Alabama Course of Study
Career and Technical Education

CAREER AND TECHNICAL EDUCATION

Bridging the Gap to Success

WORK-BASED LEARNING

AWARENESS · EXPLORATION · PREPARATION · TRAINING

2022
Eric G. Mackey, State Superintendent of Education
Alabama State Department of Education

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Alabama Course of Study
Education and Training

Eric G. Mackey
State Superintendent of Education

STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Dear Alabama Educator:

The 2022 *Alabama Course of Study: Career and Technical Education, Education and Training* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in the postsecondary education setting.

This document contains a set of challenging standards designed to promote students' engagement and career interests in Education and Training fields. I encourage each system to use the document in developing local curriculum guides that determine how local school students will achieve and even exceed these standards.

The 2022 *Alabama Course of Study: Career and Technical Education, Education and Training* was developed by educators and business and community leaders to provide a foundation for building quality Education and Training programs across the state. Implementing the content of this document through appropriate instruction will promote students' exploration and enhance preparation for further study and for careers in a variety of education and training fields.

Eric G. Mackey
State Superintendent of Education

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PREFACE

The 2022 *Alabama Course of Study: Career and Technical Education, Education and Training* provides the framework for Grades 9-12 Education and Training programs in Alabama's public schools. Content standards in this document are minimum and required (*Code of Alabama,* 1975, §16-35-4). They are fundamental and specific, but not exhaustive. Education and Training courses are organized by programs, which are aligned with national standards. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to add implementation guidelines, resources, and activities based upon the content standards in the Education and Training course of study.

The 2022 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the Education and Training course of study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama's career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, read and listened to comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best Education and Training course of study for students in Alabama's public schools.

Alabama Course of Study
Education and Training
ACKNOWLEDGMENTS

Education and Training Course of Study
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Alabama Course of Study
Career and Technical Education
GENERAL INTRODUCTION

Alabama's Career and Technical Education programs empower students with the workplace-readiness skills required for success in the twenty-first century. Courses are designed to equip students to become productive, well-prepared citizens who possess the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and expertise.

Alabama's Career and Technical Education programs promote students' career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with knowledge and skills that reinforce attainment of academic core content through hands-on, experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the sixteen national career clusters, separate course content standards have been developed for more than fifty career programs.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not reprinted in each course of study, but instead are indicated in the clusters' program guides, which are the definitive listings of required courses for each cluster. Program guides can be found on the Alabama State Department of Education website.

The *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. LEAs must follow current legislative and administrative codes regarding special populations. Laws, regulations, and resolutions regarding special populations are part of the administrative guidelines of Career and Technical Education.

Alabama's Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and to be responsive to current and future workforce demands. Rigor in each course of study is derived from both core academic content and industry-specific knowledge

and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama's growing economy calls for increasing numbers of highly-skilled workers. Alabama's Career and Technical Education programs, through the implementation of each career cluster's course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

Alabama Course of Study
Education and Training

CONCEPTUAL FRAMEWORK

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CONCEPTUAL FRAMEWORK

The Education and Training conceptual framework is based on the belief that education is the wellspring of all other careers. The tree sprouting from the open book is a visual representation of the growth and development of Alabama's students through all phases of life, rooted in the knowledge which the book represents. The apple on the tree is a nod to the concept of knowledge as well as to the traditional symbol of the educator. The apple tree shows how the work of educators bears fruit: It is never static, but changes and grows to meet the needs of our society.

The circumference of the framework features the titles of the two programs within the Education and Training cluster. The Educators in Training program focuses on the roles of primary and secondary school teachers and education professionals outside the traditional classroom setting. The Early Childhood Education program prepares future professionals for working with children during critical developmental phases in infant, toddler, and preschool settings. While the programs share a foundation course and many concepts transfer between them, these options represent two distinct skill sets and different educational requirements.

POSITION STATEMENTS

Education and Training

The Education and Training program of Career and Technical Education focuses on preparing students for teaching careers serving children and youth from birth through high school and for education-related careers outside of the traditional classroom setting. Courses in this program introduce concepts of brain development, pedagogy, classroom practices, and professional expectations. Certain fundamental understandings which support the Education and Training program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Education and Training program.

Classroom and Laboratory Environment

The effective Education and Training classroom should be a safe space fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other clusters in Career and Technical Education, education and training instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the education and training field. Classrooms and laboratories must be fully equipped according to the CTE program equipment list.

Technology, Equipment, and Facilities

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies,

manipulatives, and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the technology and materials necessary for a superior career and technical education program.

Safety

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each career and technical education program. An effective plan may include federal, state, local, school, and program guidelines. Students are required to pass safety tests with one hundred percent accuracy. Care must be taken to ensure students are in safe environments both on and off campus. Safety includes not only physical and emotional well-being but also digital and online security.

Professional Development

Technology and instructional methods are continually evolving; hence, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations pertaining to their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

Administrative Support

Full support from district and local administrators is essential in providing the necessary components of an Education and Training program. Administrators should recruit highly qualified teachers with appropriate credentials and secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Education and Training cluster. Administrators should actively promote the Education and Training program within the school and in the community.

Instructional Model

The Education and Training course of study is designed to address the challenges of a dynamic, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Education and Training curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, decide, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences, taking into account the differences among standards, curriculum, and resources. The Education and Training content standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic core content should be integrated into the Education and Training program. To achieve the solution to a given problem, students must possess adequate foundations in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Education and Training program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Education and Training instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Education and Training program.

