

# Teacher Education and Training



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The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Teacher Education and Training Program of Study. The academic standards in this document are theoretical and performance-based. The standards contain content from Colorado, Maryland, Tennessee, and Texas and were validated by D.C. business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.



## **Teacher Education and Training**

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Course Descriptions: Teacher Education and Training		
Course Level	Course Information	Description
Level I	<b>Principles of Education and Training</b> <b>OSSEID:</b> 5050201 <b>Grades:</b> 9-12 <b>Prerequisite:</b> None <b>Credit:</b> 1	Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge and educational and career information to analyze different careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
Level II	<b>Human Growth and Development</b> <b>OSSEID:</b> 5050202 <b>Grades:</b> 10-12 <b>Prerequisite:</b> Principles of Education and Training <b>Credit:</b> 1	Human Growth and Development is an examination of human development across the lifespan, emphasizing research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
Level III	<b>Instructional Practices</b> <b>OSSEID:</b> 5050203 <b>Grades:</b> 11-12 <b>Prerequisite:</b> Human Growth and Development <b>Credit:</b> 1	Instructional Practices is a theory and field-based course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Under the direct supervision of a teacher, students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.
Level IV	<b>Practicum in Education and Training</b> <b>OSSEID:</b> 5050204 <b>Grades:</b> 12 <b>Prerequisite:</b> Instructional Practices <b>Credit:</b> 1	Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.



## Industry Certifications

## Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
<b>Career Exploration</b> Industry Visits Guest Speakers Participate in a CTSO	<b>Career Awareness</b> <i>All of Level I, plus:</i> Postsecondary Visits Program- Specific Site Tours Mock Interviews	<b>Career Preparation</b> <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	<b>Career Preparation</b> Paid/Unpaid Internships Apprenticeships

Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

**Career Coach DC** (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

**Nepris** (<https://dc.nepris.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

**Virtual Job Shadow** (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.

## Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA’s, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT’s Labor Wage Index Project and the DC CTE Task Force’s 2012 Strategic Plan for the District of Columbia.

Indicator	Definition	Data for the Teacher Education and Training Program of Study (source: EMSI, August 2021)
High Wage	Those occupations that have a 25 <sup>th</sup> percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.	<b>Standard Occupational Code (SOC):</b> 25-9042.00 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education  <b>Hourly Wages</b> <b>25<sup>th</sup> Percentile:</b> \$13.25 <b>50<sup>th</sup> Percentile:</b> \$16.46 <b>75<sup>th</sup> Percentile:</b> \$20.69



	<i>Note: A 25<sup>th</sup> percentile hourly wage of \$20.49 or greater is required to meet this definition.</i>	
<b>High Skill</b>	Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, or higher.	<b>Typical Entry-Level Education:</b> Some Postsecondary Education
<b>In-Demand</b>	Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total <b>(growth plus replacement)</b> annual openings over a five-year period.  <i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition.</i>	<b>Annual Openings (Growth and Replacement):</b> 2,265



## Model Six-Year Plan: Teacher Education and Training

**College:** University of the District of Columbia Community College

**Program/CIP:**

**Plan:**

**Entity:** Office of the State Superintendent of Education

**Career Cluster:** Education and Training

**Program of Study:** Teacher Education and Training

High School					College			
Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Semester I	Semester II	Semester III	Semester IV
<b>English (4)</b>	English I	English II	English III	English IV				
<b>Math (4)</b>	Algebra I	Geometry	Algebra II	Math				
<b>Science (4)</b>	Biology	Lab Science	Lab Science	Science				
<b>Social Studies (4)</b>	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and D.C. History (.5)				
<b>Health (.5) and Physical Ed (1)</b>	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
<b>World Languages (2)</b>			World Language I	World Language II				
<b>Art (.5)</b>		Art (.5)						
<b>Music (.5)</b>		Music (.5)						
<b>Elective / Major Courses</b>	Principles of Education and Training	Human Growth and Development	Instructional Practices	Practicum in Education and Training				
<b>Total possible college credits completed in high school: XX</b>					<b>Credit hours required to complete the AAS program: XX</b>			



