI or Voicethread presentation is evaluated with a rubric such as http://www.readwritethink.org/files/resources/lessonimages/lesson416/OralRubric.pdf.

Create and deliver a multimedia presentation about the components of an "ideal school" based on multiple research findings, using textual, graphical, audio, visual, and/or interactive elements. Use MLA format, including in-text citations and a Works Cited page.

Possible components that could be addressed include:

- Location
- Facilities
- Faculty and staff
- Student population
- Course offerings
- Educational philosophy
- School climate
- Delivery of instruction
- Rules and regulations
- Safety
- Technology integration
- Work-based learning
- Service learning
- Community involvement
- Extracurricular activities

Multimedia presentation is scored for the following:

- Preparation and obvious rehearsal
- Use of textual, graphical, audio, visual, and/or interactive elements
- Clear line of reasoning
- Depth, breadth, and accuracy of supporting evidence
- Logical development
- Use of multiple sources

The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.

Parenthetical in-text citations of sources and the Works Cited page are evaluated according to the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.SL.5.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Application of ELA Standard

To use technology to facilitate and enhance a presentation on an educational topic

To use technology to facilitate and enhance a presentation on an "ideal school"

Example of ELA Standard in Education Professions

Use a PREZI or Voicethread format to present information on an educational topic.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

*PREZI presentation on-line http://prezi.com/ or Voicethread http://voicethread.com/#q.b908650.i4836721

(Students can upload a PowerPoint presentation and then record their voice for each slide.)

The PREZI or Voicethread presentation is evaluated with a rubric such as http://www.readwritethink.org/files/resources/lessonimages/lesson416/OralRubric.pdf.

Create and deliver a multimedia presentation about the components of an "ideal school" based on multiple research findings, using textual, graphical, audio, visual, and/or interactive elements. Use MLA format, including in-text citations and a Works Cited page.

Possible components that could be addressed include:

- Location
- Facilities
- Faculty and staff
- Student population
- Course offerings
- Educational philosophy
- School climate
- Delivery of instruction

- Rules and regulations
- Safety
- Technology integration
- Work-based learning
- Service learning
- Community involvement
- Extracurricular activities

Multimedia presentation is scored for the following:

- Preparation and obvious rehearsal
- Use of textual, graphical, audio, visual, and/or interactive elements
- Clear line of reasoning
- Depth, breadth, and accuracy of supporting evidence
- Logical development
- Use of multiple sources

The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.

Parenthetical in-text citations of sources and the Works Cited page are evaluated according to the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.SL.6.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	13.2	13.3

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Application of ELA Standard

To communicate effectively during an impromptu speech on an educational topic to a diverse audience, using appropriate speech techniques

To communicate effectively on an educational topic to an academic audience

Example of ELA Standard in Education Professions

Deliver an impromptu speech to a diverse audience on an educational topic.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?

- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

Presenter is scored for speech techniques (volume, clarity, tone, enunciation, and pace); appropriate word choice for audience; appropriate grammar; and knowledge of content. The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.Communicate effectively on an educational topic by participating in a classroom debate. Students research and defend a position on one side or the other for the following topics:

- Financial advantages vs. disadvantages of public, charter, and private educational institutions
- Education in the United States vs. education in other countries
- Instructional and supervisory role of teachers vs. instructional and supervisory role of paraprofessionals (or administration)
- Lecture vs. cooperative learning
- Interactive student learning vs. direct instruction

Participate in a classroom debate working in groups to defend one side or the other on the assigned topic.

- Students have 10 minutes to prepare an initial written argument either for or against their topic. Students must have access to the Internet to find sources to support their subject. Students will not get to choose a position.
- As a group, students will write and present a 2 minute position presentation. Upon hearing both sides of the argument, each side will have 2 minutes to discuss and write the rebuttal among the group.
- Of the group, three people will be chosen randomly to represent the rebuttal for 2 minutes.
- Students will then have 2 minutes to prepare and write a closing argument.
- Then three people chosen randomly will deliver the closing argument for 2 minutes.

Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Rebuttal:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered

11-12.SL.6.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.3	13.2	13.3

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Application of ELA Standard

To communicate effectively during an impromptu speech on an educational topic to a diverse audience, using appropriate speech techniques

To communicate effectively on an educational topic to an academic audience

Example of ELA Standard in Education Professions

Deliver an impromptu speech to a diverse audience on an educational topic.