Career and Technical Student Organizations (CTSOs)

Nationally affiliated Career and Technical Student Organizations such as Family, Career and Community Leaders of America (FCCLA) are an integral part of classroom instruction in each Career and Technical Education program. CTSOs make a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success. The importance of CTSOs is indicated by their inclusion in the foundational standards that are to be taught in every Education and Training course. The purpose of FCCLA is to help its members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Goals of FCCLA are:

- To provide opportunities for personal development and preparation for adult life.
- To strengthen the function of the family as a basic unit of society.
- To encourage democracy through cooperative action in the home and community.
- To encourage individual and group involvement in helping achieve global cooperation and harmony.
- To promote greater understanding between youth and adults.
- To provide opportunities for making decisions and for assuming responsibilities.
- To prepare for the multiple roles of men and women in today's society.
- To promote Family and Consumer Sciences and related occupations.

Future Teachers of Alabama (FTA) may be offered in addition to but not in place of FCCLA as an education-specific, state-recognized CTSO.

Business-Industry-School Relationships

The very nature of Education and Training requires a close relationship between the school and the education community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and the business and educational leaders in the local community. The relationship between schools and the business community can be immensely beneficial to all parties involved.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local educational institutions. Real-world experiences such as internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from the continuous feedback provided by the students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives of the local business community that provides professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways for Education and Training students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, workforce councils, and community adult education programs are valuable resources for Education and Training programs. Open houses, tours, and presentations allow families and other interested citizens to become more informed about Education and Training programs and more involved in the education environment.

Postsecondary and Higher Education Credit

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One possibility is the opportunity to earn postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers can offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

DIRECTIONS FOR INTERPRETING STANDARDS

The 2022 *Alabama Course of Study: Career and Technical Education, Education and Training* is organized around the following elements: foundational standards, topics, and content standards.

Foundational standards 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. Each foundational standard completes the stem *"Students will..."*

Related content standards are grouped under **Topics**. In the example below, the topic is "<<TOPIC>>." Standards from different topics may be closely related.

Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Each content standard completes the stem *"Students will..."*

Some content standards have **sub-standards**, indicated with a, b, c, d…, which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which present options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught.

When "including" appears in standards or course narratives, it should be construed as "including but not limited to." The items listed must be taught; others may also be included in instruction. Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources.

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the Course of Study. The standards in each course are to be used as a minimal framework and should encourage innovation.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not repeated in each course of study, but instead are indicated in the clusters' program guides, which are the definitive listings of required courses for each cluster. They can be found on the Alabama State Department of Education website.
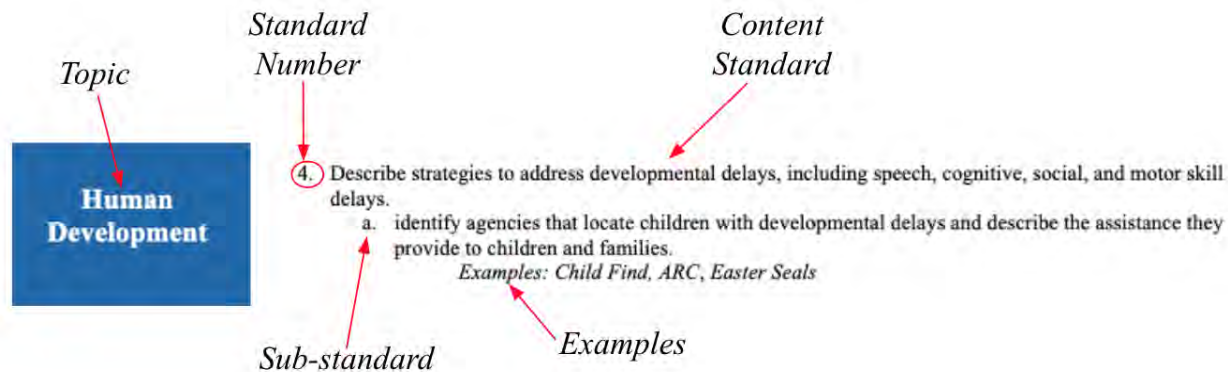
CLUSTER OVERVIEW
Education and Training

Education and Training focuses on preparing the next generation of educators to serve children and youth from birth through twelfth grade. Courses are designed to acquaint students with the wide variety of careers in the education field and to give them a head start on preparation for classroom teaching. After completing Foundations in Education, students may choose courses leading through one of two programs: Educators in Training and Early Childhood Education.

The Educators in Training program focuses on preparing future elementary, middle, and high school educators. These courses give students an overview of the opportunities available to educators as well as the specific skills needed to succeed in educational careers. Experiential learning is an essential component of all courses within this program. Internship or observation opportunities are available for all courses. The school-based laboratory for an internship is an actual classroom or school that provides instruction in the subject-matter area or career area related to the student's interest.

The Early Childhood Education program focuses on careers in infant, toddler, and preschool programs, with emphasis on child development, health and safety, learning environment, classroom practices, observation and assessment, professionalism, and program management. This course of study describes children below school age as infants, toddlers, and preschoolers, based upon their age and developmental level, a practice which conforms to Child Development Associate (CDA®) guidelines.

Internship experiences are an important component of the Early Childhood Education program. At schools with access to internship classrooms at the preschool level, students may also choose to follow the Preschool CDA® program, which requires a minimum of 480 hours of internship experience and 120 hours of classroom instruction across all courses in the program, including the capstone Career Pathway Project. It is recommended that these courses be taught on the block schedule to allow students to meet these internship and classroom hour requirements. After completing these requirements and the CDA® portfolio, students are eligible to apply for the CDA® credential. Current career readiness indicators (CRIs) available for the Early Childhood Education program are listed in the program guide available on the Alabama State Department of Education website.

Course of study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize the application of knowledge and skills to solve practical problems.

CONTENT STANDARDS

Career Pathway Project in Education and Training

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Successful completion of 2 courses in the Education and Training career cluster

Career Pathway Project (CPP) in Education and Training is a capstone course which allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepare students for the workplace or for pursuing further education.

During the CPP, the student works with his or her coordinating teacher, academic teachers, and a product or process mentor who has expertise in the student's field of study. At the conclusion of the CPP, the student presents or demonstrates the knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the mentor, peers, and community and business representatives.

