Florida Department of Education
Curriculum Framework

Program Title: **Principles of Teaching**
Program Type: **Career Preparatory**
Career Cluster: **Education & Training**

Secondary – Career Preparatory	
Program Number	8909000
CIP Number	0713129900
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	FCCLA, SkillsUSA, FFEA, FPSA
SOC Codes (all applicable)	25-9041 – Teacher Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students.

To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Teacher Assisting / Principles of Teaching program is designed to support teaching activities for students in classroom settings. It is not a program to provide clerical support to faculty or office/administrative personnel.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level
8909010	Introduction to the Teaching Profession	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER	1 credit	25-9041	2
8909020	Human Growth and Development		1 credit	25-9041	2
8909030	Foundations of Curriculum and Instruction		1 credit		3
8909040	Principles of Teaching Internship		1 credit		2

Observation and Field Experience Hours:

Student must acquire 200 hours of documented field experience and guided observations in grades PK - 12 in an educational setting while enrolled in the Principles of Teaching program.   Field experience hours can be earned in a variety of settings, such as academic classrooms, CTE classrooms, ESE classrooms or an adult classroom.

Portfolio Requirement:

Students in this program are also required to create a portfolio, which should be developed on a continuous basis throughout all courses in this program and submitted to the instructor during the final semester of the program. The portfolio should include the following:
- Survey of professional educators and summary of findings
- Current event article summaries pertaining to education
- Research and evaluation of teaching strategies observed during field experiences
- Picture display of involvement during activities at field experiences/ internship (this should include research on legal ramifications of use of student pictures in displays, websites, etc.)
- Journal entries reflecting on field experiences/internship
- Personal accomplishments (awards, transcripts, talents, club memberships and office(s) held, letters of recommendation, community service involvement, etc.)
- Documentation of required hours of observation/field experience and internship
- At least three (3) lesson plans addressing three (3) different content areas or concepts

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Utilize career planning skills to explore career opportunities in education and training.
02.0   Demonstrate professionalism in an education and training setting.
03.0   Explain the various components of diversity.
04.0   Adhere to a professional code of conduct.
05.0   Describe the purpose of education from its historical foundations to current best practices.
06.0   Describe accountability systems education and training organizations use to manage and improve performance.
07.0   Explain employment practices.
08.0   Demonstrate the ability to lead and work on a team.
09.0   Recognize leadership and career and technical student organization (CTSO) activities.
10.0   Design and Create Student Professional Portfolio.
11.0   Articulate the fundamental principles of child growth and development.
12.0   Articulate how students learn and the developmental characteristics of age groups.
13.0   Explain developmental characteristics and intervention strategies for exceptional students across education and community settings.
14.0   Understand fundamental principles of the human development process in childhood.
15.0   Explore instructional methods to develop appropriate activities that foster growth and development.
16.0   Analyze and evaluate developmentally appropriate classroom management strategies.
17.0   Recognize the effects of child abuse, substance abuse and risk factors on learning.
18.0   Identify practices that contribute to healthy learning environments.
19.0   Grow your Professional Portfolio.
20.0   Explore basic theories of educational psychology to enhance student learning.
21.0   Assess the impact of sociological factors on learning.
22.0   Understand critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.
23.0   Demonstrate basic technology competencies through effective use of multiple software applications.
24.0   Use existing and emerging technology to accomplish educational goals.
25.0   Explain the laws and regulations governing information gathering, software and educational use.
26.0   Align curricular goals and instructional objectives with the capabilities of the electronic media.
27.0   Demonstrate competence in the content/subject area to be taught.
28.0   Use content-specific instructional strategies.
29.0   Describe school and district priorities and Florida's academic and technical content standards.
30.0   Explain the relationship of knowledge within a content area to other content areas.
31.0   Connect content to relevant life experiences and career opportunities.
32.0   Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters.
33.0   Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards.
34.0   Demonstrate Knowledge of effective Literacy Strategies that can be applied across the curriculum.
35.0   Enhance and update your Professional Portfolio.

