


Presentation Notes for Introductory Lesson: Instructional Practices in Education and Training

Slide 1

Introductory
Lesson:

A photograph showing a man and a woman in a classroom or office setting. The man, wearing glasses and a light-colored sweater, is pointing at a whiteboard. The woman, wearing a white top, is looking at the whiteboard. The whiteboard has some faint writing on it.

Instructional Practices in Education and Training

This lesson will provide you with a brief overview of this course.

Slide 2

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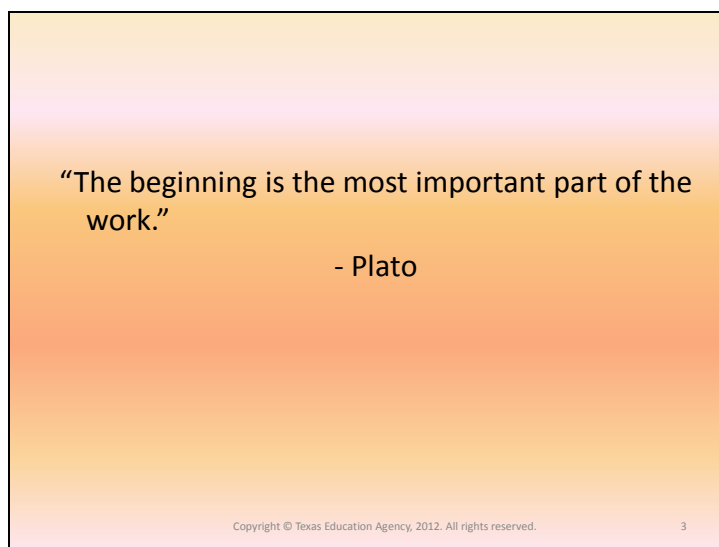
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Slide 3

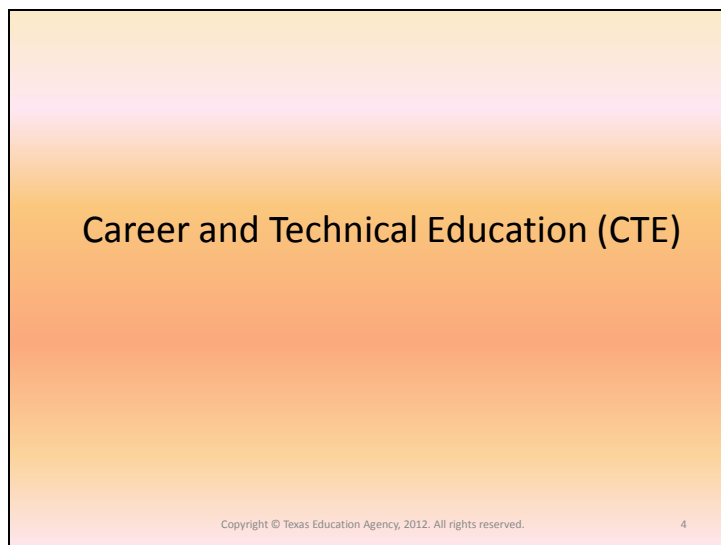


“The beginning is the most important part of the work.”

- Plato

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

Slide 5

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

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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>

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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.

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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.

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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

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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/>

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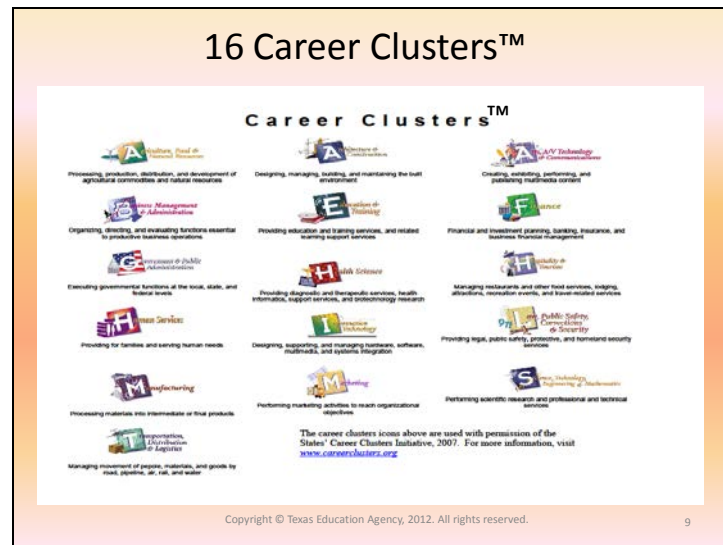
Career and Technical Education (CTE)