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**…"*

<table>
<tr><td rowspan="5">**Foundational Standards**</td><td>

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.

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CAREER PATHWAY PROJECT IN EDUCATION AND TRAINING
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Project Proposal	1. Create a formal, narrative proposal that communicates a specific concept, creates a process, or develops a product related to education and training. *Examples: Create a plan for a future learning center that meets a specific need or serves a specific population. Design innovative learning technology.*
Research	2. Conduct and record independent research related to the selected education and training project. *Examples: Internet research, related reading*

Project Report	3. Write a detailed report on the chosen education and training project, following established conventions for format, grammar, and usage.
Presentation	4. Produce an original multimedia presentation based upon career pathway project research and results. *Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation*
Portfolio	5. Design and create a project portfolio that documents all components of the education and training pathway project and demonstrates the validity of the process.

Careers in Education

Course Credit	0.5 (Standards 1-12 are required) OR
	1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	

Careers in Education is designed to introduce students to career opportunities and related skills within the Education and Training cluster. The course highlights the requirements, roles, and responsibilities of various personnel in the education and training field, including classroom teachers, non-teaching certified personnel, school administrators, special population professionals, social workers and counselors, athletics professionals, and auxiliary professionals.

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.

CAREERS IN EDUCATION
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Teachers

1. Compare and contrast the requirements, roles, and responsibilities of classroom teachers in various fields and age groups, including certification requirements.
   Examples: early childhood, elementary, secondary, postsecondary; career and technical, fine arts, world language, general electives, special education, English learners, gifted education

2. Explore and report on the requirements, roles, and responsibilities of various certified personnel, other than classroom teachers.
   Examples: library media specialist, reading coach, math coach, technology coach

3. Research and describe types of school environments.
   Examples: public, private, charter, magnet, virtual, urban, suburban, rural

4. Describe leadership opportunities in which teachers may be involved outside the classroom.
   Examples: club sponsors, school leadership teams, class sponsors, committee sponsors, department heads

Special Populations Careers	5. Explore and report on the requirements, roles, and responsibilities of careers serving special populations. *Examples: speech pathologist, occupational therapist, psychometrist, director of special education, Board Certified Behavior Analyst*
Administrators	6. Explore and report on the job requirements, roles, and responsibilities of administrators at various levels of education. *Examples: education specialist, assistant principal, principal, daycare director, district administrator, state administrator, AHSAA personnel, Child Nutrition Program director* a. Describe the issues and concerns usually handled by administrators. *Examples: school climate, school safety, teacher evaluation, effective leadership*
Specialized Personnel	7. Examine the roles of auxiliary support personnel to determine their requirements and responsibilities in education settings. *Examples: bookkeeper, administrative assistant, registrar, Child Nutrition Program worker* 8. Compare and contrast the requirements, roles, and responsibilities of school counselors and social workers. 9. Explore and report on the requirements, roles, and responsibilities of specialized careers in educational settings. *Examples: nurse, lawyer, communications director, accountant, dietician, school resource officer, IT director, career coach*
Athletics	10. Explore and report on the requirements, roles, and responsibilities of persons involved with physical education and sports. *Examples: physical education teacher, assistant coach, head coach, college coach, athletic director, athletic trainer*

International Education	11. Investigate international education practices and compare them to traditional American education practices. *Examples: history of education, age requirements, certification requirements, school structure, testing requirements, post-secondary options, curriculum, funding, scheduling* 12. Explore and report on career opportunities for working internationally in the education field. *Examples: Department of Defense Education Activity, teaching English internationally, virtual teaching, Peace Corps, faith-based schools outside the United States, American International Schools*
Work-Based Learning	13. Complete and document an extended job shadowing experience in a school setting. 14. Develop a report on the job shadowing experience. *Examples: daily journal, oral report, class discussion* 15. Create and deliver a presentation summarizing insights about educational practices and activities, connecting requirements, roles, and responsibilities to observations made during in-person or virtual visits or job shadowing. *Examples: written report, audio-visual presentation, slide show, portfolio, competitive event* 16. Formulate questions and conduct interviews to obtain information, and answer interview questions succinctly and coherently. *Examples: interview as an applicant, conduct interviews based on career choices*

Communication for Leaders

Course Credit	0.5 (Content standards 1, 3, 5, 6, 7, 8, 11, 13, 14, 15, 17, and 18 are required)
	1.0 (All content standards are required)
Grade Levels	9-12
Prerequisites	

Communication for Leaders is designed to introduce students to the essential skills needed in leadership roles. The course focuses on communication, professionalism, leadership, and advocacy as the core competencies needed to lead effectively. Throughout this course, students will have opportunities to apply these skills across multiple disciplines.

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 career 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.

COMMUNICATION FOR LEADERS
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"Students will…"*

General Communication

1. Explain the purposes of communication in various contexts.
   Examples: teacher to student, teacher to parent/guardian, teacher to administrator, peer to peer

2. Explain the differences between nonverbal and verbal communication and demonstrate examples of each type.
   Examples: gestures, eye contact, inflection, volume, paying attention to devices instead of speakers

3. Identify organizational, physical, physiological, linguistic, cultural, psychological, and technical barriers to communication, providing examples of each type.

4. Demonstrate professionalism and respect for a speaker through facial expressions, posture, movements, and gestures.

5. Compare and contrast professional attire across education professions.

6. Compare and contrast the physical space, physical greetings, and interactions which create a safe and inclusive environment for different ages and settings.

7. Model speech to meet the needs of a variety of audiences and contexts, including the use of standard grammar, pronunciation, appropriate tone, and pitch.
   Examples: role play, placement opportunities, phone call scripts, introductions, use of assistive communication devices, group interactions, read-alouds

8. Utilize active listening skills, including asking open-ended and probing questions, requesting clarification, paraphrasing, providing feedback, and developing conclusions.