Topics to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional or teacher?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

Presenter is scored for speech techniques (volume, clarity, tone, enunciation, and pace); appropriate word choice for audience; appropriate grammar; and knowledge of content. The measurement of each criterion is Needs Much Improvement, Needs Refinement, Average, Good, or Excelling.Communicate effectively on an educational topic by participating in a classroom debate. Students research and defend a position on one side or the other for the following topics:

- Financial advantages vs. disadvantages of public, charter, and private educational institutions
- Education in the United States vs. education in other countries
- Instructional and supervisory role of teachers vs. instructional and supervisory role of paraprofessionals (or administration)
- Lecture vs. cooperative learning
- Interactive student learning vs. direct instruction

Participate in a classroom debate working in groups to defend one side or the other on the assigned topic.

- o Students have 10 minutes to prepare an initial written argument either for or against their topic. Students must have access to the Internet to find sources to support their subject. Students will not get to choose a position.

- As a group, students will write and present a 2 minute position presentation. Upon hearing both sides of the argument, each side will have 2 minutes to discuss and write the rebuttal among the group.
- Of the group, three people will be chosen randomly to represent the rebuttal for 2 minutes.
- Students will then have 2 minutes to prepare and write a closing argument.
- Then three people chosen randomly will deliver the closing argument for 2 minutes.

Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Rebuttal:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered

Writing

Arizona HIGH SCHOOL ELA WRITING Standards for Education Professions

9-10.W.2.	CTE Standard/Measurement Criterion													
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	6.4	11.1	11.2	11.3	13.2	13.3

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To write a reflective, culminating essay regarding the work-based learning experience, incorporating relevant and sufficient information that articulates the significance of the experience

Example of ELA Standard in Education Professions

Write a reflective, culminating essay regarding the work-based learning experience, incorporating relevant and sufficient information that articulates the significance of the experience. Use correct MLA formatting. Include at least one visual representation of the information.

Possible questions that could be addressed include:

- What factors contribute to an effective school?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified support staff and how do they assist teachers and students?
- What are the roles of classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model effective teaching traits in his/her classroom?
- What methods of instruction are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?
- What methods of instruction accommodate various learning styles?

- What are some strategies for addressing the needs of unmotivated students and students from challenging environments?
- What digital resources can help teachers in planning instruction, classroom management, and communication?
- What characteristics do you possess that will lead to success as a paraprofessional or teacher?

The reflective, culminating essay is scored for Ideas and Content, Organization, Conventions, Sentence Fluency, Voice, and Word Choice using the Six Trait Analytic Writing Rubric. MLA format is scored for the following criteria as present or missing:

- Font: Times New Roman
- Font size: 12. point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date
- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size

11-12.W.2.	CTE Standard/Measurement Criterion													
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	6.4	11.1	11.2	11.3	13.2	13.3

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To write a reflective, culminating essay regarding the work-based learning experience, incorporating relevant and sufficient information that articulates the significance of the experience

Example of ELA Standard in Education Professions

Write a reflective, culminating essay regarding the work-based learning experience, incorporating relevant and sufficient information that articulates the significance of the experience. Use correct MLA formatting. Include at least one visual representation of the information.

Possible questions that could be addressed include:

- What factors contribute to an effective school?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified support staff and how do they assist teachers and students?
- What are the roles of classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model effective teaching traits in his/her classroom?
- What methods of instruction are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?
- What methods of instruction accommodate various learning styles?
- What are some strategies for addressing the needs of unmotivated students and students from challenging environments?
- What digital resources can help teachers in planning instruction, classroom management, and communication?
- What characteristics do you possess that will lead to success as a paraprofessional or teacher?

The reflective, culminating essay is scored for Ideas and Content, Organization, Conventions, Sentence Fluency, Voice, and Word Choice using the Six Trait Analytic Writing Rubric. MLA format is scored for the following criteria as present or missing:

- Font: Times New Roman
- Font size: 12. point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date
- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size

9-10.W.3.	CTE Standard/Measurement Criterion			
	7.1	7.2	8.1	8.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Application of ELA Standard

To write a children's story that develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences

Example of ELA Standard in Education Professions

Write a children's story in a big book format. The theme for the book must illuminate problems and issues regarding English Language Learners, disabilities, barriers to learning, or self-esteem.