- 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

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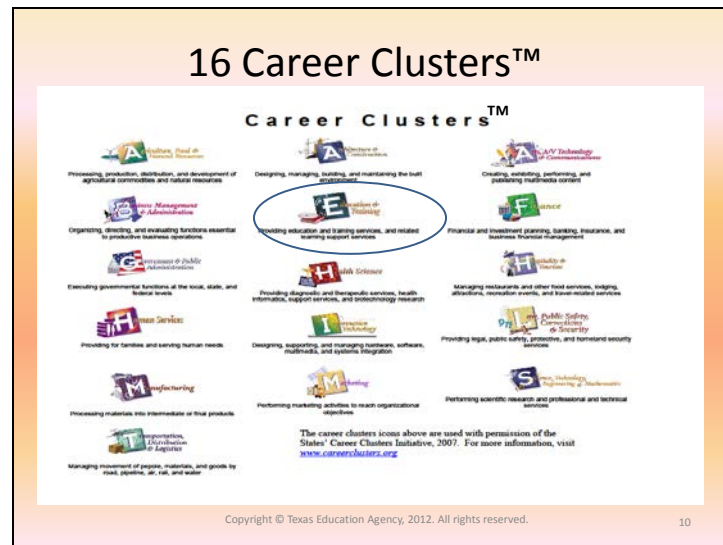


Provide a copy of this slide to the students.

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.

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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.

