

Principles of Education and Training

Subject: Career Development and Career and Technical Education

Grade: 09

Expectations: 53

Breakouts: 95

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-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. Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills required by the education profession and related occupations. The student is expected to:
 - (A) demonstrate written communication skills;
 - (i) demonstrate written communication skills
 - (B) perform job-appropriate numerical and arithmetic applications;
 - (i) perform job-appropriate numerical applications
 - (ii) perform job-appropriate arithmetic applications
 - (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
 - (i) practice various forms of communication used in educational settings
 - (ii) practice various forms of communication used in career settings
 - (D) exhibit teamwork skills;
 - (i) exhibit teamwork skills

- (E) analyze the impact of current decision making on short- and long-term career plans;
 - (i) analyze the impact of current decision making on short-term career plans
 - (ii) analyze the impact of current decision making on long-term career plans
 - (F) identify and implement problem-solving techniques;
 - (i) identify problem-solving techniques
 - (ii) implement problem-solving techniques
 - (G) identify conflict-management skills;
 - (i) identify conflict-management skills
 - (H) describe effective leadership skills;
 - (i) describe effective leadership skills
 - (I) describe productive work habits such as being organized, managing time, and taking initiative;
 - (i) describe productive work habits
 - (J) demonstrate professionalism, including appropriate attire expected of professionals in educational settings; and
 - (i) demonstrate professionalism, including appropriate attire expected of professionals in educational settings
 - (K) identify effective work ethic practices.
 - (i) identify effective work ethic practices
- (2) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:
- (A) explain common signs of stress and anxiety;
 - (i) explain common signs of stress
 - (ii) explain common signs of anxiety
 - (B) describe appropriate boundaries for a healthy work-life balance;
 - (i) describe appropriate boundaries for a healthy work-life balance
 - (C) discuss the impacts of an education career on personal lifestyle such as impacts on time, earning potential, community presence and involvement, health and wellness, and family;
 - (i) discuss the impacts of an education career on personal lifestyle
 - (D) describe appropriate boundaries for a healthy work-life balance; and
 - (i) describe appropriate boundaries for a healthy work-life balance
 - (E) discuss strategies to manage health and wellness.
 - (i) discuss strategies to manage health
 - (ii) discuss strategies to manage wellness
- (3) The student recognizes the impact of social media and web-based applications on the education process. The student is expected to:

- (A) demonstrate appropriate use of social media for educational purposes; and
 - (i) demonstrate appropriate use of social media for educational purposes
 - (B) identify web-based resources that can be used in the education process.
 - (i) identify web-based resources that can be used in the education process
- (4) The student investigates the range of employment opportunities in the education and training field. The student is expected to:
- (A) identify and investigate career opportunities in education and training;
 - (i) identify career opportunities in education and training
 - (ii) investigate career opportunities in education and training
 - (B) investigate additional occupations in education and training such as professional support services, administration, county extension agent, and corporate trainer;
 - (i) investigate additional occupations in education and training
 - (C) compare transferable skills among a variety of careers in education; and
 - (i) compare transferable skills among a variety of careers in education
 - (D) analyze results from personal assessments such as how results from career interest and ability inventories relate to skills necessary for success in education and training occupations.
 - (i) analyze results from personal assessments
- (5) The student explains societal impacts on the education and training field. The student is expected to:
- (A) 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;
 - (i) investigate trends or issues that have influenced the development of education across the United States
 - (B) explain pedagogy and andragogy theory;
 - (i) explain pedagogy theory
 - (ii) explain andragogy theory
 - (C) predict the education and training job market using information from sources such as labor market information, technology, and societal or economic trends; and
 - (i) predict the education and training job market using information from sources
 - (D) summarize the role of family/caregiver in education.
 - (i) summarize the role of family/caregiver in education
- (6) The student describes the characteristics of different educational and training environments. The student is expected to:

- (A) summarize the various roles and responsibilities of professionals in teaching and training and early learning, including demonstrating ethical behavior in educational settings;
 - (i) summarize the various roles of professionals in teaching and training, including demonstrating ethical behavior in educational settings
 - (ii) summarize the various roles of professionals in early learning, including demonstrating ethical behavior in educational settings
 - (iii) summarize the various responsibilities of professionals in teaching and training, including demonstrating ethical behavior in educational settings
 - (iv) summarize the various responsibilities of professionals in early learning, including demonstrating ethical behavior in educational settings
 - (B) describe different types of schools in urban and rural areas and public and private schools such as academies, Montessori, charter, and magnet schools;
 - (i) describe different types of schools in urban areas
 - (ii) describe different types of schools in rural areas
 - (iii) describe different types of public schools
 - (iv) describe different types of private schools
 - (C) compare teacher salary schedules among different school models such as public, private, and charter schools within rural and urban areas of the state;
 - (i) compare teacher salary schedules among different school models within rural areas of the state
 - (ii) compare teacher salary schedules among different school models within urban areas of the state
 - (D) discuss factors, including stipends, state and school district initiatives, and level of education, that can impact earning potential; and
 - (i) discuss factors, including stipends, that can impact earning potential
 - (ii) discuss factors, including state initiatives, that can impact earning potential
 - (iii) discuss factors, including school district initiatives, that can impact earning potential
 - (iv) discuss factors, including level of education, that can impact earning potential
 - (E) identify various sources for information related to education careers such as requirements to become a teacher, curriculum standards, and the structures and roles of state and federal governing bodies in education.
 - (i) identify various sources for information related to education careers
- (7) The student experiences authentic education and training opportunities. The student is expected to:
- (A) observe educator duties and responsibilities through activities such as assisting, shadowing, or observing;
 - (i) observe educator duties through activities
 - (ii) observe educator responsibilities through activities
 - (B) develop and evaluate instructional materials such as visuals, teacher aids, manipulatives, lessons, and lesson plans;
 - (i) develop evaluate instructional materials
 - (ii) evaluate instructional materials

