Introductory Lesson: Instructional Practices in Education and Training

This lesson will provide you with a brief overview of this course.
“The beginning is the most important part of the work.”

- Plato
Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Career and Technical Education (CTE)

Definition #1:
Career and technical education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation http://cte.unt.edu/home/about.html
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Career and Technical Education

Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

• Arts, AV Technology and Communication (Fashion Design courses)
• Architecture and Construction (Interior Design courses)
• Education and Training
• Hospitality and Tourism
• Human Services

Arts, AV Technology and Communication and Architecture (Fashion Design courses) and Construction (Interior Design courses) cluster information can be found at [http://cte.unt.edu/](http://cte.unt.edu/)
Career and Technical Education (CTE)

- You are currently enrolled in the course *Instructional Practices in Education and Training*
- *Instructional Practices in Education and Training* is a CTE course
- You are a CTE student
- I am a CTE instructor
Provide a copy of this slide to the students.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Instructional Practices in Education and Training falls under? Have students read the descriptors for each cluster.
Instructional Practices in Education and Training is in the Education and Training Cluster.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Instructional Practices in Education and Training is in the Education and Training Cluster.
Texas Education Agency recommended coherent sequence of courses.
Sequence of courses available in our district/campus

Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Instructional Practices in Education and Training is in the Education and Training Cluster. There are three Programs of Study:

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training
Labeled diagram.
Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study and possible career/occupations available to them.

This chart and frames for all career clusters can be found at: [http://www.careertech.org/career-clusters/resources/career-frames.html](http://www.careertech.org/career-clusters/resources/career-frames.html)
Click on logo to link to AchieveTexas Education and Training component.
Possible Programs of Study
TEACHER
### Career Learning Experiences:

- **OSHA CareerSafe**

### HS Courses:

- Principles of Education and Training

### EXTENDED LEARNING EXPERIENCES

- CPR
- Practicum in Education and Training
- Problems and Solutions
- Languages other than English IV
- Teacher Assistant/Aide

### Curricular Experiences:

- Human Growth and Development
- Child Development
- Interpersonal Studies
- Instructional Practice in Education and Training
- Languages other than English III

### Extracurricular Experiences:

- Texas Community College Teachers Association
- National Education Association
- Association of Texas Professional Educators
- Professional Associations:
  - Elementary Teacher
  - Adult Educator
  - Career Options:
    - Assistant Teacher
    - After-School Program Supv.
    - Educational Aide II
    - Library Aide
    - Rechargal Aide
    - Restoration Aide
    - Teacher Assistant
    - Recreational Aide
    - Summer Camp Counselor
    - Career Preparation
    - Before/After School Program Supv.
    - Ready, Set, Read!
    - Peer Tutoring / Peer Mentoring
    - Community Service Volunteer
    - Service Learning Experiences:
      - Job Shadowing
      - Internship
      - Career Preparation
      - Self Enrichment Teacher
      - Group Worker/Assistant
      - Language Immersion Programs
      - Language Immersion Program / Languages other than English
      - Language Immersion Program / Languages other than English

### Grade 11

- AP Environmental Science
- AP Statistics
- English IV
- Physics
- Algebra II
- English III
- Chemistry
- English II
- World Geography
- Algebra I
- English I
- Physical Education
- Languages other than English II
- Languages other than English I

### Grade 12

- Introductory Lesson
- Fine Arts
- Government/Economics
- Professional Communications
- United States History
- World History
- Physical Education
- Languages other than English II
- Languages other than English I
- World Geography
- Algebra I
- English I
- Physical Education
- Languages other than English II
- Languages other than English I

### Related Electives:

- AP Environmental Science
- AP Statistics
- English IV
- Physics
- Algebra II
- English III
- Chemistry
- English II
- World Geography
- Algebra I
- English I
- Physical Education
- Languages other than English II
- Languages other than English I

### Related Electives:

- AP Environmental Science
- AP Statistics
- English IV
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- Algebra I
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- Languages other than English II
- Languages other than English I