Slide 11

**Instructional Practices in Education
and Training**

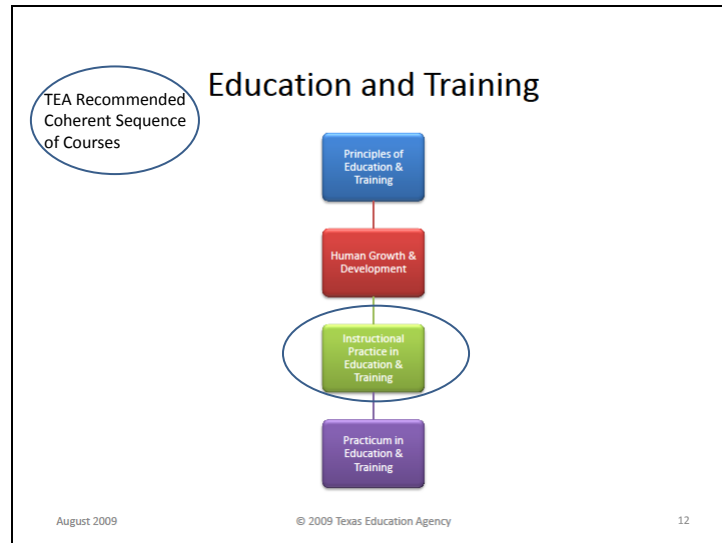


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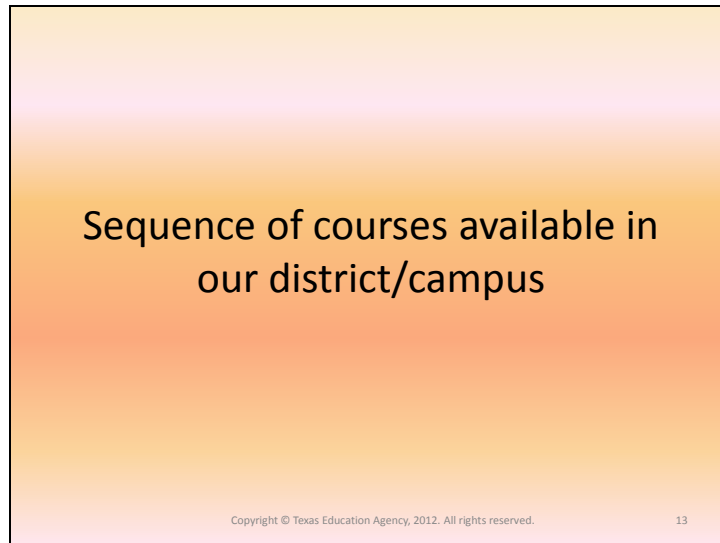
Instructional Practices in Education and Training is in the Education and Training Cluster.

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Texas Education Agency recommended coherent sequence of courses.

Slide 13



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.

Slide 14



**Education and Training
Programs of Study**

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

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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

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Career and Technical Education (CTE)

Career Cluster →

Course Title →

Programs of Study →

Description →



Instructional Practices in Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training


Planning, managing and providing education and training services, and related learning support services

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Labeled diagram.

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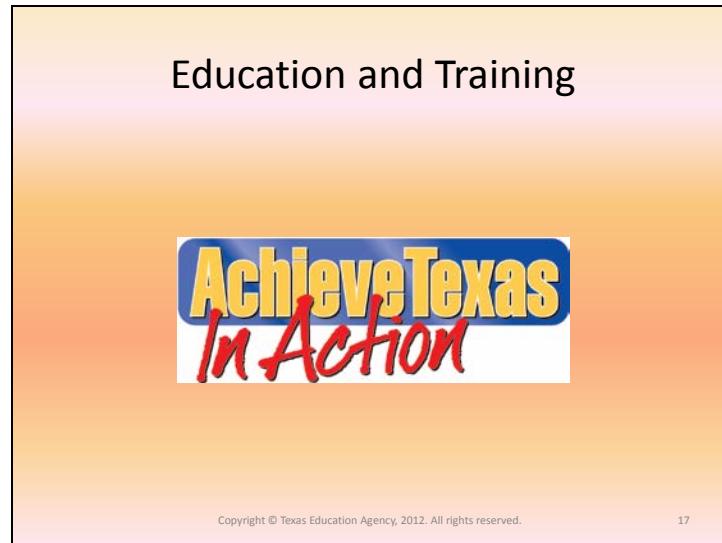
 Planning, managing and providing education and training services, and related learning support services.			
Sample Career Specialties/Occupations	<ul style="list-style-type: none"> Elementary and Secondary Superintendents, Principals, Administrators Supervisors and Instructional Coordinators Education Researchers, Test Measurement Specialists/ Assessment Specialists College Presidents, Deans, Department Chairs, Program Coordinators Post-Secondary Administrators Curriculum Developers Instructional Media Designers Education and Training Technician Labor Relations Managers/Specialists 	<ul style="list-style-type: none"> Psychologists- Clinical, Developmental, Social Social Workers Parent Educators Counselors Program Advisors Financial Aid Advisors Career Counselors/ Advisors Career and Employment Placement Counselors Speech-Language Pathologists and Audiologists Instructional Resources Coordinator Technology Support Administrator Database Administrators/AV Specialists Distance Education Coordinator Human Resources Manager Organization Development Specialist Training Manager/Coordinator Instructional Coordinators Museum Coordinators/Technicians Media Coordinators/Specialists Instructional Media Designer 	<ul style="list-style-type: none"> Preschool, Kindergarten Teachers, Aides Elementary Teachers, Aides Secondary/CTE Teachers, Aides Special Education Teachers, Aides College/University Lecturers, Professors Human Resource Trainers Physical Trainers Professional Coaches Preschool & Child Care Program Directors Child Care Assistants/Workers Child Life Specialist Nanny Early Childhood Teachers and Assistants Instructional Systems Specialist Corporate Trainers and Educators Adult Literacy Teachers Librarians/Assistants/ Technicians
Indicators	Administration and Administrative Support	Professional Support Services	Teaching/Training
Cluster RAS	Cluster Knowledge and Skills Academic Foundations • Communications • Problem Solving and Critical Thinking • Information Technology Applications • Systems Safety, Health and Environmental • Leadership and Teamwork • Ethics and Legal Responsibilities Employability and Career Development • Technical Skills		

