**TEXAS CTE LESSON PLAN**

[www.txcte.org](http://www.txcte.org)

|  |  |
| --- | --- |
| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Practicum in Education and Training |
| **Lesson/Unit Title** | Introductory Lesson: Practicum in Education and Training |
| **TEKS Student Expectations** | **130.165. (c) Knowledge and Skills**  (3) The student understands the learner and learning process. The student is expected to:  (B) Apply principles and theories about the learning process to specific teaching or training situations  (C) Analyze the dynamics of personal and student behaviors that facilitate the learning process  (D) Analyze teaching skills that facilitate the learning process  (5) The student plans and uses effective instruction. The student is expected to:  (B) Develop instructional materials that align with the Texas Essential Knowledge and Skills |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Explain the connection between Career and Technical Education (CTE), the Education and Training career cluster and Practicum in Education and Training * Recognize the programs of study in the Education and Training career cluster * Review the course TEKS and student expectations * Explore the coherent sequencing of CTE courses available in their district and their campus * Develop an awareness of career opportunities related to the course Practicum in Education and Training |
| **Rationale** | The purpose of this lesson is to serve as an introduction to the course Practicum in Education and Training. Students will identify this course as part of a Career and Technical Education (CTE) program of study, understand that CTE in Texas is organized around 16 career clusters and 79 career pathways, and that Practicum in Education and Training is one of 4 courses in the Education and Training career cluster. Students will explore the sequencing of CTE courses available in their school district and/or local campus, as well as develop an awareness of careers in the Administration and Administrative Support, Professional Support Services and Teaching and Training career pathways. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall** | **Apprenticeship:** Legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business  **Career and Technical Education (CTE):** Prepares young people to manage the dual roles of family member and wage earner and enables students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education  **Career Clusters:** Way of organizing curricula, instruction, and assessment around specific occupational groups  **Career Preparation Courses:** A learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders  **Certification:** A designation earned by a person to assure qualification to perform a job or task  **Coherent Sequence of Courses:** Educational plan made up of developmentally appropriate courses suited for a given career objective or goal  **Dual Enrollment:** Refers to an opportunity and agreement through which a student may earn high school credit for successfully completing a college course that covers all the TEKS  **Internship:** Any period of time during which a beginner acquires experience in an occupation or profession  **Practicum Courses:** Designed to give students supervised practical application of previously studied knowledge and skills that can occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience  **Programs of Study:** A way of organizing curricula and educational activities within a career cluster related to a student’s specific academic or career goal |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computer lab with Internet   **Supplies:**   * Index cards * Various textbooks, materials and supplies pertaining to this course * Copies of handouts   **PowerPoint:**   * Introductory Lesson: Practicum in Education and Training * Presentation Notes: Introductory Lesson: Practicum in Education and Training * 16 Career Clusters®   **Graphic Organizers:**   * Career and Technical Education (CTE) Graphic Organizer * Career and Technical Education (CTE) KWL Chart   **Handouts:**   * Blank Career and Technical Education Terms * Career and Technical Education Terms * Career and Technical Education Terms (Key) * Career and Technical Education (CTE) Rubric * Career Clusters**®** |
| **Anticipatory Set** | **Before class begins:**  Print a class set of the course TEKS.  Set up a display consisting of the course textbook, magazines and other related materials and supplies.  Nationwide, Career Technical Education (CTE) programs are changing, evolving, and innovating to better serve the country’s needs. CTE is preparing students of all ages to help drive America’s success and vitality. This video summarizes the national efforts behind the CTE: Learning That Works for America initiative. |
| **Direct Instruction with Special Education Modifications/Accommodations** | Distribute Career and Technical Education KWL Chart. Instruct students to fill out the first two columns of the chart. The document will be revisited during lesson closure.  Distribute Career and Technical Education. Introduce lesson objectives, terms, and definitions.  Instruct student to take notes during upcoming slide presentation on the back of the Career and Technical Education Terms.  Begin PowerPoint Introductory Lesson: Practicum in Education and Training. Allow for thorough class discussion and questions and answers.  Optional Additional slide presentation 16 Career Clusters® may be viewed to reinforce career clusters.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of slide presentation notes |