## Course Standards

### Principles of Education and Training

1. **General requirements.** This course is recommended for students in Grades 9 through 12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - C. Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge and educational and career information to analyze different careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and workplace tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. demonstrate written communication;
    2. perform job-appropriate numerical and arithmetic application;
    3. practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
    4. exhibit teamwork skills;
    5. apply decision-making skills;
    6. implement problem-solving techniques;
    7. acquire conflict management skills;
    8. develop leadership skills;
    9. demonstrate professionalism; and
    10. develop effective work ethic practices.
  - B. **The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. The student is expected to:**



1. identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support;
  2. analyze transferable skills among a variety of careers within the Education and Training Career Cluster;
  3. recognize the impact of career choice on personal lifestyle;
  4. develop productive work habits such as organization, time management, and initiative; and
  5. analyze assessment results such as an interest and ability inventory as relative to those necessary for success in education and training.
- C. The student explains societal impacts within the education and training career cluster. The student is expected to:**
1. investigate trends or issues that have influenced the development of education across the United States, such as historical, societal, cultural, and political trends and issues; and
  2. predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends.
- D. The student explores careers in the teaching and training program of study. The student is expected to:**
1. summarize the various roles and responsibilities of professionals in the fields of teaching and training;
  2. describe typical personal characteristics, qualities, and aptitudes of professionals in the field of teaching and training;
  3. investigate education or training alternatives after high school for a career choice within the student's interest areas; and
  4. examine education or training degree plans for various occupations within the field of teaching and training.
- E. The student explores careers in the professional support services program of study. The student is expected to:**
1. summarize the various roles and responsibilities of professionals in the field of professional support services;
  2. describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;
  3. investigate education and training alternatives after high school for a career choice within the student's interest areas; and
  4. examine education and training degree plans for various occupations within the field of professional support services.
- F. The student explores careers in the administration and administrative support program of study. The student is expected to:**
1. summarize the various roles and responsibilities of professionals in the field of administration and administrative support;
  2. describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support;
  3. investigate education and training alternatives after high school for a career choice within the student's interest areas; and
  4. examine education and training degree plans for various occupations within the fields of administration and administrative support.



- G. The student experiences authentic education and training opportunities. The student is expected to:**
1. experience educator duties and responsibilities through activities such as assisting, shadowing, or observing;
  2. develop instructional materials such as visuals, teacher aids, manipulatives, lesson components, and mini lessons; and
  3. formulate a personal set of beliefs relevant to education in the preparation of developing a philosophy of education.
- H. The student explores options in education and career planning. The student is expected to:**
1. develop a graduation plan that leads to a specific career choice in the area of interest;
  2. identify high school and dual enrollment courses related to specific career cluster programs of study;
  3. identify and compare technical and community college programs that align with interest areas; and
  4. identify and compare university programs and institutions that align with interest areas.
- I. The student documents technical knowledge and skills. The student is expected to:**
1. assemble basic professional portfolio components such as basic resume, samples of work, service learning log, assessment results, and mock scholarship applications; and
  2. present the portfolio to interested stakeholders.
- J. The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information;
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
  3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Human Growth and Development

1. **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - C. Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
  - D. Students will participate in at least two Career Awareness Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. demonstrate written communication;
    2. perform job-appropriate numerical and arithmetic application;
    3. practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
    4. exhibit teamwork skills;
    5. apply decision-making skills;
    6. implement problem-solving techniques;
    7. acquire conflict management skills;
    8. develop leadership skills;
    9. demonstrate professionalism; and
    10. develop effective work ethic practices.
  - B. **The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:**
    1. explain the role of theories in understanding human development;
    2. describe theoretical perspectives that influence human development throughout the lifespan;
    3. summarize historical influences on modern theories of human development;