The children's story is graded as Exceeds, Meets, Approaches, or Falls Far Below for each of the following criteria:

- The book illuminates problems and issues regarding ELL, disabilities, barriers to learning, or self-esteem.
- The book is bigger than 8.5 x 11, contains texture, or is 3-D
- Every word within the book is spelled correctly.
- The text is clearly and properly punctuated and uses complete sentences.
- The book is colorful.
- The book contains illustrations that accompany each page.
- The book contains a list of precise words and phrase and utilizes a glossary.
- The book is able to honestly portray the realities of life for today's children.
- The characters are convincing and credible to today's child.
- The book is forthright in dealing with issues.
- When negative behaviors are part of the story, the author provides motivations for the negative behavior and shows after-effects.

11-12.W.3.	CTE Standard/Measurement Criterion			
	7.1	7.2	8.1	8.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Application of ELA Standard

To write a children's story that develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences

Example of ELA Standard in Education Professions

Write a children's story in a puppet show format. The theme for the puppet show must illuminate problems and issues regarding English Language Learners, disabilities, barriers to learning, or self-esteem.

The children's story is graded as Exceeds, Meets, Approaches, or Falls Far Below for each of the following criteria:

- The puppet show illuminates problems and issues regarding ELL, disabilities, barriers to learning, or self-esteem.
- Every word within the script is spelled correctly.
- The script is clearly and properly punctuated and uses complete sentences.
- The puppets are original, creative, and well-constructed. Many unique materials were used well in the construction of the puppets.
- Voices of puppeteers are continuously audible to the whole audience.
- The puppeteers' voices demonstrate ample expression and emotion.
- Puppeteer is ready with the appropriate puppet throughout. Puppeteer is very familiar and comfortable with the script.
- The script is able to honestly portray the realities of life for today's children.
- The characters are convincing and credible to today's child.
- The script is forthright in dealing with issues.
- When negative behaviors are part of the story, the author provides motivations for the negative behavior and shows after-effects.

9-10.W.4.	CTE Standard/Measurement Criterion
	3.2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Application of ELA Standard

To write a letter of introduction to prospective employer, explaining a personal philosophy of education

Example of ELA Standard in Education Professions

Write a letter of introduction to a prospective employer, explaining a personal philosophy of education. Incorporate quotes from influential philosophers as appropriate. Use parenthetical in-text citation of sources and include a Works Cited page. Possible educational philosophies include: Essentialism, Progressivism, Perennialism, Existentialism, Behaviorism, and Reconstructionism.

The philosophy of education letter is scored for Ideas and Content, Organization, Conventions, Sentence Fluency, Voice, and Word Choice using the Six Trait Analytic Writing Rubric. Citations and Works Cited page are graded using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.W.4.	CTE Standard/Measurement Criterion
	3.2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Application of ELA Standard

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9-10.W.5.	CTE Standard/Measurement Criterion
	3.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

Application of ELA Standard

To participate in on-going peer response groups to provide formative feedback and to strengthen written work on a current issue in education

Example of ELA Standard in Education Professions

Students participate in on-going peer response groups to provide formative feedback and to strengthen written work on a current issue in education. Resources include the Six Trait Analytic Writing Rubric and sites such as www.ade.az.gov/standards-practices and

http://wac.gmu.edu/supporting/studentresourceslanding.php

11-12.W.5.	CTE Standard/Measurement Criterion
	3.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

Application of ELA Standard

To participate in on-going peer response groups to provide formative feedback and to strengthen written work on a current issue in education

Example of ELA Standard in Education Professions

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http://wac.gmu.edu/supporting/studentresourceslanding.php

9-10.W.6.	CTE Standard/Measurement Criterion
	13.3

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Application of ELA Standard

To write and submit a polished entry for one of the following FEA competitions, using technology to produce and submit the entry

Example of ELA Standard in Education Professions

Write and submit a polished entry for one of the following FEA competitions:

- Application, Resume, Interview
- Arizona History
- Blog
- E-Portfolio
- Essay Writing
- FEA Moment
- Future of Education
- Instructional Technology Lesson
- Spotlight on Special Education