- (C) define lesson plan components, including objectives, direct instruction, guided practice, independent practice, and formative and summative assessments;
 - (i) define lesson plan components, including objectives
 - (ii) define lesson plan components, including direct instruction
 - (iii) define lesson plan components, including guided practice
 - (iv) define lesson plan components, including independent practice
 - (v) define lesson plan components, including formative assessments
 - (vi) define lesson plan components, including summative assessments
- (D) identify and discuss methods to adapt lessons to meet student needs; and
 - (i) identify methods to adapt lessons to meet student needs
 - (ii) discuss methods to adapt lessons to meet student needs
- (E) identify a personal set of beliefs related to education in preparation for developing a philosophy of education.
 - (i) identify a personal set of beliefs related to education in preparation for developing a philosophy of education

(8) The student identifies elements of an effective classroom environment. The student is expected to:

- (A) use available classroom equipment and technology for effective instruction;
 - (i) use available classroom equipment for effective instruction
 - (ii) use available classroom technology for effective instruction
- (B) analyze effective tools used in classroom management such as classroom expectations, seating charts, classroom set-up, procedures and routines, and teacher organization and preparation;
 - (i) analyze effective tools used in classroom management
- (C) explain characteristics of an effective learning environment, including universally accessible classroom design;
 - (i) explain characteristics of an effective learning environment, including universally accessible classroom design
- (D) analyze positive behavior intervention techniques, including restorative practices; and
 - (i) analyze positive behavior intervention techniques, including restorative practices
- (E) develop a differentiated lesson plan that includes scaffolding for all levels of learners.
 - (i) develop a differentiated lesson plan that includes scaffolding for all levels of learners

(9) The student analyzes the education and training requirements for a career in an area of interest. The student is expected to:

- (A) investigate degree plans or training alternatives for various occupations within teaching and training and early learning;
 - (i) investigate degree plans or training alternatives for various occupations within teaching and training
 - (ii) investigate degree plans or training alternatives for various occupations within early learning

- (B) develop a graduation plan that leads to a specific career choice in the area of interest;
 - (i) develop a graduation plan that leads to a specific career choice in the area of interest
 - (C) investigate and identify high school and dual enrollment opportunities related to education and training careers;
 - (i) investigate high school opportunities related to education and training careers
 - (ii) investigate dual enrollment opportunities related to education and training careers
 - (iii) identify high school opportunities related to education and training careers
 - (iv) identify dual enrollment opportunities related to education and training careers
 - (D) investigate and identify scholarships, grants, and financial incentives related to interest areas in education and training;
 - (i) investigate scholarships related to interest areas in education and training
 - (ii) investigate grants related to interest areas in education and training
 - (iii) investigate financial incentives related to interest areas in education and training
 - (iv) identify scholarships related to interest areas in education and training
 - (v) identify grants related to interest areas in education and training
 - (vi) identify financial incentives related to interest areas in education and training
 - (E) identify and compare technical and community college programs that align with interest areas in education and training; and
 - (i) identify technical college programs that align with interest areas in education and training
 - (ii) identify community college programs that align with interest areas in education and training
 - (iii) compare technical and community college programs that align with interest areas in education and training
 - (F) identify and compare university programs and institutions that align with interest areas in education and training.
 - (i) identify university programs that align with interest areas in education and training
 - (ii) identify institutions that align with interest areas in education and training
 - (iii) compare university programs and institutions that align with interest areas in education and training
- (10) The student documents technical knowledge and skills related to education and training. The student is expected to:
- (A) assemble basic professional portfolio components such as basic resume, samples of work, service-learning logs, assessment results, and mock scholarship applications; and
 - (i) assemble basic professional portfolio components
 - (B) present a portfolio to interested stakeholders such as teachers, school administrators, career and technical education administrators, curriculum specialists, or human resources personnel.
 - (i) present a portfolio to interested stakeholders
- (11) The student understands how classroom observations (video or in person) inform and improve instruction. The student is expected to:

- (A) apply knowledge gained in the course to conduct targeted observations;
 - (i) apply knowledge gained in the course to conduct targeted observations
- (B) record objective observations of student behavior and teacher interactions;
 - (i) record objective observations of student behavior
 - (ii) record objective observations of teacher interactions
- (C) explain how observations can influence philosophy of education and delivery of instruction; and
 - (i) explain how observations can influence philosophy of education
 - (ii) explain how observations can influence delivery of instruction
- (D) identify qualities of an effective classroom through classroom observation.
 - (i) identify qualities of an effective classroom through classroom observation