36.0   Plan and deliver instruction that illustrates best teaching practices.
37.0   Communicate clear learning goals and link learning activities to those defined goals.
38.0   Apply knowledge of how students think and learn to instructional design and delivery.
39.0   Differentiate instruction to support the learning needs of all students.
40.0   Design activities to help students develop as independent learners and complex problem-solvers.
41.0   Use resources effectively to enhance student learning.
42.0   Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.
43.0   Supervise the safety and health of students.
44.0   Explain emergency response plans.
45.0   Recognize the impact of stress on health.
46.0   Identify ways to continue to grow professionally.
47.0   Completion of Comprehensive Professional Portfolio.
48.0   Completion of a Capstone Presentation.

Florida Department of Education
Student Performance Standards

Course Title: **Introduction to the Teaching Profession**
Course Number: **8909010**
Course Credit: **1**

Course Description:

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

CTE Standards and Benchmarks
01.0 Utilize career planning skills to explore career opportunities in education and training. The student will be able to:
01.01 Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, exceptional student education, career and technical education, non-school opportunities).
01.02 Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).
01.03 Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education).
01.04 Identify the state professional standards which guide the practice of teaching in today's society.
01.05 Research the licensure, endorsement requirements and respective education necessary to qualify for various teaching positions.
01.06 Discuss traits, personal qualities and common dispositions of professional educators.
01.07 Develop personal career goals and plan activities to meet those goals (ie: course /progress monitoring, career pathways, etc.).
01.08 Research postsecondary institutions offering credentials and/or degrees in education.
02.0 Demonstrate professionalism in an education and training setting. The student will be able to:
02.01 Explain what it means to be a professional educator and member of the education and training profession.
02.02 Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession (i.e. appropriate verbal and written communication, punctuality, body language, electronic devices, etc.).

	02.03	Discuss and identify cultural and generational values related to education.
	02.04	Understand the role of professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)
	02.05	Recognize and demonstrate appropriate, professional dress.
	02.06	Recognize the impact social media and your personal digital footprint has on your career and explore rules/regulations about social media use in a classroom environment with minors.
03.0	Explain the various components of diversity. The student will be able to:	
	03.01	Define diversity as it relates to various educational settings.
	03.02	Recognize, discuss and be responsive to diversity.
	03.03	Describe how diversity of students and families influence teacher expectations and student achievement.
	03.04	Explain the importance of diversity and how it relates to a dynamic global society.
	03.05	Describe the impact of non-English speakers in an education and training setting (e.g. ESOL, ELL, etc.).
04.0	Adhere to a professional code of conduct. The student will be able to:	
	04.01	Differentiate legal and ethical issues in the education & training field (ie: Florida Consent Decree 6 Areas,
	04.02	Perform duties according to laws, regulations, policies and contract provisions.
	04.03	Explain the implications of an individual's past or present legal history on teaching credentials.
	04.04	Discuss the implications of ethical/unethical behavior.
	04.05	Demonstrate ethical behavior as it applies to educational field experience and observation.
05.0	Describe the purpose of education from its historical foundations to current best practices. The student will be able to:	
	05.01	Research the development of modern education and training and its impact on society.
	05.02	Describe various environments in which education and training are delivered (e.g. virtual, home-school, communities, Montessori, charter, magnet, private, etc.).
06.0	Describe accountability systems education and training organizations use to manage and improve performance. The student will be able to:	
	06.01	Describe the accreditation/licensure requirements education and training organizations must meet
	06.02	Discuss the safety, health and environmental compliances for education and training organizations.

	06.03	Describe the methods education and training organizations use to evaluate and improve teaching and learning effectiveness.
	06.04	Describe the importance of professional development as it relates to teaching effectiveness.
07.0	Explain employment practices. The student will be able to:	
	07.01	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).
	07.02	Discuss legal implications concerning discrimination, harassment, discipline and termination.
	07.03	Describe how to access information about employee benefits and policies.
	07.04	Describe the role of organized labor (local/state/national unions, etc.).
08.0	Demonstrate the ability to lead and work on a team. The student will be able to:	
	08.01	Recognize the importance of teamwork and its impact on operations.
	08.02	Explain the roles and responsibilities of the individual as part of the team.
	08.03	Describe the interpersonal skills that contribute to leadership and teamwork.
	08.04	Explain the importance of the culture and climate of an organization.
	08.05	Assist team members to meet their individual and team goals.
	08.06	Utilize conflict-resolution and dispute-management skills.
09.0	Recognize leadership and career and technical student organization (CTSO) activities. The student will be able to:	
	09.01	Describe and emphasize the importance of CTSO events and activities available for students and schools.
	09.02	Identify the leadership opportunities available through CTSO involvement (local, district, state and national levels).
	09.03	Identify the benefits and awards provided through participation in CTSO activities.
	09.04	Identify additional student organizations that relate to education.
	09.05	Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.
10.0	Design and Create Student Professional Portfolio.	