9. Produce written documents and electronic communications for stakeholders, utilizing appropriate formality, standard grammar and formatting, clarity, and tone for a variety of purposes and audiences.
   Examples: instructional directions, syllabi, community and parent newsletters, visual aids, funding requests, emails

10. Use consistent, neutral, unambiguous tone, language, and timing when communicating with stakeholders.

Professionalism

11. Summarize local school board social media policy for employees and discuss the importance of aligning communication with the board's requirements.

12. Research and model parent/teacher conference techniques.
    Examples: sandwich approach, establishing common ground, documenting the meeting, follow-up communication

13. Describe the legal requirements for maintaining confidentiality and safeguarding information.
    Examples: FERPA, IDEA, mandatory reporting, COPPA, Right to Know, court orders

14. Identify and practice professional behaviors in the work environment.
    Examples: dealing effectively with difficult coworkers, managing anger and stress, demonstrating ethical behavior, engaging in positive interactions, being punctual, complying with rules

Leadership	15. Outline the characteristics and habits of an effective leader. 　　*Examples: innovation, creativity, collaboration, problem-solving, patience, conflict resolution, respect for diversity, continuous learning, self-reflection, self-development, motivation* 16. Research and report on the effects of various motivational methods promoting positive workplace culture. 　　*Examples: intrinsic, extrinsic, competence, attitude, achievement, creative, physiological, incentive, fear, power, social* 17. Analyze effective leadership styles and summarize his or her own style. 　　*Examples: autocratic, servant, participative, transformational, collaborative* 18. Plan and model meetings which incorporate goal-setting, strategic planning, documentation, debriefing, and assigning responsibility for follow-up tasks. 19. Utilize parliamentary procedures to conduct a meeting. 　　*Examples: agenda, call to order, minutes, voting protocol, post-meeting assignments, adjournment*
Advocacy	20. Research the role of advocates and explain how advocacy affects the development of public policy. 21. Describe the processes used by individuals and groups to advocate for change. 　　*Examples: identify and communicate with stakeholders, create and promote petitions, conduct social media campaigns* 22. Research and describe areas within education which are in need of policy change. 　　*Example: Conduct a needs analysis for an underserved population.* 23. Create and publicize a plan advocating for a position on a selected issue, utilizing leadership and communication skills.

CTE Lab in Education and Training

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Successful completion of 2 courses in the Education and Training career cluster

CTE Lab Education and Training is designed to enhance the student's general understanding and mastery of the cluster. This course is a learning laboratory that supports students' individual interests and goals. It may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

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.

CTE LAB EDUCATION AND TRAINING
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Occupational Expertise	1. Demonstrate expertise in a specific occupation within the Education and Training cluster. a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student's assessed needs.
Research and Presentation	2. Conduct investigative research on a selected topic related to education and training using approved research methodology, interpret findings, and prepare a presentation to defend results. a. Select an investigative study based on research and prior knowledge. b. Collect, organize, and analyze data accurately and precisely. c. Design procedures to test the research. d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts. 3. Demonstrate higher order critical thinking and reasoning skills appropriate for a career in education and training. *Examples: Make inferences, explain connections, or express an in-depth understanding of how the career connects to the global learning community.*

	a. Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation. b. Locate, evaluate, and interpret information related to the chosen occupation in oral, print, and digital formats. c. Analyze and apply data and/or measurements to solve problems and interpret documents. d. Construct charts, tables, or graphs using functions and data.
Leadership	4. Apply leadership and professional career skills needed in education and training careers. *Examples: decision-making, time management, long-term planning, commitment, professional communication* a. Develop and deliver a professional presentation offering potential solutions to a current issue. b. Demonstrate leadership and career skills in job placement, job shadowing, entrepreneurship, or internship, or by obtaining an industry-recognized credential of value. c. Participate in leadership development opportunities available through FCCLA and/or professional organizations in the education and training field. d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and/or an employment portfolio.

Early Childhood Education

Course Credit	1.0
Grade Levels	9-12
Prerequisites	Foundations in Education

Early Childhood Education is designed to introduce students to the concepts and skills needed to pursue a career educating children from birth through age five. It focuses on seven key topics vital to early childhood education: human development, health and safety, learning environment, classroom practices, observation and assessment, professionalism, and program management. Within each of these topics, the course presents the science of child development and provides opportunities for students to apply skills that will prepare them for working with young children. Access to an early childhood education facility with children is required for students to develop essential skills for teaching children.

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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.

EARLY CHILDHOOD EDUCATION
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Human Development

1. Explain the principles of child growth, development, and learning, using developmental theory.
    Examples: theories of Piaget, Erikson, Vygotsky

2. Compare and contrast current trends in brain-based learning research and child development theories.
    Examples: cognitive load theory, psychosocial theory

3. Review literature and present information on circumstances and factors before, during, and/or after birth that contribute to a child's risk of developmental delays.
    Examples: speech and language delays, fine motor skill delay, medical conditions that affect learning

4. Describe strategies to address developmental delays, including speech, cognitive, social, and motor skill delays.
    a. Identify agencies that locate children with developmental delays and describe the assistance they provide to children and families.
    Examples: Child Find, ARC, Easter Seals

Health and Safety

5. Review literature and present information on the nutritional needs of young children at various stages of development.
    Examples: nutrients, caloric needs, water intake

6. Plan nutritious and age-appropriate snacks and meals for children, considering choking hazards and possible allergies.

7. Explain procedures for establishing and maintaining a safe, clean, and healthy learning environment for children.
    Examples: reporting accidents, conducting emergency drills, adhering to playground and transportation safety guidelines, administering medication, isolating children with illnesses

8. Demonstrate health and safety procedures for a specific activity within an early childhood education program.
    Examples: mealtime routines, diapering/toileting, outdoor play

Learning Environment

9. Design an early childhood education facility with appropriate furnishings, equipment, technology, and supplies, following standards set by state and national regulatory bodies and industry.