### Local districts may list high school credit courses here.
Sample Career Options

- Adult Educator
- Coach
- Cooperative Extension Agent
- Elementary Teacher
- Secondary Teacher
- Special Education Teacher
Have students brainstorm administrative careers in Education and Training.
<table>
<thead>
<tr>
<th>Cluster Overview</th>
<th>Related Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Secondary Education</td>
<td>AP Environmental Science, AP Statistics, English IV</td>
</tr>
<tr>
<td>Higher Education Research</td>
<td>AP Chemistry, AP Physics, AP Calculus</td>
</tr>
<tr>
<td>Adult, Prof, and Community Edu.</td>
<td>AP Psychology, AP Spanish, AP French</td>
</tr>
<tr>
<td>Administration/Principal</td>
<td>AP World History, AP Government/Economics, AP Microeconomics</td>
</tr>
<tr>
<td>Multidisciplinary Studies:</td>
<td>AP U.S. History, AP World History, AP Environmental Science</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>AP World History, AP Government/Economics, AP Microeconomics</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>AP Chemistry, AP Physics, AP Calculus</td>
</tr>
<tr>
<td>Supervisors and Instruction Coord.</td>
<td>AP U.S. History, AP World History, AP Environmental Science</td>
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<tr>
<td>PreK-12 Leadership</td>
<td>AP Psychology, AP Spanish, AP French</td>
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<tr>
<td>Teacher Certification</td>
<td>AP World History, AP Government/Economics, AP Microeconomics</td>
</tr>
<tr>
<td>Middle Level, or Special Education</td>
<td>AP Chemistry, AP Physics, AP Calculus</td>
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<tr>
<td>Bilingual, EC4 - 8, 8 - 12</td>
<td>AP U.S. History, AP World History, AP Environmental Science</td>
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<tr>
<td>English Second Language, Specialization in Bilingual</td>
<td>AP Psychology, AP Spanish, AP French</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>AP World History, AP Government/Economics, AP Microeconomics</td>
</tr>
<tr>
<td>Educational Researcher</td>
<td>AP Environmental Science, AP Statistics, English IV</td>
</tr>
<tr>
<td>College President, Dean</td>
<td>AP Chemistry, AP Physics, AP Calculus</td>
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<tr>
<td>Career Options:</td>
<td>AP U.S. History, AP World History, AP Environmental Science</td>
</tr>
</tbody>
</table>

SUGGESTED COURSEWORK

- Elementary/Secondary Education
- Supervisors and Instruction Coord.
- PreK-12 Leadership
- Teacher Certification
- Middle Level, or Special Education
- Bilingual, EC4 - 8, 8 - 12
- English Second Language, Specialization in Bilingual
- Educational Administration
- Educational Researcher
- College President, Dean

*Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses, if possible.*
Have students brainstorm careers in Education and Training that provide professional support Services.
### Professional Support Services

<table>
<thead>
<tr>
<th>High School</th>
<th>Extensive Learning Experience</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Math</strong></td>
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<tr>
<td>Language Arts</td>
<td>Mathematics</td>
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<tr>
<td>English</td>
<td>English</td>
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<td>Spanish</td>
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<td>French</td>
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<td>German</td>
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<td>Italian</td>
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<td>Russian</td>
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<td>Japanese</td>
<td>Japanese</td>
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<td>Chinese</td>
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<td><strong>Science</strong></td>
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<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Geology</td>
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<td>Environmental Science</td>
<td>Environmental Science</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
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<tr>
<td>History</td>
<td>History</td>
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<tr>
<td>Geography</td>
<td>Geography</td>
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<tr>
<td>Economics</td>
<td>Economics</td>
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<tr>
<td>Psychology</td>
<td>Psychology</td>
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<tr>
<td><strong>Fine Arts</strong></td>
<td><strong>Fine Arts</strong></td>
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<td>Music</td>
<td>Music</td>
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<td>Art</td>
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<td>Theater</td>
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<td><strong>Health and Physical Education</strong></td>
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<td>Health</td>
<td>Health</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education</td>
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<td><strong>Foreign Language</strong></td>
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<td>French</td>
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<td>German</td>
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<td>Japanese</td>
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<td>Chinese</td>
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<tr>
<td><strong>Visual and Performing Arts</strong></td>
<td><strong>Visual and Performing Arts</strong></td>
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<td>Dance</td>
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<td>Drama</td>
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<td>Film</td>
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<td>Television</td>
<td>Television</td>
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Introductory Lesson
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Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS).