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:

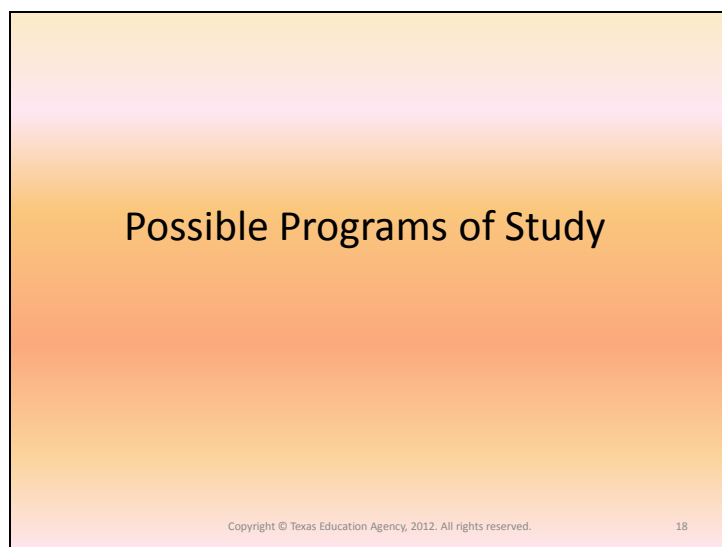
<http://www.careertech.org/career-clusters/resources/career-frames.html>

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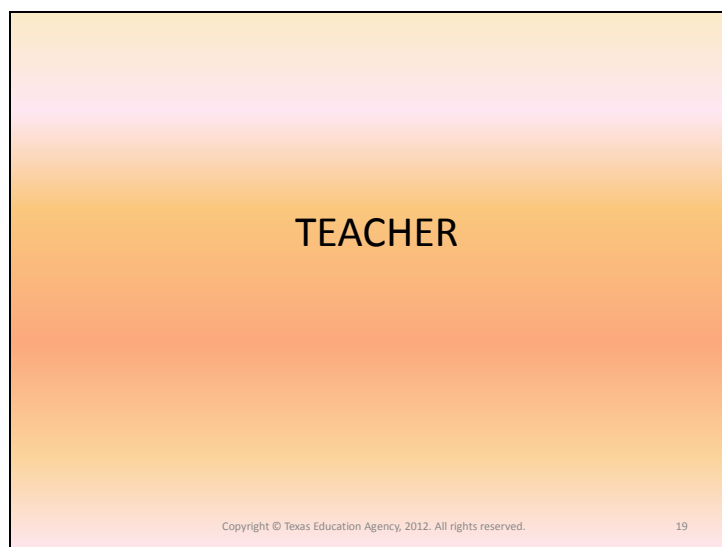


Click on logo to link to AchieveTexas Education and Training component.