Classroom Practices

10. Create a classroom management plan for an early childhood education program, using current research on developmentally appropriate classroom management strategies.

11. Utilize positive, developmentally appropriate techniques to guide young children's behavior and redirect disruptions.

12. Design developmentally appropriate lesson plans for an early childhood education program with modifications to accommodate diversities of culture and learning styles.
    Examples: plans that include sensory integration, physical and cognitive development, language and literacy, creative social play, recreational activities, culturally competent instruction
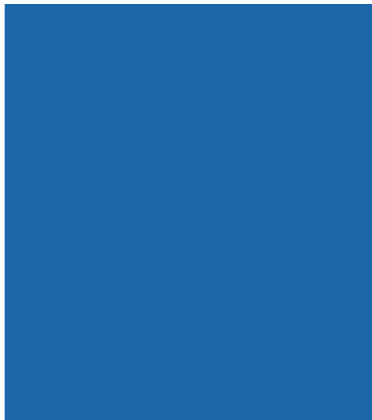
	13. Critique evidence-based instructional strategies used in teaching young children, including small-group and whole-group instruction.
	14. Create developmentally appropriate teaching aids for early childhood education programs and predict their impact on student learning. *Examples: lesson plans, materials, activities*
	15. Utilize technology to manage, organize, and teach in an early childhood education program.
	16. Describe successful classroom practices and areas needing further growth, based on observations made during internship experiences.
Observation and Assessment	17. Identify early childhood observation tools and their purposes in the classroom. *Examples: narrative, formal, anecdotal records*
	18. Utilize an age-appropriate observation tool in a classroom setting to record and assess children's developmental milestones.
	19. Analyze data collected from observation tools to monitor student progress and guide future instruction.
Professionalism	20. Identify professional associations for early childhood educators and describe their contributions to teaching.
	21. Compare and contrast strategies for ongoing communication with parents/guardians regarding the child's development. *Examples: in-person meetings, phone and text notifications, written communications including email or letter*
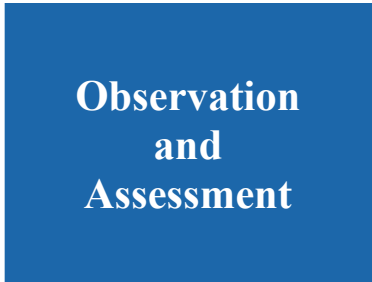
Program Management

22. Summarize local and state requirements for reporting suspected child abuse or neglect.

23. Describe the roles and responsibilities of an early childhood program director.
    Examples: adhering to mandatory ratios, employee relations, scheduling, establishing policies and procedures

24. Analyze the financial needs and responsibilities of early childhood education programs.
    Examples: budgeting food costs, purchasing classroom needs, collecting tuition and fees, accessing government grants or subsidies

Educating Infants and Toddlers

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Early Childhood Education

Educating Infants and Toddlers introduces the skills and knowledge required for the Child Development Associate® credential (CDA®). Its topics reflect the six goals of the CDA® competency standards. This course has been designed to benefit students who may not have access to laboratory experience by giving them an opportunity in the classroom setting to build a professional portfolio, which they may use to apply for the CDA® credential when they have earned the required laboratory hours outside the course. The CDA® credential currently requires 480 laboratory hours and 120 coursework hours.

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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.

EDUCATING INFANTS AND TODDLERS
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Health and Safety

1. Plan a safe learning environment which will prevent and reduce injuries for infants, toddlers, and adults, including appropriate storage of all supplies and medicines.

2. Create well-planned and well-organized emergency procedures as defined by the Council for Professional Recognition in its CDA® training materials.
   Example: The Child Development Associate Essentials *text*

3. Create a set of age-appropriate safety practices for an infant and toddler program.

4. Design safe, nutritious menus for infants and toddlers, following recognized nutrition guidelines and avoiding choking hazards and allergens.

5. Complete CPR/First Aid or Basic Life Support certification.

6. Design an environment for infants and toddlers that promotes good health, nutrition, and prevention of illness.
   Examples: post relevant health information from families of infants and toddlers, use appropriate hygiene practices to minimize the spread of infectious disease

7. Design activities that teach the importance of and strategies for promoting good health in young children and their families.

8. Design a developmentally appropriate, enjoyable, secure, stimulating, and welcoming environment that fosters trust and encourages play, exploration, and learning.
   Examples: arrange physical elements intentionally, utilize a variety of developmentally appropriate instructional materials, develop daily schedules that demonstrate the importance of transitions

Physical and Intellectual Development

9. Create a philosophy for an early childhood education program, utilizing dominant educational theories to justify positions.
   Examples: views of Piaget, Montessori, Vygotsky, Bronfenbrenner

10. Create a plan incorporating a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the fine motor and gross motor development of infants and toddlers.
    Examples: hand-eye coordination, pincer grasp, stacking, nesting, scribbling, feeding, clasping, building, waving; crawling, running, jumping, throwing, clapping, siting, climbing, walking

11. Plan activities and opportunities that encourage curiosity, exploration, discovery, hands-on experiences, thinking, and problem-solving skills appropriate to the developmental levels of infants and toddlers.

12. Generate an annotated bibliography of developmentally appropriate books which promote early literacy skills and encourage learning and exploration.

13. Select developmentally appropriate activities that promote language development and writing skills for infants and toddlers, giving reasons for each choice.