**Florida Department of Education
Student Performance Standards**

Course Title: **Human Growth and Development**
Course Number **8909020**
Course Credit: **1**

Course Description:

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

CTE Standards and Benchmarks
11.0 Articulate the fundamental principles of child growth and development. The student will be able to:
11.01 Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).
11.02 Demonstrate the understanding of developmental sequences, stages and milestones.
11.03 Examine the varying rates of development in individual students.
11.04 Describe how interactions between the student and their early childhood relationships and experiences, including family, language, cultural, and environmental impact their development.
11.05 Examine the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development (e.g. attachment, trauma, neglect, fostering, etc.).
11.06 Define self-regulation and explain how it affects all areas of development and behavior.
11.07 Describe the importance of effective language and communication for healthy growth and development.
11.08 Explain how modeling positive behavior impacts social and emotional development.
11.09 Differentiate strategies for responding to developmental needs of students.
11.10 Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.
12.0 Articulate how students learn and the developmental characteristics of age groups. The student will be able to:
12.01 Describe research on human development, learning theories and the brain.

12.02	Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.
12.03	Examine differences and exceptionalities in the way students learn.
12.04	Articulate the role of language in learning and the cultural influences on the development of language.
12.05	Discuss major theories and concepts on motivation and their relationship to classroom instruction.
12.06	Identify factors in students' school, home, community and culture that may influence development, learning and motivation.
12.07	Differentiate instructional strategies that meet learner and group needs at an appropriate level of development.
12.08	Describe the principles of assessment as they apply to variances in human development and learning (e.g. learning goals, teaching strategies, assessment criteria).
12.09	Compare learning styles of students and how they impact classroom instructional delivery.
13.0	**Explain developmental characteristics and intervention strategies for exceptional students across education and community settings. The student will be able to:**
13.01	Articulate current and historic foundations, legal issues and mandates, theories and philosophies of exceptional student education.
13.02	Define specific exceptionalities and their characteristics (ADHD, Down Syndrome, Autism, Gifted, etc.).
13.03	Identify and understand importance of record-keeping/documentation strategies related to exceptional student education.
13.04	Discuss the continuum of placement options and service delivery models for students with exceptionalities (e.g. least restrictive environment, inclusion, resource room, etc.).
13.05	Compare and contrast cognitive, physical, cultural, social and emotional needs among students with exceptionalities.
13.06	Explain the effects exceptional conditions may have on an individual's life (e.g. secondary, postsecondary and independent living).
13.07	Articulate strategies for differentiating instruction, assessment and classroom learning environments.
14.0	**Understand fundamental principles of the human development process in childhood. The student will be able to:**
14.01	Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations accordingly.
14.02	Explain developmental levels in relation to age appropriate norms as it applies to instruction.
14.03	Recognize how family, community and culture influence the development of students.
14.04	Articulate instructional methods and strategies used to address behaviors that stem from environmental and developmental causes.
14.05	Modify environment, activities and expectations to improve behavioral outcomes.