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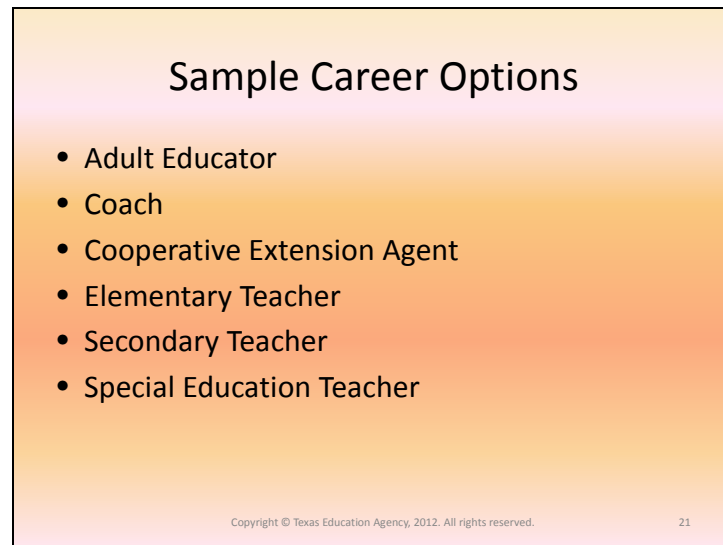
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		Teaching/Training			Student Name: _____	
		Career Goal (P-12): Caretaker, Educator, Scientist (20-2011), Middle School (20-2012), Career & Technical Education (20-2013), 2013-2014, Secondary School (20-2014), Special Education (20-2015), 2015-2016, Adult (20-2016), Postsecondary (20-2017)			Grade: _____	
		SUGGESTED COURSEWORK			EXTENDED LEARNING EXPERIENCES	
High School	9th	Core Courses: English I Math I Science I Social Studies I Physical Education I	Workshops: Language other than English I Physical Education	Course Learning Experiences: English, Science and Language Learning Experiences Math, Science and Language Learning Experiences Social Studies and Language Learning Experiences	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
	10th	Core Courses: English II History Biology Chemistry	Workshops: Language other than English II Human Growth and Development or Child Development or Developmental Studies	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
	11th	Core Courses: English III History III Physics I	Workshops: Career/Health Related Professional Communications	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
	12th	Core Courses: English IV AP Science AP Environmental Science	Workshops: Professional Experiences Fine Arts	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
Postsecondary	13th	Core Courses: University Track Series General Education Professional Skills I 2013: The requirements for students completing general high school education.	Workshops: Library Arts Practical Arts/Work Business/Technical Vocational Arts Teacher Education	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
	14th	Core Courses: Professional Skills II 2013: The requirements for students completing general high school education.	Workshops: Library Arts Practical Arts/Work Business/Technical Vocational Arts Teacher Education	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
Postsecondary	15th	Core Courses: Multidisciplinary Studies Professional Skills III 2013: The requirements for students completing general high school education.	Workshops: Library Arts Practical Arts/Work Business/Technical Vocational Arts Teacher Education	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	
	16th	Core Courses: Higher Education Development of Adult Identity	Workshops: Early Childhood Education Education/Technical/Technology University Education Higher Education Secondary Education Special Education	Course Learning Experiences: English Learning Experiences Career Learning Experiences Career Exploration Internship Job Shadowing	Extended Learning Experiences: 1. Cultural Immersion Experiences 2. Career Learning Experiences 3. Career Exploration 4. Internship 5. Job Shadowing 6. Service Learning Experiences 7. Student Union Activities 8. Career Service Organization 9. Leadership Service Organization 10. Community Service Organization 11. U.S. Academic Competition 12. Yearbook	

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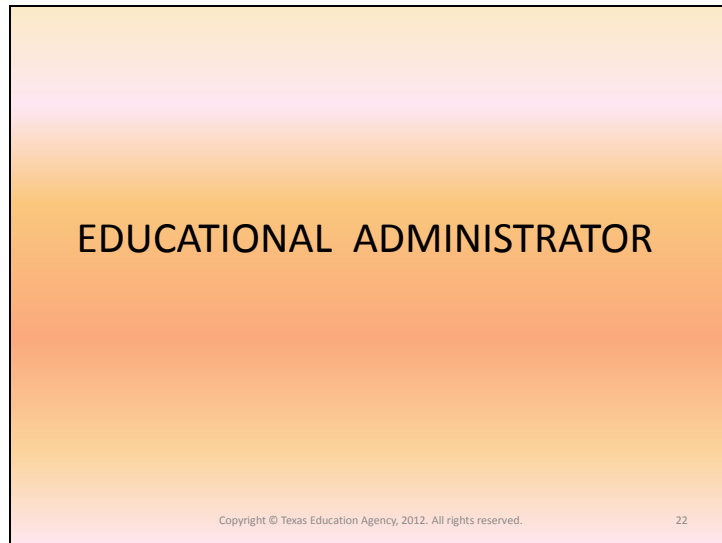