14. Summarize best practices for promoting the cognitive development of infants and toddlers.

Social and Emotional Development and Guidance	15. Compare and contrast methods of verbal and nonverbal communication. *Example: baby sign language* 16. Explain the role of communication in developing relationships and regulating emotions. 17. Create activities to support the social and emotional development of dual language learners and children with exceptional needs.
Working with Caregivers and Families	18. Locate information and opportunities to help parents/guardians understand and enhance the healthy growth and development of their children. *Examples: websites, research articles, books, parent training events, health fairs* 19. Generate a guide to social services, health, and educational resources in the community. *Examples: translation services, counseling and mental health services; local, state, and federal programs*
Program Management	20. Compare and contrast instruments utilized for the observation, evaluation, and documentation of an infant or toddler's developmental level and educational progress. 21. Explain regulatory requirements and program policies for infant and toddler care settings, including mandated reporting requirements related to abuse and neglect. 22. Select documents to record the health, safety, and behavior of children. *Examples: health history form, behavior chart, safety checklist* 23. Produce a competency statement on the importance of professionalism and a plan for implementing professional behavior in a child care career. 24. Locate opportunities for professional and personal development afforded by professional organizations, professional development meetings, training courses, and conferences.

Education and Training Internship

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Practices in Education OR Early Childhood Education

Education and Training Internship provides students with the opportunity to experience classroom teaching firsthand through an internship with a cooperating teacher. Standards require students to create and demonstrate lessons, collaborate with education professionals, and provide instruction and support to students in their internship classroom. This course is designed to provide future education professionals with valuable hands-on experience in the field.

In order for students to successfully complete this course they must have access to a cooperating classroom. 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 student's interest. Internship hour requirements are set by the CTE and cooperating teachers. Students must meet a minimum of 50 hours of internship, but individual teachers are encouraged to set the requirement higher than 50.

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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.

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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.

EDUCATION AND TRAINING INTERNSHIP
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Instructional Practice

1. Create classroom expectations and procedures, based on observations, for the beginning and ending of the school year.
   Examples: classroom set-up, transition procedures, assignment submission, bulletin boards, end-of-year checklists, student documentation files

2. Develop a collaborative relationship with a cooperating professional.

3. Provide small group or individual instruction.

4. Design and teach developmentally appropriate units of instruction.

5. Create a classroom management plan which incorporates a variety of procedures, based on observations.
   Examples: classroom rewards system, classroom call-outs, preventive measures, redirection, positive and negative consequences

6. Research and report on the impact of the learning environment on all learners.

Professional Practice

7. Utilize professional presentation skills.
   Examples: preparation, poise, self-confidence, initiative, enthusiasm

8. Demonstrate positive, professional interactions with community stakeholders and members of the learning community, including students, teachers, administrators, and paraprofessionals.

9. Identify and describe strategies for establishing positive, responsive relationships with children's families.

10. Develop communication tools for interaction with learners' families.
    Examples: parent/guardian newsletter, emails, script for telephone calls, flyers

11. Complete training approved by the Alabama Department of Human Resources for prevention of child abuse and neglect, including reporting procedures and prevention strategies.

12. Compile a comprehensive portfolio based on internship experiences, including documentation of completed internship hours.
    Examples: philosophy of education, unit plans, instructional resources, reflections, work samples, training certificates

Foundations in Education

Course Credit	1.0
Grade Levels	9-12
Prerequisites	

Foundations in Education is the foundational course for both the Educators in Training and the Early Childhood Education programs. It presents a broad overview of the work of education professionals, the history of education, the roles and responsibilities of educators, strategies for creating and presenting engaging lessons and activities, methods of measuring student progress, and the domains of development. Foundations in Education is the gateway to specialized courses and internship opportunities in the Education and Training cluster. Observation opportunities are strongly encouraged.

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	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.

FOUNDATIONS IN EDUCATION
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Foundation

1. Research and report on historical events and current trends in education within the United States.
   Examples: Plessy v. Ferguson, Brown v. Board of Education, No Child Left Behind, Title IX, creation of school calendar, Individuals with Disabilities Education Act, First Class Pre-K

2. Explore and deliberate current issues in education within the United States.

3. Analyze the Alabama Educator Code of Ethics to obtain personal and professional guidance.

4. Identify and interpret teacher observation and evaluation tools currently established by the State of Alabama or LEAs.

5. Compare and contrast the roles and responsibilities of teachers, administrators, and specialized instructional support personnel.

6. Create age-appropriate learning activities that actively engage students in the learning process.

Classroom Culture	7. Describe ways in which teachers can show respect and appreciation for each student.

8. Explain how physical and instructional environments can be engineered to be conducive to learning for students of various ages.
    Examples: indoor/outdoor play, traditional/non-traditional instruction

9. Research and report on how the connection between learning styles and teaching methods impacts student learning.

10. Compare and contrast classroom management procedures for various ages, subjects, and settings.
    Examples: classroom layout, policies and procedures, facility safety |
| **Domains of Development** | 11. Summarize current research on the processes of early brain development.

12. Explain the importance of social interaction, communication, and self-concept in social and emotional development.

13. Describe physical developmental milestones from birth through adolescence.

14. Create learning activities that apply knowledge of physical, social and emotional, and cognitive development.

15. Research and analyze developmental theories.
    Examples: theories of Freud, Piaget, Marzano, Erikson, Skinner, Bowlby, Vygotsky, Maslow |

Methods in Education

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Practices in Education OR Early Childhood Education

Methods in Education focuses on the role of educators as facilitators of learning. Students will explore the methods and strategies that enhance learning, as well as current trends in education and instructional technology. This course strongly emphasizes the sciences of literacy and numeracy. Students will apply their learning in the classroom and create research-based lessons and activities for a variety of populations.

It is required that students in this course have multiple opportunities to work in cooperating classrooms. Standards for this course may be applied across the curriculum in settings from birth through grade 12.

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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.