4. compare and contrast the research methods commonly used to study human development; and
  5. compare and contrast pedagogy and andragogy.
- C. **The student understands the importance of prenatal care in the development of a child. The student is expected to:**
1. describe nutritional needs prior to and during pregnancy;
  2. analyze reasons for medical care and good health practices prior to and during pregnancy;
  3. outline stages of prenatal development;
  4. discuss the role of genetics in prenatal development; and
  5. determine environmental factors affecting development of the fetus.
- D. **The student understands the development of children ages newborn through two years. The student is expected to:**
1. analyze the physical, emotional, social, and cognitive development of infants and toddlers;
  2. analyze various developmental theories relating to infants and toddlers;
  3. discuss the influences of the family and society on the infant and toddler;
  4. summarize strategies for optimizing the development of infants and toddlers, including those with special needs;
  5. determine techniques that promote the health and safety of infants and toddlers; and
  6. determine developmentally appropriate guidance techniques for children in the first two years of life.
- E. **The student understands the development of children ages three through five years. The student is expected to:**
1. analyze the physical, emotional, social, and cognitive development of preschoolers;
  2. analyze various developmental theories relating to preschoolers;
  3. discuss the influences of the family and society on preschoolers;
  4. summarize strategies for optimizing the development of preschoolers, including those with special needs;
  5. determine techniques that promote the health and safety of preschoolers; and
  6. determine developmentally appropriate guidance techniques for preschoolers.
- F. **The student understands the development of children ages six through ten years. The student is expected to:**
1. analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;
  2. analyze various developmental theories relating to children in the early to middle childhood stage of development;
  3. discuss the influences of the family and society on children in the early to middle childhood stage of development;
  4. summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;
  5. determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and
  6. determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.



- G. The student understands the development of adolescents ages 11 through 19 years. The student is expected to:**
1. analyze the biological and cognitive development of adolescents;
  2. analyze the emotional and social development of adolescents;
  3. discuss various theoretical perspectives relevant to adolescent growth and development;
  4. discuss the influences of the family and society on adolescents;
  5. summarize strategies for optimizing the development of the adolescent;
  6. determine techniques that promote the health and safety of the adolescent; and
  7. determine developmentally appropriate guidance techniques for adolescents.
- H. The student understands the importance of care and protection of children and adolescents. The student is expected to:**
1. determine services provided by agencies that protect the rights of children and adolescents;
  2. summarize various resources focusing on children and adolescents;
  3. predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;
  4. analyze forms, causes, effects, prevention, and treatment of child abuse;
  5. explain the impact of appropriate health care and importance of safety for children and adolescents; and
  6. Discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents.
- I. The student understands the development of adults ages 20 through 39 years. The student is expected to:**
1. analyze various development theories relating to early adults, including biological and cognitive development;
  2. analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;
  3. discuss the influences of society and culture on early adults; and
  4. Discuss the importance of family, human relationships, and social interaction for early adults.
- J. The student understands the development of adults ages 40 through 65 years. The student is expected to:**
1. analyze various development theories relating to middle adults, including biological and cognitive development;
  2. analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;
  3. discuss the influences of society and culture on middle adults; and
  4. discuss the importance of family, human relationships, and social interaction for middle adults.
- K. The student understands the development of adults ages 66 years and older. The student is expected to:**
1. analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;
  2. analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;
  3. discuss the influences of society and culture on those within the stage of late adulthood; and
  4. Discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.



- L. **The student explores opportunities available in education and training. The student is expected to:**
1. assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development;
  2. evaluate employment and entrepreneurial opportunities, including education requirements in the educational field of interest;
  3. propose short-term and long-term education and career goals; and
  4. demonstrate effective methods and obligations for securing, maintaining, and terminating employment.
- M. **The student documents technical knowledge and skills. The student is expected to:**
1. gather artifacts and documentation into a professional portfolio that supports the attainment of the following competencies:
    - a. establishing and maintaining a safe, healthy learning environment;
    - b. advancing physical and intellectual competence;
    - c. supporting social and emotional development and to provide positive guidance;
    - d. establishing positive and productive relationships with families;
    - e. ensuring a well-run, purposeful program that is responsive to participant needs;
    - f. maintaining a commitment to professionalism; and
  2. present the portfolio to interested stakeholders.
- N. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information;
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
  3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Instructional Practices