Details about each competition's requirements as well as scoring rubrics can be found at http://www.azed.gov/career-technical-education/fea/competitions/

11-12.W.6.	CTE Standard/Measurement Criterion
	13.3

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Application of ELA Standard

To write and submit a polished entry for one of the following FEA competitions, using technology to produce and submit the entry

Example of ELA Standard in Education Professions

Write and submit a polished entry for one of the following FEA competitions:

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9-10.W.7.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Application of ELA Standard

To write a short research paper which argues a position regarding a current educational issue, using multiple sources of information

Example of ELA Standard in Education Professions

Research subject and write a paper to support claims regarding a current educational issue (i.e., effective schools, charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, etc.), incorporating multiple sources according to MLA format. The research paper should have parenthetical in-text citations of sources and should include a Works Cited page.

The short research paper is evaluated for Ideas and Content, Organization, Conventions, Sentence Fluency, and Voice using the Six Trait Analytic Writing Rubric. MLA format is scored for the following criteria as present or missing:

- Font: Times New Roman
- Font size: 12. point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date
- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size
- Parenthetical in-text citation of sources and Works Cited page: See the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.W.7.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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- Font: Times New Roman
- Font size: 12. point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date
- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size
- Parenthetical in-text citation of sources and Works Cited page: See the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.W.8.	CTE Standard/Measurement Criterion		
	13.3	13.4	13.5

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Application of ELA Standrd

To write and submit a polished entry for one of the following FEA competitions, using technology to produce and submit the entry. To write a reflection about the usefulness of each source used in the preparation of the entry

Example of ELA Standard in Education Professions

Write and submit a polished entry for one of the following FEA competitions:

- Application, Resume, Interview
- Arizona History
- Blog
- E-Portfolio
- Essay Writing

- FEA Moment
- Future of Education
- Instructional Technology Lesson
- Spotlight on Special Education

Details about each competition's requirements as well as scoring rubrics can be found at http://www.azed.gov/career-technical-education/fea/competitions/

Upon completion of the competition preparation, write a reflection assessing the usefulness of each source needed to complete the competition research. Use in-text citations and submit a Works Cited page.

Reflection is graded for Ideas and Content and Sentence Fluency on the Six Trait Analytic Writing Rubric. Parenthetical in-text citation of sources and Works Cited page are evaluated according to the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.W.8.	CTE Standard/Measurement Criterion		
	13.3	13.4	13.5

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Application of ELA Standrd

To write and submit a polished entry for one of the following FEA competitions, using technology to produce and submit the entry. To write a reflection about the strengths and limitations of each source used in the preparation of the entry

Example of ELA Standard in Education Professions

Write and submit a polished entry for one of the following FEA competitions:

- Application, Resume, Interview
- Arizona History
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- FEA Moment
- Future of Education
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- Spotlight on Special Education

Details about each competition's requirements as well as scoring rubrics can be found at http://www.azed.gov/career-technical-education/fea/competitions/

Upon completion of the competition preparation, write a reflection assessing the strengths and limitations of each source needed to complete the competition research in terms of specific task, purpose and audience. Use in-text citations and submit a Works Cited page.

Reflection is graded for Ideas and Content and Sentence Fluency on the Six Trait Analytic Writing Rubric. Parenthetical in-text citation of sources and Works Cited page are evaluated according to the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

9-10.W.10.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.3	13.2

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Application of ELA Standrd

To write weekly field experience reports in response to the work-based learning experience, with some reports incorporating research and other reports as "on-demand" writing

Example of ELA Standard in Education Professions

Write weekly field experience reports in response to the work-based learning experience, with some reports incorporating research and other reports as "on-demand" writing. (These weekly field experience reports are in preparation for the culminating, reflective work-based learning essay at the end of the course.)

Questions to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified and classified support staff, and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model these traits in his/her classroom?
- What methods of instruction are used in the mentor teacher's classroom?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

The weekly field experience reports are scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric.

11-12.W.10.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.3	13.2

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Application of ELA Standrd

To write weekly field experience reports in response to the work-based learning experience, with some reports incorporating research and other reports as “on-demand” writing

Example of ELA Standard in Education Professions

Write weekly field experience reports in response to the work-based learning experience, with some reports incorporating research and other reports as “on-demand” writing. (These weekly field experience reports are in preparation for the culminating, reflective work-based learning essay at the end of the course.)