	14.06 Identify experiences that enhance development, behavior and learning outcomes for all students.
15.0	Explore instructional methods to develop appropriate activities that foster growth and development. The student will be able to:
	15.01 Explain a variety of effective teaching strategies.
	15.02 Describe the functions and components of a lesson plan.
	15.03 Create and implement a lesson plan.
16.0	Analyze and evaluate developmentally appropriate classroom management strategies. The student will be able to:
	16.01 Develop a plan to minimize challenging behaviors (ie: County Code of Conduct, Positive Behavior Intervention Strategies, etc.).
	16.02 Establish classroom rules and procedures that will enhance the learning environment.
	16.03 Describe effective research-based classroom management strategies.
17.0	Recognize the effects of child abuse, substance abuse and risk factors on learning. The student will be able to:
	17.01 Identify the types, signs, symptoms and statistics related to child abuse and possible effects on student performance.
	17.02 Identify the types, signs, symptoms and statistics related to substance abuse and possible effects on student performance.
	17.03 Develop strategies to support the learning needs of students potentially suffering from abuse and/or trauma.
	17.04 Identify and explain mandatory reporting practices and procedures.
18.0	Identify practices that contribute to healthy learning environments. The student will be able to:
	18.01 Describe strategies to reduce exposure to health-threatening environments (e.g., chemicals, communicable diseases, blood-borne pathogens).
	18.02 Identify strategies for age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.
	18.03 Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse (e.g. accident report, mandated reporter).
19.0	Grow your Professional Portfolio.

Florida Department of Education
Student Performance Standards

Course Title: **Foundations of Curriculum and Instruction**
Course Number: **8909030**
Course Credit: **1**

Course Description:

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

CTE Standards and Benchmarks
20.0   Explore basic theories of educational psychology to enhance student learning. The student will be able to:
20.01 Compare and contrast the various theories of learning.
20.02 Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.
20.03 Apply various theories of learning when appropriate.
21.0   Assess the impact of sociological factors on learning. The student will be able to:
21.01 Analyze multiple social factors that impact learning.
21.02 Analyze ways in which social interaction can become a predictor of individual and group behavior.
21.03 Distinguish behaviors related to bullying and the impact it has on learning.
22.0   Understand critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems. The student will be able to:
22.01 Employ problem-solving methods used in education and training organizations.
22.02 Combine critical thinking and team-building skills to address problems.
22.03 Formulate group decisions within the bounds of ethical, safety and legal boundaries.
22.04 Adjust plans/schedules to respond to unexpected events and conditions.

	22.05	Demonstrate professional problem-solving (ie: budget, scheduling, resources, requirements, etc.)
	22.06	Evaluate unintended consequences of problem-solving methods.
23.0	Demonstrate basic technology competencies through effective use of multiple software applications. The student will be able to:	
	23.01	Create resources using technology (e.g., spreadsheets, databases, graphics, publications, newsletters).
	23.02	Access and complete research on the internet using reliable sources.
	23.03	Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.
24.0	Use existing and emerging technology to accomplish educational goals. The student will be able to:	
	24.01	Describe the range of options and role of technology in the instructional process.
	24.02	Utilize a variety of educational technology tools to support and enhance instructional activities.
	24.03	Describe applications of educational technology to support classroom management strategies (e.g., Class Dojo, etc.).
	24.04	Demonstrate an understanding of various productivity software applications related to education (virtual, online, software/web-based applications, etc.).
25.0	Explain the laws and regulations governing information gathering, software and educational use. The student will be able to:	
	25.01	Recognize copyright laws designed to protect publications, performances, intellectual properties and artistic creations (e.g. ClipArt, movie clips, music streaming, etc.).
	25.02	Explore requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured.
	25.03	Describe the safety and health issues related to technology.
	25.04	Explain social, legal, ethical and cultural issues related to technology (e.g. cyber-bullying, libel, browser history, etc.).
	25.05	Examine policies for the use of technology in schools.
26.0	Align curricular goals and instructional objectives with the capabilities of the electronic media. The student will be able to:	
	26.01	Identify electronic resources suitable for specific content learning and teaching.
	26.02	Plan learning environments and experiences that are supported by technology.
	26.03	Develop students' abilities to access, evaluate and use technology.
27.0	Demonstrate competence in the content/subject area to be taught. The student will be able to:	