1. **General requirements.** This course is recommended for students in Grades 11 and 12. Prerequisite: Human Growth and Development. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - C. Instructional Practices is a theory and field-based course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Under the direct supervision of a teacher, students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which might include paid or unpaid internship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. demonstrate written communication;
    2. perform job-appropriate numerical and arithmetic application;
    3. practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings;
    4. exhibit teamwork skills;
    5. apply decision-making skills;
    6. implement problem-solving techniques;
    7. acquire conflict management skills;
    8. develop leadership skills;
    9. demonstrate professionalism; and
    10. develop effective work ethic practices.
  - B. **The student explores the teaching and training profession. The student is expected to:**
    1. demonstrate an understanding of the historical foundations of education and training in the United States;



2. determine and implement knowledge and skills needed by teaching and training professionals;
  3. demonstrate and implement personal characteristics needed by teaching and training professionals;
  4. identify qualities of effective schools;
  5. investigate possible career options in the field of education and training;
  6. discuss teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and
  7. formulate a professional philosophy of education based on a personal set of beliefs.
- C. The student understands the learner and the learning process. The student is expected to:**
1. relate and implement principles and theories of human development to teaching and training situations;
  2. relate and implement principles and theories about the learning process to teaching and training situations;
  3. demonstrate and implement behaviors and skills that facilitate the learning process; and
  4. explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.
- D. The student interacts effectively in the role of an educator. The student is expected to:**
1. demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and
  2. demonstrate techniques promoting literacy.
- E. The student plans and develops effective instruction. The student is expected to:**
1. explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;
  2. explain the rationale for and process of instructional planning;
  3. describe principles and theories that impact instructional planning;
  4. create clear short-term and long-term learning objectives that are developmentally appropriate for students; and
  5. demonstrate lesson planning to meet instructional goals.
- F. The student creates an effective learning environment. The student is expected to:**
1. describe and implement a safe and an effective learning environment;
  2. demonstrate teacher and trainer characteristics that promote an effective learning environment;
  3. identify classroom-management techniques that promote an effective learning environment; and
  4. demonstrate conflict-management and mediation techniques supportive of an effective learning environment.
- G. The student assesses teaching and learning. The student is expected to:**
1. describe the role of assessment as part of the learning process;
  2. analyze the assessment process; and
  3. use appropriate assessment strategies in an instructional setting.
- H. The student understands the relationship between school and society. The student is expected to:**
1. explain the relationship between school and society;
  2. recognize and use resources for professional growth such as family, school, and community resources; and
  3. collaborate with stakeholders such as family, school, and community to promote learning.



- I. **The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:**
  - 1. describe teacher and trainer characteristics that promote professional and ethical conduct;
  - 2. analyze professional and ethical standards that apply to educators and trainers;
  - 3. analyze situations requiring decisions based on professional, ethical, and legal considerations.
  
- J. **The student participates in field-based experiences in education and training. The student is expected to:**
  - 1. apply instructional strategies and concepts within a local educational or training facility; and
  - 2. document, assess, and reflect on instructional experiences.
  
- K. **The student documents technical knowledge and skills. The student is expected to:**
  - 1. gather artifacts and documentation into a professional portfolio that supports the attainment of the following competencies:
    - a. Establishing and maintaining a safe, healthy learning environment;
    - b. Advancing physical and intellectual competence;
    - c. Supporting social and emotional development and to provide positive guidance;
    - d. Establishing positive and productive relationships with families;
    - e. Ensuring a well-run, purposeful program that is responsive to participant needs;
    - f. Maintaining a commitment to professionalism; and
  - 2. present the portfolio to interested stakeholders.
  