Questions to consider include:

- What are the factors that contribute to effective schools?
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- What are the roles of certified and classified support staff, and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model these traits in his/her classroom?
- What methods of instruction are used in the mentor teacher’s classroom?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

The weekly field experience reports are scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric.

Writing

Arizona HIGH SCHOOL ELA WRITING Standards for LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

9-10.WHST.1.	CTE Standard/Measurement Criterion							
	1.3	3.6	5.1	5.2	6.1	6.2	11.1	11.2

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Application of ELA Standard

To write and debate effective arguments on a variety of educational topics and/or prompts.

Example of ELA Standard in Education Professions

Write effective arguments on a variety of educational topics and/or prompts by participating in a classroom debate over an assigned topic. Students will research and defend a position on one side or the other for the following topics:

- Financial advantages vs. disadvantages of public, charter, and private educational institutions
- Education in the United States vs. education in other countries
- Instructional and supervisory role of teachers vs. instructional and supervisory role of paraprofessionals (or administration)
- Lecture vs. cooperative learning
- Interactive student learning vs. direct instruction

Participate in a classroom debate working in groups to defend one side or the other on the assigned topic.

1. Students have 10 minutes to prepare an initial written argument either for or against their topic. Students must have access to the Internet to find sources to support their subject. Students will not get to choose a position.
2. As a group, students will write and present a 2 minute position presentation. Upon hearing both sides of the argument, each side will have 2 minutes to discuss and write the rebuttal among the group.

3. Of the group, three people will be chosen randomly to represent the rebuttal for 2 minutes.
4. Students will then have 2 minutes to prepare and write a closing argument.
5. Then three people chosen randomly will deliver the closing argument for 2 minutes.

Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Rebuttal:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered

11-12.WHST.1.	CTE Standard/Measurement Criterion							
	1.3	3.6	5.1	5.2	6.1	6.2	11.1	11.2

Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

Application of ELA Standard

To write and debate effective arguments on a variety of educational topics and/or prompts

Example of ELA Standard in Education Professions

Write effective arguments on a variety of educational topics and/or prompts by participating in a classroom debate over an assigned topic. Students will research and defend a position on one side or the other for the following topics:

- Financial advantages vs. disadvantages of public, charter, and private educational institutions
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1. Students have 10 minutes to prepare an initial written argument either for or against their topic. Students must have access to the Internet to find sources to support their subject. Students will not get to choose a position.
2. As a group, students will write and present a 2 minute position presentation. Upon hearing both sides of the argument, each side will have 2 minutes to discuss and write the rebuttal among the group.
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Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Rebuttal:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered
Initial Argument:	3 points	2 points	1 point
Use of Arguments:	Many relevant reasons given	Some relevant reasons given	Few relevant reasons given
Use of Examples and Facts:	Many examples or facts offered	Some examples or facts offered	Few examples or facts offered

9-10.WHST.2.	CTE Standard/Measurement Criterion												
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.2	11.3	13.2	13.3

Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Application of ELA Standard

To write an informative/ explanatory essay regarding the work-based learning experience, incorporating relevant and sufficient information that articulates the significance of the experience

Example of ELA Standard in Education Professions

Write an informative/explanatory essay regarding the work-based learning experience, incorporating relevant and sufficient information that articulates the significance of the experience. Use correct MLA formatting. Include at least one visual representation of the information.

Possible questions that could be addressed include:

- What factors contribute to an effective school?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified support staff and how do they assist teachers and students?
- What are the roles of classified support staff and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model effective teaching traits in his/her classroom?
- What methods of instruction are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?
- What methods of instruction accommodate various learning styles?
- What are some strategies for addressing the needs of unmotivated students and students from challenging environments?
- What digital resources can help teachers in planning instruction, classroom management, and communication?