TEKS – the state standards for what students should know and be able to do.
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
The student explores the teaching and training profession. The student is expected to:

(A) demonstrate an understanding of the historical foundations of education and training in the United States;
(B) determine knowledge and skills needed by teaching and training professionals;
(C) demonstrate personal characteristics needed by teaching and training professionals;
(D) identify qualities of effective schools; and
(E) investigate possible career options in the field of education and training.

Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Provide students with sample course activities that correspond to the TEKS.
(2) The student understands the learner and the learning process. The student is expected to:
(A) relate principles and theories of human development to teaching and training situations;
(B) relate principles and theories about the learning process to teaching and training situations;
(C) demonstrate behaviors and skills that facilitate the learning process; and
(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(3) The student communicates effectively. The student is expected to:
(A) demonstrate effective verbal, non-verbal, written, and electronic communication skills;
(B) communicate effectively in situations with educators and parents or guardians;
(C) evaluate the role of classroom communications in promoting student literacy and learning; and
(D) demonstrate effective communication skills in teaching and training.

Provide students with sample course activities that correspond to the TEKS.
(4) The student plans and develops effective instruction. The student is expected to:
(A) explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;
(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan and prepare effective instruction;
(C) explain the rationale and process of instructional planning;
(D) describe principles and theories that impact instructional planning;
(E) create clear short- and long-term learning objectives that are developmentally appropriate for students; and
(F) demonstrate teacher planning to meet instructional goals.

Provide students with sample course activities that correspond to the TEKS.
(S) The student creates an effective learning environment. The student is expected to:
(A) describe characteristics of safe and effective learning environments;
(B) demonstrate teacher and trainer characteristics that promote an effective learning environment;
(C) identify classroom-management techniques that promote an effective learning environment; and
(D) describe conflict-management and mediation techniques supportive of an effective learning environment.

Provide students with sample course activities that correspond to the TEKS.
(6) The student assesses teaching and learning. The student is expected to:
(A) describe the role of assessment as part of the learning process;
(B) analyze the assessment process; and
(C) identify appropriate assessment strategies for use in an instructional setting.

Provide students with sample course activities that correspond to the TEKS.
(7) The student understands the relationship between school and society. The student is expected to:
(A) explain the relationship between school and society;
(B) use school and community resources for professional growth; and
(C) use the support of family members, community members, and business and industry to promote learning.

Provide students with sample course activities that correspond to the TEKS.
(8) The student develops technology skills. The student is expected to:
(A) describe the role of technology in the instructional process;
(B) use technology applications appropriate for specific subject matter and student needs; and
(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

Provide students with sample course activities that correspond to the TEKS.
(9) The student understands the ethics and legal responsibilities in teaching and training. The student is expected to:
(A) describe teacher and trainer characteristics that promote ethical conduct;
(B) analyze ethical standards that apply to the teaching and training profession;
(C) analyze situations requiring decisions based on ethical and legal considerations; and
(D) analyze expected effects of compliance and non-compliance.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(10) The student participates in field-based experiences in education and training. The student is expected to:
(A) apply instructional strategies and concepts within a local educational or training facility; and
(B) document, assess, and reflect on instructional experiences.

Provide students with sample course activities that correspond to the TEKS.
End of Course Project Options – Instructional Practices in Education and Training instructional lesson can be found on the SIRDC website. Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson

Overview of Instructional Practices in Education and Training course topics.
Any questions, comments or concerns?
Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.

Criteria used for assessment of project:

- Must include all five components
- Creativity
- Neatness
- Spelling and grammar
Resources and References

* AchieveTexas
  Education initiative designed to prepare students for a lifetime of success.
  http://www.achievetexas.org

* Learning that Works for America sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org/career-clusters/glance/at-a-glance.html

* Texas Education Agency
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html