- L. **The student develops technology skills. The student is expected to:**
  - 1. use technology as a tool to research, organize, evaluate, and communicate information;
  - 2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy;
  - 3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and
  - 4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Practicum in Education and Training

1. **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Education and Training Career Cluster. Prerequisite: Instructional Practices. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - C. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry.**  
**The student is expected to:**
    1. demonstrate written communication;
    2. perform job-appropriate numerical and arithmetic application;
    3. practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
    4. exhibit teamwork skills;
    5. apply decision-making skills;
    6. implement problem-solving techniques;
    7. acquire conflict management skills;
    8. develop leadership skills;
    9. demonstrate professionalism; and
    10. develop effective work ethic practices.



- B. The student explores the teaching and training profession. The student is expected to:**
1. analyze current trends and issues that impact education such as political, societal, and economic trends and issues;
  2. demonstrate and implement knowledge and skills needed by the teaching and training profession;
  3. update assessment of personal characteristics needed to work in the teaching and training profession;
  4. explore qualities of effective schools;
  5. refine professional philosophy of education based on a personal set of beliefs;
  6. explore the educational/academic requirements and possible degree/certifications available in education;
  7. refine personal career plan in preparation for a career in the field of education or training;
  8. explore teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and
  9. explore educational high-needs and teacher-shortage areas.
- C. The student interacts effectively in the role of an educator. The student is expected to:**
1. demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and
  2. demonstrate and evaluate techniques promoting literacy.
- D. The student plans and uses effective instruction. The student is expected to:**
1. apply principles and theories that impact instructional planning;
  2. develop instructional materials that align with state educational standards;
  3. demonstrate competency in core and non-core subject areas;
  4. create lessons plans that meet instructional goals;
  5. analyze concepts for developing effective instructional strategies;
  6. evaluate and analyze effectiveness of lessons plans and instructional strategies; and
  7. explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.
- E. The student creates and maintains an effective learning environment. The student is expected to:**
1. create and maintain a safe and effective learning environment;
  2. integrate teacher or trainer characteristics that promote an effective learning environment;
  3. apply classroom management techniques that promote an effective learning environment; and
  4. demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.
- F. The student assesses instruction and learning. The student is expected to:**
1. develop and apply assessments to foster student learning;
  2. use assessment strategies to promote personal growth and teaching or training improvement; and
  3. use reflective techniques to promote personal growth and teaching or training improvement.
- G. The student understands the relationship between school and society. The student is expected to:**
1. identify and support learning through advocacy;
  2. select family, school, and community resources for professional growth; and



3. promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry.
- H. **The student develops technology skills. The student is expected to:**
1. access and use current technology applications appropriate for specific subject matter and student needs; and
  2. integrate the skillful use of technology as a tool for instruction, evaluation, and management.
- I. **The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:**
1. develop teacher and trainer characteristics that promote professional and ethical conduct;
  2. analyze professional and ethical standards that apply to educators and trainers;
  3. analyze situations requiring decisions based on professional, ethical, and legal considerations
- J. **The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:**
1. identify strategies and resources for the professional development of educators or trainers such as research and assessment;
  2. demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning; and
  3. plan for professional growth.
- K. **The student continues to participate in field-based experiences in education or training. The student is expected to:**
1. apply instructional strategies and concepts within a local educational or training facility; and
  2. document, assess, and reflect on instructional experiences.
- L. **The student documents technical knowledge and skill. The student is expected to:**
1. gather artifacts and documentation into a professional portfolio that supports the attainment of the following competencies:
    - a. Establishing and maintaining a safe, healthy learning environment;
    - b. Advancing physical and intellectual competence;
    - c. Supporting social and emotional development and to provide positive guidance;
    - d. Establishing positive and productive relationships with families;
    - e. Ensuring a well-run, purposeful program that is responsive to participant needs;
    - f. Maintaining a commitment to professionalism; and
  2. present the portfolio to interested stakeholders.
- M. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information;
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
  3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and



4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.