The essay is scored for Ideas and Content, Organization, Conventions, Sentence Fluency, Voice, and Word Choice using the Six Trait Analytic Writing Rubric. MLA format is scored for the following criteria as present or missing:

- Font: Times New Roman
- Font size: 12. point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date
- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size

9-10.WHST.4.	CTE Standard/Measurement Criterion
	3.2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Application of ELA Standard

To write a letter of introduction to a prospective employer, explaining a personal philosophy of education

Example of ELA Standard in Education Professions

Write a letter of introduction to a prospective employer, explaining a personal philosophy of education. Incorporate quotes from influential philosophers as appropriate. Use parenthetical in-text citation of sources and include a Works Cited page. Possible educational philosophies include: Essentialism, Progressivism, Perennialism, Existentialism, Behaviorism, and Reconstructionism.

The philosophy of education letter is scored for Ideas and Content, Organization, Conventions, Sentence Fluency, Voice, and Word Choice using the Six Trait Analytic Writing Rubric. Citations and Works Cited page are graded using the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.WHST.4.	CTE Standard/Measurement Criterion
	3.2

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Application of ELA Standard

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Example of ELA Standard in Education Professions

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9-10.WHST.5.	CTE Standard/Measurement Criterion
	3.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Application of ELA Standard

To participate in on-going peer response groups to provide formative feedback and to strengthen written work on a current issue in education

Example of ELA Standard in Education Professions

Students participate in on-going peer response groups to provide formative feedback and to strengthen written work on a current issue in education. Resources include the Six Trait Analytic Writing Rubric and sites such as www.ade.az.gov/standards-practices and http://wac.gmu.edu/supporting/studentresourceslanding.php

11-12.WHST.5.	CTE Standard/Measurement Criterion
	3.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Application of ELA Standard

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http://wac.gmu.edu/supporting/studentresourceslanding.php

9-10.WHST.6.	CTE Standard/Measurement Criterion
	13.3

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Application of ELA Standard

To write and submit a polished entry for one of the following FEA competitions, using technology to produce and submit the entry

Example of ELA Standard in Education Professions

Write and submit a polished entry for one of the following FEA competitions:

- Application, Resume, Interview
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- E-Portfolio
- Essay Writing
- FEA Moment
- Future of Education
- Instructional Technology Lesson
- Spotlight on Special Education

Details about each competition's requirements as well as scoring rubrics can be found at:

http://www.azed.gov/career-technical-education/fea/competitions/

11-12.WHST.6.	CTE Standard/Measurement Criterion
	13.3

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Details about each competition's requirements as well as scoring rubrics can be found at:

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9-10.WHST.7.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Application of ELA Standard

To write a short research paper which argues a position regarding a current educational issue, using multiple sources of information

Example of ELA Standard in Education Professions

Research subject and write a paper to support claims regarding a current educational issue (i.e., effective schools, charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, etc.), incorporating multiple sources according to MLA format. The research paper should have parenthetical in-text citations of sources and should include a Works Cited page.

The short research paper is evaluated for Ideas and Content, Organization, Conventions, Sentence Fluency, and Voice using the Six Trait Analytic Writing Rubric. MLA format is scored for the following criteria as present or missing:

- Font: Times New Roman
- Font size: 12-point
- Font color and paper: Black font on white paper
- Margins: 1 inch margins all around
- Spacing: Double spacing only throughout
- Automatic header and pagination: Last name and page number
- Student identification: At left margin only, and only on first page of essay, with student's name, instructor's name, course information, and submission date

- Title: Centered and properly capitalized and punctuated, NOT underlined, NOT in quotation marks, with Times New Roman font and 12 point font size
- Parenthetical in-text citation of sources and Works Cited page: See the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.WHST.7.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

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9-10.WHST.8.	CTE Standard/Measurement Criterion		
	13.3	13.4	13.5

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Application of ELA Standard

To write and submit a polished entry for one of the following FEA competi-tions, using technology to produce and submit the entry. To write a reflection about the usefulness of each source used in the preparation of the entry

Example of ELA Standard in Education Professions

Write and submit a polished entry for one of the following FEA competitions:

- Application, Resume, Interview
- Arizona History
- Blog
- E-Portfolio
- Essay Writing
- FEA Moment
- Future of Education
- Instructional Technology Lesson
- Spotlight on Special Education

Details about each competition's requirements as well as scoring rubrics can be found at:

http://www.azed.gov/career-technical-education/fea/competitions/

Upon completion of the competition preparation, write a reflection assessing the usefulness of each source needed to complete the competition research. Use in-text citations and submit a Works Cited page.