	27.01	Identify relevant research, principles, theories and perspectives significant to the content.
	27.02	Utilize knowledge of the content area, assumptions and skills in planning and instruction.
	27.03	Identify the developmental sequence of learning in content, linking current instruction to students' prior knowledge.
	27.04	Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.
28.0		Use content-specific instructional strategies. The student will be able to:
	28.01	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry.
	28.02	Anticipate and adjust learning experiences to address common misconceptions of the subject matter.
	28.03	Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.
29.0		Describe school and district priorities and Florida's academic and technical content standards. The student will be able to:
	29.01	Understand the importance and development of the District and School Improvement Plans.
	29.02	Extend and enrich curriculum by integrating school and district curriculum priorities with Florida's academic, technical and national content standards.
30.0		Explain the relationship of knowledge within a content area to other content areas. The student will be able to:
	30.01	Make relevant content connections between disciplines (cross-curricular lesson plans; integrated arts, etc.).
	30.02	Prepare opportunities for students to apply learning from different content areas to solve problems.
	30.03	Collaborate to construct interdisciplinary learning strategies that make connections between content areas.
31.0		Connect content to relevant life experiences and career opportunities. The student will be able to:
	31.01	Facilitate learning experiences that connect to real-life situations and careers.
	31.02	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.
32.0		Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters. The student will be able to:
	32.01	Define reading and writing skills as essential for life-long learning (ie: reflection, journaling, etc.).
	32.02	Support the process of reading and writing skill development in learners.
33.0		Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards. The student will be able to:

	33.01	Follow district curriculum priorities.
	33.02	Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards.
	33.03	Utilize school or district developed curriculum resources.
34.0	Demonstrate Knowledge of effective Literacy Strategies that can be applied across the curriculum. The student should be able to:	
	34.01	Select instructional practices for developing and using content area vocabulary (ie: Word wall, etc.)
	34.02	Identify effective instructional practices to develop text-reading skills.
	34.03	Identify instructional practices to facilitate students reading comprehension (ie: scaffolding, visualizing, etc.).
	34.04	Identify and apply appropriate literacy strategies to develop higher order thinking skills.
35.0	Enhance and update your Professional Portfolio.	

Florida Department of Education
Student Performance Standards

Course Title: **Principles of Teaching Internship**
Course Number: **8909040**
Course Credit: **1**

Course Description:

The course is designed for students to apply their knowledge in real world education settings. Students must complete an internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will also complete and submit a completed portfolio and Capstone project by the end of the course for feedback.

CTE Standards and Benchmarks
36.0 Plan and deliver instruction that illustrates best teaching practices. The student will be able to:
36.01 Prepare clear short- and long-term educational goals and objectives for learners.
36.02 Develop short- and long-term instructional plans.
36.03 Adjust instruction based on differentiated student learning.
36.04 Recognize how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.
36.05 Align goals, objectives, instructional plans and assessments.
37.0 Communicate clear learning goals and link learning activities to those defined goals. The student will be able to:
37.01 Establish and communicate rigorous individual learning goals based on the needs of each student.
37.02 Communicate the connection between learning activities and goals.
37.03 Create and implement instructional environments where their students actively and independently set, articulate and internalize learning goals (ie: S.M.A.R.T goals, etc.).
38.0 Apply knowledge of how students think and learn to instructional design and delivery. The student will be able to:
38.01 Analyze the cognitive processes associated with learning.
38.02 Demonstrate through instruction how to stimulate cognitive processes (Meta-cognitive, modeling, learning processes, etc.). The student will be able to:

	38.03	Use research-based instructional strategies.
	38.04	Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.
	38.05	Articulate a logical and appropriate rationale for the sequence of learning activities.
	38.06	Link the content of each learning activity to the content of previous and future learning experiences.
	38.07	Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.
39.0		Differentiate instruction to support the learning needs of all students. The student will be able to:
	39.01	Understand the importance of gathering and using student data and apply appropriate instructional using data for individuals and groups of students.
	39.02	Use appropriate and flexible grouping during instruction to support the learning needs of all students.
	39.03	Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.
	39.04	Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs.
	39.05	Provide varied options for how students demonstrate mastery.
40.0		Design activities to help students develop as independent learners and complex problem-solvers. The student will be able to:
	40.01	Choose learning activities that support the development of students' cognitive abilities (ie: Thinking Maps, Venn Diagrams, real world writing, etc.).
	40.02	Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content.
	40.03	Produce complex, creative, open-ended learning opportunities for students.
41.0		Use resources effectively to enhance student learning. The student will be able to:
	41.01	Use research-based strategies to select and implement materials and resources that support instructional goals and meet students' needs.
	41.02	Select and implement technology that is appropriate to the discipline.
	41.03	Develop students' abilities to access, evaluate and use technology.
	41.04	Develop awareness of adaptive technologies to enhance student learning and apply appropriately (e.g., microphones, braille text, auditory resources, etc.).
	41.05	Select and use research-based strategies for ELL students (in compliance with consent decree).
42.0		Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy. The student will be able to:

