

## Practices in Education

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	Foundations in Education

**Practices in Education** is designed to equip students with the skills and strategies necessary for providing effective classroom instruction. This course explores the following key topics: community partners and resources, teaching standards, characteristics of professionalism, professional organizations, instructional strategies, and planning and delivery of instruction. The course content is intended to give students a deeper understanding of the practice of teaching and to provide skills they can apply across many fields.

Internship experience is a required component of this course. Interns will be asked not only to create learning materials but also to teach lessons in cooperating classrooms. The school-based laboratory for the internship is an actual classroom or school that provides instruction in the subject matter area or career area related to the interning student's interests.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

## PRACTICES IN EDUCATION CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

## Professional Educator

1. Identify community partners and resources that positively impact student learning on the local level.
2. Interpret teaching standards currently outlined by the State of Alabama for professional guidance.  
*Example: Use case studies or scenarios to illustrate Alabama Core Teaching Standards.*
3. Research professional organizations for educators and describe their benefits to teachers and students.  
*Examples: National Education Association, National Council of Teachers of Mathematics, Association for Career & Technical Education*

## Instructional Strategies

4. Demonstrate techniques used to create a positive learning environment and classroom culture to enhance student learning.  
*Examples: alternative seating, acknowledging positive behavior, doorway greetings*
5. Select differentiated strategies to meet individual students' assessed needs.  
*Examples: guided practice, tiered instruction, intervention*
6. Describe major provisions of current state and federal education initiatives and explain how they affect classroom instruction.  
*Examples: Alabama Literacy Act, Alabama Numeracy Act, Every Student Succeeds Act, Workforce Innovation Opportunity Act, multi-tiered systems of support, AMSTI, character education*
7. Create learning activities to meet instructional goals with guidance from current educational initiatives.
8. Compare and contrast assessment methods used to evaluate student learning.  
*Examples: formative assessment, summative assessment, rubrics, portfolios, projects*

## Planning and Delivering Instruction

9. Describe steps in instructional planning.  
*Examples: accessing content knowledge, setting learning targets, writing plans, presenting lessons, evaluating instruction, revising instructional plans, budgeting for specialized materials*
10. Develop lesson plans based on a provided unit plan.
11. Teach a lesson.
12. Reflect on post-instructional feedback gathered from teacher observation and evaluation tools currently established by the State of Alabama or the LEA.
13. Create instructional resources for a specific lesson.  
*Examples: graphic organizers, anchor charts, presentation slides, formative assessments*

14. Create assessments aligned to specific standards.

*Example: Design a rubric to assess inclusion of introduction, facts, details, elaboration, conclusion, and sources in explanatory writing as described in Grade 3 Standard 34 in Alabama Course of Study: English Language Arts.*

15. Utilize assessment data to determine the next steps in student learning.

*Examples: reteaching, remediation, enrichment*