Reflection is graded for Ideas and Content and Sentence Fluency on the Six Trait Analytic Writing Rubric. Parenthetical in-text citation of sources and Works Cited page are evaluated according to the MLA Formatting and Style Guide at the Purdue University Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/747/01/

11-12.WHST.8.	CTE Standard/Measurement Criterion		
	13.3	13.4	13.5

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Application of ELA Standard

To write and submit a polished entry for one of the following FEA competi-tions, using technology to produce and submit the entry. To write a reflection about the strengths and limitations of each source used in the preparation of the entry

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9-10.WHST.9.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

Draw evidence from informational texts to support analysis, reflection, and research.

Application of ELA Standard

To write a short research paper which argues a position regarding a current educational issue, using multiple sources of information

Example of ELA Standard in Education Professions

Research subject and write a paper to support claims regarding a current educational issue (i.e., effective schools, charter schools, teacher code of conduct/professionalism, implementation of technology, social networking, English Language Learners, teacher compensation, diversity, Race to the Top, etc.), incorporating multiple sources according to MLA format. The research paper should have parenthetical in-text citations of sources and should include a Works Cited page.

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11-12.WHST.9.	CTE Standard/Measurement Criterion						
	1.2	3.5	8.1	8.3	13.2	13.3	13.6

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Example of ELA Standard in Education Professions

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9-10.WHST.10.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.3	13.2

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Application of ELA Standard

To write weekly field experience reports in response to the work-based learning experi-ence, with some reports incorporat-ing research and other reports as “on-demand” writing

Example of ELA Standard in Education Professions

Write weekly field experience reports in response to the work-based learning experience, with some reports incorporating research and other reports as “on-demand” writing. (These weekly field experience reports are in preparation for the culminating, reflective work-based learning essay at the end of the course.)

Questions to consider include:

- What are the factors that contribute to effective schools?
- What current educational issues are impacting schools, teachers, and students?
- What are the roles of certified support staff, and how do they assist teachers and students?
- What are the roles of classified support staff, and how do they assist teachers and students?
- What are the community resources in and out of the school that provide teacher and student assistance?
- What are the characteristics of an effective paraprofessional and/or teacher?
- How does the mentor teacher model these traits in his/her classroom?
- What methods of instruction are used in the mentor teacher’s classroom?
- What strategies are used to address the needs of unmotivated students and students from challenging environments?
- What new technology applications can be used to improve teaching and/or learning?

The weekly field experience reports are scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric.

11-12.WHST.10.	CTE Standard/Measurement Criterion										
	1.2	3.5	5.1	5.2	5.3	6.1	6.2	6.3	11.1	11.3	13.2

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The weekly field experience reports are scored for Ideas and Content, Organization, and Conventions using the Six Trait Analytic Writing Rubric.

CTE EP Standards

EDUCATION PROFESSIONS, 13.1200.00	
STANDARD 1.0—EXAMINE THE ROLE OF THE EDUCATION INDUSTRY IN THE ECONOMY	
1.1	Explain the role of education in the economy: local, state, national and international
1.2	Recognize the factors that contribute to an effective school.
1.3	Compare/contrast the financial advantages/disadvantages of public, charter, and private educational institutions
STANDARD 2.0—RECOGNIZE THE FINANCIAL POLICIES AND PROCEDURES OF A SCHOOL DISTRICT	
2.1	Identify business and financial functions of an educational institution
2.2	Explain how taxes impact the school district's ability to meet objectives and state and federal mandates
STANDARD 3.0—UNDERSTAND THE HISTORY AND STRUCTURE OF EDUCATION IN THE UNITED STATES	
3.1	Outline the historical development of U.S. education
3.2	Identify major philosophies of education
3.3	Identify the roles of state and federal government in education
3.4	Differentiate between private and public educational approaches, including those of charter and alternative schools
3.5	Examine current educational issues
3.6	Compare education in the United States and in other countries
STANDARD 4.0—UNDERSTAND THE ROLES OF-THE GOVERNING BOARD AND THE ADMINISTRATION IN RELATION TO SCHOOLS	
4.1	Explain the role of the governing board in establishing policies and objectives for the school district
4.2	Describe how schools carry out the governing boards' policies and meet state mandates
4.3	Explain the roles and responsibilities of district and building administrators
4.4	Explain the role of the district superintendent and his/her the school administration and the board
STANDARD 5.0—EXPLAIN THE ROLES OF SUPPORT SERVICE PERSONNEL IN SCHOOLS	
5.1	Describe the roles of certified support personnel (e.g., guidance and counseling, psychological services, librarians/media specialists, technology support, health care providers, etc.)
5.2	Describe the roles of classified support personnel (e.g., food service workers, facility maintenance workers, transportation personnel, teacher aides, after-school program personnel, etc.)
5.3	Describe the role of community resources in and out of the school to provide student assistance