| **Guided Practice with Special Education Modifications/ Accommodations** | Distribute Career and Technical Education (CTE) Graphic Organizer. Allow students to work with a partner to complete activity. Have class revisit appropriate slide and make corrections on their documents.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time to complete assignment * checking for understanding |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Instruct students to individually create their interpretation of the CTE/course information presented at the end of the slide presentation. Finished product may be used as the coversheet for their class binder, folder, or journal. Students may draw or use a computer to complete the task.  Product must include/answer the following:   * What does CTE stand for? * What is the name of this course? * What cluster is this course in? * What programs of study are in this cluster? * Cluster descriptor   Distribute Career and Technical Education (CTE) Rubric. Provide a thorough explanation so that students will know how their product will be assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing student to work with a peer tutor * providing extra time for assignment |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete the final column of the Career and Technical Education KWL chart. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Allow students to share their products with the class. Assess student products with rubric.  Optional:  Have students vote on the best product and place in a prominent place in the classroom.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assessing product with a modified rubric * allowing additional time for completion of assignment |
| **References/Resources** | **Websites:**   * Texas Education Agency Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance, and resources to help schools meet the educational needs of all students. <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilized Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Encourage students to read more information about Career and Technical Education |
| **Quotes** | There are two mistakes one can make along the road to truth…not going all the way, and not starting. **-Buddha**  Motivation is what gets you started. Habit is what keeps you going. **-Jim Rohn**  A journey of a thousand miles must begin with a single step. **-Lao Tzu**  The beginning is the most important part of the work. **-Plato** |
| **Writing Strategies** | **Journal Entries:**   * I am interested in the \_\_\_\_\_\_\_\_\_\_\_\_program of study because………………. * Career and Technical Education……   **Writing Strategies:**  RAFT   * Role: Student * Audience: CTE Director * Format: Invitation * Topic: CTE open house or CTE program showcase |
| **Communication 90 Second Speech Topics** | See “quotes.” Allow students to select a quote and provide their interpretation of the author’s intended meaning. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | **Scenario:** Our campus would like to promote its Career and Technical Education (CTE) courses and make parents aware of the career opportunities available to students on this campus. You have been selected to create a presentation for a group of parents that are not familiar with this course.  Create and present a professionally made electronic flowchart depicting the connection between Career and Technical Education (CTE), the Human Services career cluster, Family and Community Services programs of study and this course.  Technology: Access to:   * GlogsterEDU * PowerPoint * Prezi |
| **Family/Community Connection** | Interview a relative or other individual that took a Career and Technical Education course in high school.  Possible questions:   * What type of skills did you learn? * Is your career directly related to the courses you took? * What impact did this (these) courses/skills have on your life? |
| **CTSO connection** | Introductory lessons may have a CTSO or service learning connection. It is possible that student ideas may be saved and the actual project(s) executed during the school year.  **Family, Career, and Community Leaders of America**  [http://www.fccla.org](http://cte.sfasu.edu/wp-content/uploads/2012/08/Career-and-Technical-Education-KWL15.pdf)   * Career Investigation An individual event – recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career.   **Texas Association of Future Educators**  [http://www.tafeonline.org](http://www.fccla.org)   * Bulletin Board Contest – an individual or team event that recognizes participants who demonstrate their knowledge, skills, and ability to create a bulletin board display for teaching and/or for student interaction.   Participants must prepare a display board and an oral presentation introducing the display and summarizing how it could be used in a classroom setting to teach a lesson. The display board may be no larger than 36” x 48”.   * Project Visualize Contest – team event that recognizes participants who illustrate one of their chapter’s projects. The project must be from one of the areas of the TRAFLES. Contestants will thematically construct a cardboard tri-fold display (36” x 48”). Participants must prepare a display and an oral presentation introducing the display and summarizing the project. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Example:  Selected introductory lesson activities may have a service learning component. Student ideas may be saved and actual project(s) executed during the school year or students may combine forces with other Education and Training students to complete service learning projects. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)