METHODS IN EDUCATION
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Instructional Methods and Strategies

1. Compare and contrast current trends in teaching strategies.
   Examples: teacher-centered, learner-centered, inquiry-based, content-focused,, flipped classroom, cooperative learning

2. Compare and contrast current trends in teaching methods.
   Examples: modeling, tiered instruction, online learning, Montessori, direct and indirect learning, jigsaw, fishbowls, behavioral management, independent study, learning modalities

3. Demonstrate strategies and methods for meaningful student engagement and discourse that produce higher-order questioning.
   Examples: Socratic circles, debates

4. Demonstrate the use of instructional technology to support student learning.
   Examples: learner management systems, online programs, projectors, smart boards, student and teacher devices

Foundations of Literacy and Numeracy	5. Describe research, concepts, and teaching tools used in literacy and numeracy instruction.
	 Examples: Science of Reading, vowel-consonant combinations, blends; ordinal numbers, place value, hundred charts, number lines, number arrays
	
	 6. Identify best practices in literacy and numeracy instruction, utilizing professional terminology and information on the current science of reading and mathematics.
	 Examples: providing text-rich environments, emphasizing phonological awareness, reading aloud, encouraging storytelling, providing manipulatives, utilizing small group instruction
	
	 7. Using a template, develop a lesson plan that incorporates skill level and proficiency in literacy for a selected grade level utilizing standards from the *Alabama Course of Study: English Language Arts*.
	    a. Present an activity from the student-created lesson plan utilizing the *Alabama Course of Study: English Language Arts* and complete a self-evaluation and reflection.
	
	 8. Using a template, develop a lesson plan that incorporates skill level and proficiency in numeracy for a selected grade level utilizing standards from the *Alabama Course of Study: Mathematics*.
	    a. Present an activity from the student-created lesson plan utilizing the *Alabama Course of Study: Mathematics* and complete a self-evaluation and reflection.

Teaching Across the Curriculum	9. Assess the reading levels of texts across the curriculum which have similar topics and concepts. 10. Create text-dependent writing prompts based on texts selected from across the curriculum. 11. Create anchor charts and graphic organizers that incorporate literacy strategies for use in non-ELA classrooms. 12. Gather and report information on the strategies and scaffolding techniques used in instruction by educational professionals who work with special populations. 13. Create assessments aligned to grade-level standards in Alabama State Department of Education courses of study, incorporating the latest research on appropriate skill levels. *Examples: criterion-referenced, rubric, formative, summative* 14. Use a rubric to assess samples of student writing from various subject areas.

Active Learning Practices	15. Write reflections on active learning practices observed in educational settings. *Examples: science labs, CTE labs, simulated workplaces, internships, work-based learning, project-based learning, maker spaces, learning centers, genius hours* 16. Provide descriptive feedback on student work. *Examples: using constructive terms, applying appropriate tone in written communication, coaching vs. praise*

Practices in Education

Course Credit	1.0
Grade Levels	9-12
Prerequisites	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.

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	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

Preschool CDA® I Internship

Course Credit	1.0
Grade Levels	10-12
Prerequisites	

Preschool CDA® I Internship is the first course in a series of five that present the knowledge and skills needed for certification as a Child Development Associate® through the Council for Professional Recognition's Child Development Associate® National Credentialing Program. Course standards are aligned with the credential's requirements. Preschool CDA® I Internship presents concepts of child development and highlights the importance of providing a safe, healthy environment. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential, and to meet CDA® Goal I (to establish and maintain a safe, healthy learning environment). **It is recommended (but not required) that students complete Foundations in Education before taking this course.**

This course requires a minimum of 96 hours of internship experience, making it ideally suited for a block schedule. While Foundations in Education is suggested as a foundational course for this program, it is not required.

Following Preschool CDA® Internships I-IV with the Career Pathway Project is an important step in completing requirements for the CDA® credential. Steps are outlined in CDA® materials and in the program guide available on the Alabama State Dept. of Education website.

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.

PRESCHOOL CDA® I INTERNSHIP
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"Students will…"*

Safety	1. Summarize safety practices observed in the preschool internship setting.
	2. Develop a lesson plan to teach safety concepts to preschoolers.
	3. Generate a plan for maintaining a safe classroom and enforcing safety rules and standards.

Health	4. Observe and document practices for maintaining a healthy classroom environment.
	5. Design a five-day menu based on USDA guidelines for preschoolers' nutritional needs.
	6. Identify forms commonly used in the preschool setting to document illness, injuries, and specific health needs and describe the purpose of each.
	7. Create a professional competency statement that reflects a personal commitment to maintaining a safe and healthy learning environment.
Learning Environment	8. Identify the elements of the internship classroom that meet the standards for a high-quality learning environment as defined by the Council for Professional Recognition and outlined in CDA® training materials.
	9. Select appropriate materials for a preschool setting. *Examples: instructional materials, furnishings, art materials, toys*
	10. Design a preschool classroom space that meets the standards set by the Council for Professional Recognition, including space, furnishings, wall and floor materials, and safety equipment.
Professionalism	11. Summarize the steps of the CDA® credentialing process.
	12. Compare and contrast trends in early childhood education practices through the 20th and 21st centuries. *Example: developmental theories, parenting books and programs, laws pertaining to early childhood programs*
	13. Create and defend a personal educational philosophy that is supported by research.

Preschool CDA® II Internship

Course Credit	1.0
Grade Levels	10-12
Prerequisites	Preschool CDA® I Internship

Preschool CDA®II Internship presents key theories of child development and highlights the role of the caregiver in promoting children's cognitive, physical, communicative, and creative growth. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential and to meet CDA® Goal II (to advance physical and intellectual competence).

This course requires a minimum of 96 hours of internship experience, making it ideally suited for a block schedule.

Following Preschool CDA® Internships I-IV with the Career Pathway Project is an important step in completing requirements for the CDA® credential. Steps are outlined in CDA® materials and in the program guide available on the Alabama State Dept. of Education website.

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.

PRESCHOOL CDA® II INTERNSHIP
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

Physical Development	1. Describe milestones of physical development in infants, toddlers, and preschoolers. 2. Classify activities that promote physical development by appropriate age level and explain how each activity affects gross and fine motor skills. 3. Develop a lesson plan that incorporates both gross and fine motor skill activities as part of the learning process.

Cognitive Development	4. Summarize the work of prominent developmental theorists. *Examples: Piaget, Vygotsky, Maslow, Bronfenbrenner* 5. Describe birth-to-age-five cognitive milestones in terms of major developmental theories. 6. Create a five-day lesson plan that incorporates developmental theory and goals for cognitive development.
Communication	7. Describe strategies for encouraging early literacy skills and language development in infants, toddlers, and preschoolers. 8. Document children's oral language development with a variety of observational instruments. 9. Design a preschool literacy center that supports language and literacy development. *Examples: book area, writing center, listening area, technology, publishing station*
Creative Play	10. Discuss the connection between creative play and cognitive development and compare how child-led and teacher-led activities differ in their effects on learning and development. 11. Integrate opportunities for creative play into teaching and learning. *Examples: dress up, music and movement, building center, art center, writing center, home center, science center* 12. Design a lesson plan that incorporates child-led creative activities. 13. Collaborate to create a learning environment that fosters creativity.
Professionalism	14. Write a professional competency statement that demonstrates an understanding of children's physical and intellectual development and the teacher's role in promoting that development. 15. Design learning experiences that promote physical and cognitive development, using the guidelines provided by the CDA® portfolio Resource Collection II.

Preschool CDA® III Internship

Course Credit	1.0
Grade Levels	11-12
Prerequisites	Preschool CDA® II Internship

Preschool CDA® III Internship presents key theories of child development and the role of the caregiver in promoting children's self-concept, encouraging social and emotional development, and providing positive guidance. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential, and meet CDA® Goal III (to support social and emotional development and to provide positive guidance).

This course requires a minimum of 96 hours of internship experience, making it ideally suited for a block schedule. While Foundations in Education is suggested as a foundational course for this program, it is not required.

Following Preschool CDA® Internships I-IV with the Career Pathway Project is an important step in completing requirements for the CDA® credential. Steps are outlined in CDA® materials and in the program guide available on the Alabama State Dept. of Education website.

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**…"*

<table>
<tr>
<td rowspan="5">**Foundational Standards**</td>
<td>

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.

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</table>

PRESCHOOL CDA® III INTERNSHIP
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"**Students will**…"*

<table>
<tr>
<td rowspan="3">**Self-Concept and Identity**</td>
<td>

1. Determine and describe ways in which teachers can show appreciation for each child.

2. Develop methods to encourage children's exploration of identity.
   Examples: temperament, approaches to learning, community

3. Demonstrate developmentally appropriate positive guidance techniques to children.
   Examples: modeling appropriate behavior, acknowledging positive behavior, enforcing clear and simple rules

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Social Development	4. Identify strategies that promote social and emotional growth and learning. *Examples: choice time, group meetings, small groups, meal times* 5. Create learning experiences that incorporate social and emotional learning. *Examples: centers, role-playing, partner activities, small group activities* 6. Formulate strategies to address specific situations affecting a child's social and emotional development. *Examples: supporting cooperative play, talking and listening respectfully, modeling prosocial behaviors*
Positive Guidance	7. Document challenging behaviors and effective classroom management strategies. 8. Assess challenging behaviors utilizing data from observational instruments. *Examples: Behavior Evaluation Scale, Behavior Assessment System for Children, Antecedent-Behavior-Consequence forms; timestamps and triggers, behavior over time, severity of the behavior* 9. Design a classroom management plan that effectively and positively addresses ongoing challenging behaviors.
Professionalism	10. Create a professional competency statement that demonstrates the importance of social and emotional growth and guidance and a personal commitment to promoting that growth and providing positive guidance. 11. Develop an annotated bibliography of developmentally appropriate books that address and encourage children's identity development.

Preschool CDA® IV Internship

Course Credit	1.0
Grade Levels	12
Prerequisites	Preschool CDA® III Internship

Preschool CDA® IV Internship presents the role of early childhood educators as family partners, program managers, and highly skilled professionals. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential, and to meet CDA® Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism).

Following Preschool CDA® Internships I-IV with the Career Pathway Project is an important step in completing requirements for the CDA® credential. Steps are outlined in CDA® materials and in the program guide available on the Alabama State Dept. of Education website.

This course requires a minimum of 96 hours of internship experience, making it ideally suited for a block schedule. While Foundations in Education is suggested as a foundational course for this program, it is not required.

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.

PRESCHOOL CDA® IV INTERNSHIP
CONTENT STANDARDS
Please refer to "Directions for Interpreting Standards" on page 10

Each content standard completes the stem *"Students will…"*

Families	1. Identify and describe strategies for establishing positive, responsive relationships with children's families.
	
	2. Develop and implement a multifaceted communication plan designed to meet the needs of diverse family structures.
	    Examples: bulletin board, brochure, web-based newsletter
	   a. Collect and analyze results from the *CDA® Family Questionnaire*.

Program Management	3. Generate a toolkit for families that includes information on local and state social services, health, and educational resources. *Examples: translation services, counseling and mental health services; local, state, and federal programs* 4. Compare instruments utilized for the observation, evaluation, and documentation of the preschooler's developmental level and educational progress. 5. Summarize regulatory requirements and program policies for the preschool setting, including mandated reporting requirements related to abuse and neglect. 6. Critique lesson plans and curricula designed for the preschool setting. 7. Communicate student progress to families, using a variety of strategies. *Examples: student portfolios, in-person and virtual meetings, parent night activities* 8. Explain conflict resolution strategies that may be used when working with students, parents/guardians, colleagues, and the community.
Professionalism	9. Compose a competency statement that indicates a personal commitment to professionalism and gives concrete strategies for maintaining that professionalism. 10. Collect and revise materials for the Child Development Associate® professional portfolio and prepare for the Professional Development Specialist™ visit. *Examples: Resource collection items I-VI, Competency Statements I-VI, Professional Philosophy Statement*

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