STANDARD 6.0—ANALYZE THE ROLES AND CHARACTERISTICS OF TEACHERS AND PARAPROFESSIONALS	
6.1	Examine the instructional and supervisory roles of paraprofessionals
6.2	Examine instructional and supervisory roles ~~for~~ of teachers
6.3	Identify the characteristics of the effective teacher and paraprofessional
6.4	Evaluate self for characteristics that lead to success as a paraprofessional and/or teacher
STANDARD 7.0—COMPREHEND THE ISSUES RELATED TO EXCEPTIONAL LEARNERS	
7.1	Explain the criteria and definitions related to exceptional learners, including children with disabilities and children who are gifted
7.2	Comprehend the use of developmentally appropriate instructional interventions for cognitive, motor, self-help, social, and language activities
7.3	Identify the components of an Individual Education Plan (IEP) including medical needs, student goals, present level of development, etc.
7.4	Identify the legal responsibilities associated with student Individual Education Plans
7.5	Apply the knowledge of accommodations and modifications for an exceptional learner in adapting activities for individual student's goals
STANDARD 8.0—EXPLAIN THE ISSUES RELATING TO DIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING	
8.1	Identify the characteristics, the challenges, and the opportunities for learning in a diverse classroom
8.2	Explain the role of teacher expectation on student performance and its impact on teaching and learning in a diverse classroom
8.3	Identify the needs of multiple-language learners
8.4	Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group
STANDARD 9.0—ANALYZE THE IMPACT OF CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES ON STUDENT LEARNING	
9.1	Identify the relationship between effective instructional strategies and classroom management
9.2	Identify discipline strategies needed in various classroom situations
9.3	Analyze the relationship of instructional strategies, learning objectives, and learner involvement, and their impact on student behaviors
STANDARD 10.0—COMPREHEND THE STAGES OF HUMAN DEVELOPMENT AND THEIR IMPACT ON LEARNING AND THE CLASSROOM	
10.1	Identify the stages of physical development through adolescence
10.2	Recognize cognitive development from birth through adolescence
10.3	Recognize psychosocial development theory
10.4	Recognize emotional development theory

10.5	Recognize character development theories
STANDARD 11.0—IDENTIFY INSTRUCTIONAL METHODS FOR STUDENT LEARNING	
11.1	Investigate various methods of instruction
11.2	Identify teaching methods that accommodate various learning styles
11.3	Describe strategies for addressing the needs of unmotivated students and students from challenging environments
11.4	Identify different assessment techniques for feedback to students and/or guiding instruction
STANDARD 12.0—CREATE A LESSON PLAN AND RELATED ACTIVITIES TO MEET THE NEEDS OF LEARNERS	
12.1	Develop objectives that are aligned with state and district standards
12.2	Integrate the components of a lesson plan with activities and instructional materials
12.3	Implement a lesson and a planned learning activity
12.4	Conduct a reflective evaluation of the implemented lesson plan
STANDARD 13.0—APPLY TECHNOLOGY FOR INSTRUCTION AND MANAGEMENT	
13.1	Evaluate lessons to determine how technology could improve the teacher's ability to address different learning needs
13.2	Investigate a new technology application that can be used to improve teaching and/or learning
13.3	Identify digital resources that help teachers in planning instruction, classroom management, and communication
13.4	Apply knowledge and skills of technology to integrate content areas with interactive student learning activities
13.5	Integrate technology relevant to lesson planning, teaching, and classroom management and assessment
13.6	Identify the ways that virtual cyber learning may impact the future of education

While providing space for exhibitors, the state of Arizona does not endorse any product offered, nor accept liability for any product or its use.

The work herein was supported under the Rigorous Programs of Study Program (V051C100016) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal government.

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