

# Instructional Practices

Subject: Career Development and Career and Technical Education

Grade: 11

Expectations: 78

Breakouts: 170

## (a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
3. Instructional Practices is a field-based (practicum) course that provides students with background knowledge of child and adolescent development as well as education and career experiences such as Career and Technical Education and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by the education profession related occupations. The student is expected to:
  - (A) demonstrate written communication;
    - (i) demonstrate written communication
  - (B) perform job-appropriate numerical and arithmetic application;
    - (i) perform job-appropriate numerical application
    - (ii) practice appropriate uses of social media in educational settings
    - (iii) practice appropriate uses of social media in career settings







- (B) explain the rationale for having a fundamental knowledge of the subject matter in order to prepare, and deliver effective instruction;
    - (i) explain the rationale for having a fundamental knowledge of the subject matter in order to plan effective instruction
    - (ii) explain the rationale for having a fundamental knowledge of the subject matter in order to prepare effective instruction
    - (iii) explain the rationale for having a fundamental knowledge of the subject matter in order to deliver effective instruction
  - (C) explain the rationale for and process of instructional planning components such as vertical alignment and scope and sequence;
    - (i) explain the rationale for instructional planning components
    - (ii) explain the process of instructional planning components
  - (D) describe principles and theories that impact instructional planning;
    - (i) describe principles that impact instructional planning
    - (ii) describe theories that impact instructional planning
  - (E) create clear shortterm and longterm learning objectives that are developmentally appropriate for students; and
    - (i) create clear shortterm learning objectives that are developmentally appropriate for students
    - (ii) create clear longerm learning objectives that are developmentally appropriate for students
  - (F) demonstrate lesson planning to meet instructional goals.
    - (i) demonstrate lesson planning to meet instructional goals
- (7) The student creates an effective learning environment. The student is expected to:
- (A) describe and implement a safe and an effective learning environment that incorporates the principles of universal design;
    - (i) describe a safe learning environment that incorporates the principles of universal design
    - (ii)









(15)The student demonstrates knowledge and understanding of teacher responsibility with regard to accommodations and