Sample Career Options

- Adult Educator
- Coach
- Cooperative Extension Agent
- Elementary Teacher
- Secondary Teacher
- Special Education Teacher

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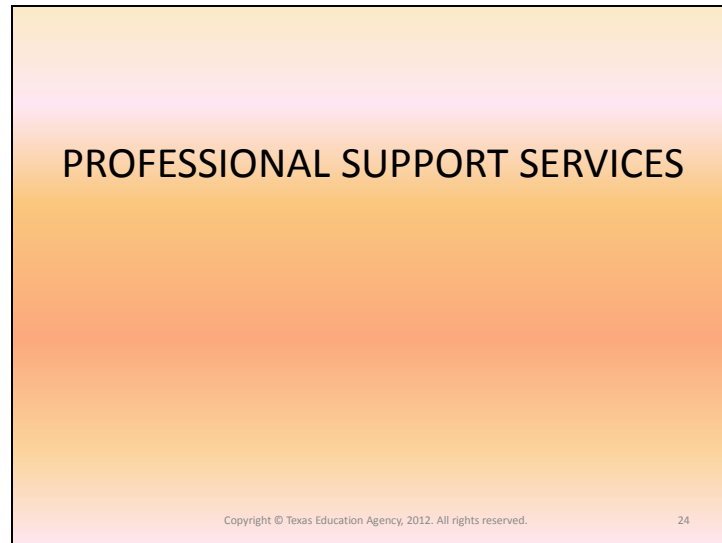
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Have students brainstorm administrative careers in Education and Training.

		Administration & Administrative Support			
		Student Goal (PSE) Category: Academic Education		Student Description: Primary, secondary and postsecondary education and training careers and related learning experiences	
		SUGGESTED COURSEWORK		EXTENDED LEARNING EXPERIENCES	
High School	1	Core Courses: English I Math I Science Social Studies Physical Education Foreign Language I Health, Safety, and Wellness Career Development	Prerequisite: None	Learning Experiences: None	Learning Experiences: None
	2	Core Courses: English II Math II Science Social Studies Physical Education Foreign Language II Health, Safety, and Wellness Career Development	Prerequisite: English I Math I Science Social Studies Physical Education Foreign Language I Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
	3	Core Courses: English III Math III Science Social Studies Physical Education Foreign Language III Health, Safety, and Wellness Career Development	Prerequisite: English II Math II Science Social Studies Physical Education Foreign Language II Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
	4	Core Courses: English IV Math IV Science Social Studies Physical Education Foreign Language IV Health, Safety, and Wellness Career Development	Prerequisite: English III Math III Science Social Studies Physical Education Foreign Language III Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
	5	Core Courses: English V Math V Science Social Studies Physical Education Foreign Language V Health, Safety, and Wellness Career Development	Prerequisite: English IV Math IV Science Social Studies Physical Education Foreign Language IV Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
Postsecondary	6	Postsecondary Course: English I Math I Science Social Studies Physical Education Foreign Language I Health, Safety, and Wellness Career Development	Prerequisite: None	Learning Experiences: None	Learning Experiences: None
	7	Postsecondary Course: English II Math II Science Social Studies Physical Education Foreign Language II Health, Safety, and Wellness Career Development	Prerequisite: English I Math I Science Social Studies Physical Education Foreign Language I Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
	8	Postsecondary Course: English III Math III Science Social Studies Physical Education Foreign Language III Health, Safety, and Wellness Career Development	Prerequisite: English II Math II Science Social Studies Physical Education Foreign Language II Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
	9	Postsecondary Course: English IV Math IV Science Social Studies Physical Education Foreign Language IV Health, Safety, and Wellness Career Development	Prerequisite: English III Math III Science Social Studies Physical Education Foreign Language III Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None
	10	Postsecondary Course: English V Math V Science Social Studies Physical Education Foreign Language V Health, Safety, and Wellness Career Development	Prerequisite: English IV Math IV Science Social Studies Physical Education Foreign Language IV Health, Safety, and Wellness Career Development	Learning Experiences: None	Learning Experiences: None

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Have students brainstorm careers in Education and Training that provide professional support Services.

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		Professional Support Services		Study of Plans:	
		Course of Study (2007 Code): Education and Vocational, & School Counseling (21-182), Child, Family & School Social Worker (21-187)		Grade:	
		SUGGESTED COURSEWORK		EXTENDED LEARNING EXPERIENCES	
High School	9th	HS Courses:	(Local districts may list high school credit courses here)	Character Assessment	Professionalism & Ethics
	9th	Career-Related Electives:	English I Algebra I Biology	World Geography Languages other than English I Physical Education	Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	10th	Career-Related Electives:	English II Geometry Chemistry	World History Languages other than English II	Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	10th	Career-Related Electives:	Human Growth and Development or Child Development or Interpersonal Studies or Psychology		Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	11th	Career-Related Electives:	English III Algebra II Physics	United States History Professional Communications	Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	11th	Career-Related Electives:	International Practices in Education and Training in Languages other than English III		Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	12th	Career-Related Electives:	English IV AP Statistics AP Environmental Science English IV	Government/Economics Fine Arts	Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	12th	Career-Related Electives:	Practicum in Education and Training or Problems and Solutions or Languages other than English IV		Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	12th	Career-Related Electives:	Librarianship Paraprofessional Aide/Worker School Office Assistant Teacher Assistant		Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
	12th	Career-Related Electives:	OSHA CareerSafe		Professionalism & Ethics Language Assessment School Management Student Government Work Experience Workshop
Postsecondary	Associate's Degree	Teaching, Identification, & K-6 & 6-12 EC-12	Education	Teacher Assistant/Aide	Group Worker/Assistant Adolescent Program Types Assistant Teacher
	Associate's Degree	Multiple disciplinary Studies Specialization or Specialization Special Education, Middle Level, or Special Services	Subject Specific Degree with Teacher Certification	Early Childhood	Special Services Worker Special Education Teacher Teacher
	Associate's Degree	Child and Family Services Developmental Psychology	Community Education & Supervision Educational Counseling Educational Psychology	Childcare & Counseling School Counseling	Special Services Worker Special Education Teacher Teacher
	Associate's Degree	Teaching, Identification, & K-6 & 6-12 EC-12	Education	Teacher Assistant/Aide	Group Worker/Assistant Adolescent Program Types Assistant Teacher
	Associate's Degree	Multiple disciplinary Studies Specialization or Specialization Special Education, Middle Level, or Special Services	Subject Specific Degree with Teacher Certification	Early Childhood	Special Services Worker Special Education Teacher Teacher
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	Associate's Degree	Child and Family Services Developmental Psychology	Community Education & Supervision Educational Counseling Educational Psychology	Childcare & Counseling School Counseling	Special Services Worker Special Education Teacher Teacher
	Associate's Degree	Teaching, Identification, & K-6 & 6-12 EC-12	Education	Teacher Assistant/Aide	Group Worker/Assistant Adolescent Program Types Assistant Teacher

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
for Instructional Practices in Education and Training



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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.

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TEKS: Rule-Text Format

Knowledge and Skills Statement

↓

(3) The student identifies the importance of a well-written business plan. The student is expected to:

Student Expectation

- (A) categorize a business plan and the need for a well-orchestrated business plan;
- (B) research business plan outlines, resources, and templates using web search engines;
- (C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;

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Differentiate between the Knowledge and Skills Statement and the Student Expectations.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(1) 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.

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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.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(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.

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Provide students with sample course activities that correspond to the TEKS.

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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.

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Provide students with sample course activities that correspond to the TEKS.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(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.

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Provide students with sample course activities that correspond to the TEKS.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(5) 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.

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Provide students with sample course activities that correspond to the TEKS.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(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.

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Provide students with sample course activities that correspond to the TEKS.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(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.

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Provide students with sample course activities that correspond to the TEKS.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(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.

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Provide students with sample course activities that correspond to the TEKS.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(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.

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Provide students with sample course activities that correspond to the TEKS.

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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:

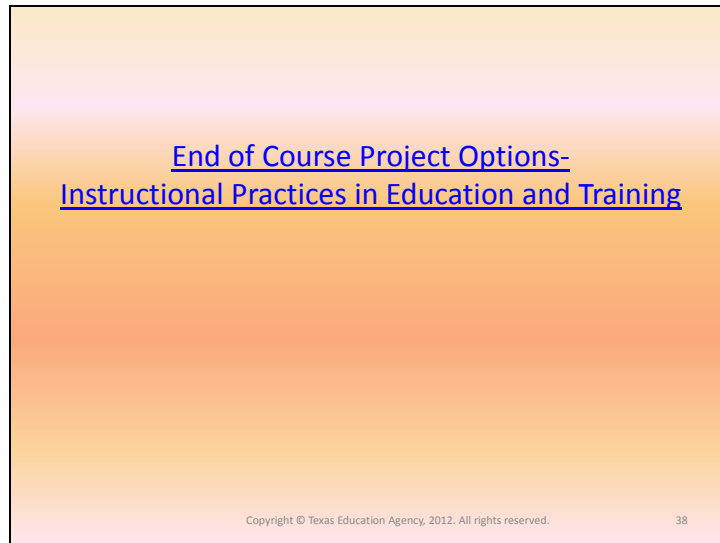
- (A) apply instructional strategies and concepts within a local educational or training facility; and
- (B) document, assess, and reflect on instructional experiences.

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Provide students with sample course activities that correspond to the TEKS.

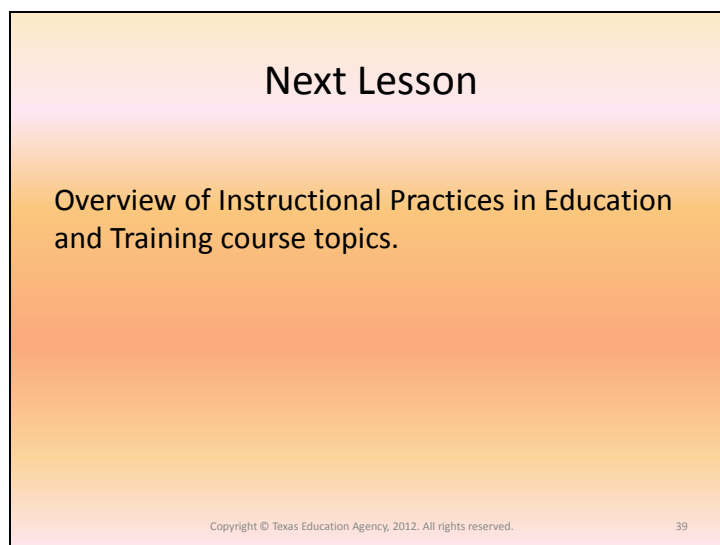
Slide 38



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.

Slide 39



Next Lesson

Overview of Instructional Practices in Education and Training course topics.

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Slide 40



Any questions, comments or concerns?

Slide 41

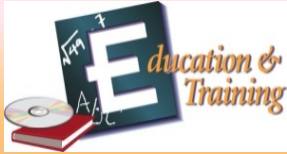
Career and Technical Education (CTE)

Career Cluster →

Course Title →

Programs of Study →

Description →



Instructional Practices in Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Planning, managing and providing education and training services, and related learning support services

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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

Slide 42

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>