	42.01	Identify potential safety hazards and notify appropriate personal (per School/District policy).
	42.02	Maintain work areas in accordance with standards for cleanliness and safety (per School/District).
	42.03	Understand when to wear personal protective equipment (PPE) as appropriate.
	42.04	Describe current medication administration policies and procedures according to local, state or national regulations.
	42.05	Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.
43.0	Supervise the safety and health of students. The student will be able to:	
	43.01	Understand the importance of basic first aid and follow health and safety procedures.
	43.02	Explain cardiopulmonary resuscitation (CPR and AED), airway obstruction, and the abdominal thrust.
	43.03	Supervise the playground and recreational activities of students.
44.0	Explain emergency response plans. The student will be able to:	
	44.01	Explain and discuss procedures to address an emergency (e.g., natural disaster, lockdown, fire/weather drills, etc.).
	44.02	Describe personal protective equipment (PPE) and response equipment/materials needed for emergency response.
	44.03	Demonstrate standard precautions to protect against infection and communicable diseases.
45.0	Recognize the impact of stress on health. The student will be able to:	
	45.01	Differentiate between stress and stressors.
	45.02	Summarize the physical, mental, emotional, behavioral and cognitive consequences of unmanaged stress.
	45.03	Research the purpose of employee assistance programs (e.g., smoking cessation, weight loss, fitness, mental health, etc.).
	45.04	Model effective strategies for managing stress (ie: healthy destressing activities).
46.0	Identify ways to continue to grow professionally. The student will be able to:	
	46.01	Identify professional development resources available to educators.
	46.02	Explain professional collaboration.
	46.03	Define a personal objective and design a professional development plan.
	46.04	Reflect on the impact of personal biases during teaching/learning experiences.

	46.05	Adapt instructional planning and strategies based on written reflections of teaching experiences.
	46.06	Research financial accountability measures in education (e.g. FTE, grants, industry certifications, school grades, etc.).
47.0	**Completion of Comprehensive Professional Portfolio. The student will be able to:**	
	47.01	Portfolio Requirement: Students in this program are required to create a portfolio, which should be developed on a continuous basis throughout all courses in this program and submitted to the instructor during the final semester of the program. The portfolio should include the following: • Survey of professional educators and summary of findings • Current event article summaries pertaining to education • Research and evaluation of teaching strategies observed during field experiences • Picture display of involvement during activities at field experiences/ internship (this should include research on legal ramifications of use of student pictures in displays, websites, etc.) • Journal entries reflecting on field experiences/internship • Personal accomplishments (awards, transcripts, talents, club memberships and office(s) held, letters of recommendation, community service involvement, etc.) • Documentation of required hours of observation/field experience and internship • At least three (3) lesson plans addressing three (3) different content areas or concepts
48.0	**Completion of a Capstone Presentation. Students must provide evidence (in portfolio) of each standard performed during internship. Culminating in final Capstone Presentation. Examples of culminating Capstone Project:** • Portfolio Presentation • Evaluation of Internship Experience • Case Study • Cross Content Integrated Unit Plan • Service Learning Experiences and Opportunities • Teaching Profession Advocacy, Quality & Retention	

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Principles of Teaching program is designed to support **teaching activities for students in classroom settings**. It is **not** a program to provide clerical support to faculty or office/administrative personnel.

Career and Technical Student Organization (CTSO)

Florida Family, Career and Community Leaders of America (FCCLA), SkillsUSA, Florida Future Educators Association (FFEA) and Florida Public Service Association, Inc. (FPSA) are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml.