

2026 – 2027

EDUCATION AND TRAINING COURSES

KENTUCKY CTE
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Today's Career and Technical Education



EDUCATION AND TRAINING COURSES 2026 – 2027

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331020 Principles of Teaching I

This course provides opportunities for students with an interest in teaching to develop skills, strategies, and techniques used for instruction at various grade levels for a diverse population of student learners. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of children, adolescents, and developmentally appropriate practices in educational settings. Students have the opportunity to gain field experience in classrooms with certified teachers as part of their coursework. Other components include the development of a four-year post-secondary plan, teacher evaluation system requirements, Kentucky Code of Ethics, and educational pedagogy. Leadership experiences will be provided through various extra and cocurricular student organizations. NOTE: This course can be taught by any certified teacher with a Rank II and 5 years of teaching experience.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 2

Students will:

1. Analyze the characteristics of an effective teacher.
2. Evaluate proper classroom management strategies.
3. Analyze challenges related to teaching and how teachers meet them.
4. Identify the qualities of teacher professionalism and leadership.
5. Describe the requirements to become a teacher in the state of Kentucky.
6. Introduce the Kentucky Teacher Standards and the Kentucky Code of Ethics.
7. Summarize the history of American education and how educational opportunities have evolved.
8. Compare and contrast various structures of education systems.
9. Explain how public schools are governed and funded.
10. Prioritize current education trends and issues such as the Every Student Succeeds Act.
11. Describe societal challenges in education today, such as changing family patterns, cultures of schools, and risky teen behavior.
12. Explore diversity and its implications in the classroom, including diverse teaching methods.
13. Describe the components of a lesson plan.
14. Compare and contrast various examples of lesson plans.
15. Explore various teaching strategies.
16. Research the current educational content standards for Kentucky.
17. Distinguish between formative and summative assessment.
18. Analyze different methods used to assess student learning.
19. Design an instructional unit.
20. Create a lesson plan using strategies and methods taught in class.
21. Teach a lesson using the lesson plan developed by the student.
22. Research effective use of technology in education.
23. Recommend a plan for integrating technology into the everyday classroom.
24. Observe, interact, and reflect on teaching and learning within classrooms.
25. Complete a portfolio that demonstrates knowledge of the teaching profession.
26. Develop a four-year post-secondary plan.
27. Identify career opportunities for educators.
28. Identify the benefits of participation in professional associations for both students and teachers.

29. Utilize activities of various extra and co-curricular organizations as an integral component of course content and leadership development, such as Family, Career and Community Leaders of America (FCCLA) or Educators Rising.
30. Apply reading and communication skills within technical content.
31. Demonstrate employability and social skills relevant to the career cluster.

331030 The Learning Community

In this course, students develop an understanding of the various responsibilities and systems involved in the K-12 educational system. Specifically, students will acquire the knowledge of education through the perspective of the classroom, school, district, state, and federal roles. In clinical experiences, students are embedded in observational and small group or individual teaching settings. They engage with students, schools, and stakeholders across the community to better understand how the community functions as a system, noting how elements within the system relate and interact and the impact on students. NOTE: Teaching and Learning Pathway requirements for this course: Must hold a professional Kentucky teaching certificate in any content area, have a minimum of a Rank II, and 5 years teaching experience.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals.
 - a. Self-Awareness: my identity, understanding bias, understanding equity, my values, StrengthsFinder, empathy, teacher impact, teacher persona.
 - b. Personal Expectations: professionalism, becoming a change agent.
 - c. Leadership: common characteristics of successful leaders, credibility, unpack the concept of credibility and trustworthiness, habits of effective speakers.
 - d. Connecting with Students: cultural competence, expectations for students, building mutual respect, establishing boundaries.
2. Know the language of the work of teaching, understand the cycle of planning, implementing, evaluating and reflecting on a lesson, and practice planning, implementing, reflecting on and revising classroom practice.
 - a. Planning: Standards 101, Curriculum 101, understanding by design.
 - b. Assessing: Assessment 101, formative assessment, summative assessment.
3. Know the structure of communities within and beyond the school, understand how these communities form an interconnected system of systems and practice connecting and reflecting on these communities.
 - a. Partners: understanding the roles of stakeholders, building relationships with families and caregivers, talking about a student with families and caregivers, and mapping resources available to support students.
 - b. Colleagues: collaboration with colleagues, working with administrators, extracurricular activities.
 - c. Local Community: civic engagement, community organizations, supporting social justice at home, researching your community, local/regional culture, identifying equity.
4. Know the structures that govern a school and school systems, understand the role of the professional educator within these systems, and practice developing a personal, professional identity and career path.
 - a. Understanding the School System: the purpose of school, school system: federal vs. state vs. local, local governance, policy-making, school funding

including Title I of ESEA (Elementary and Secondary Education Act), district and school budgets, accountability systems, salary schedules and trends, and types of schools.

- b. Planning a Path: career pathways, roles and opportunities being a professional, unpacking the Educators Rising standards report.
- c. The context for Great Teaching: profiles of effective educators, edTPA101, National Board 101: five core propositions, myth-busting: superhero teachers, the history of teaching, unions, collective bargaining, due process, professional associations and organizations for educators.

331031 The Learner-Centered Classroom

This course will develop rising educators' awareness of their funds of knowledge, as well as their personal biases that develop from their life experiences. Using research-based methods, rising educators will develop methods to impact student equity based on culturally competent models as well as growth mindset methods. The students will be embedded in classrooms in observing and active teaching roles (any of the 5 co-teaching models). They will experience a variety of settings in order to reflect on their developing understanding and skills across the K-12 spectrum.

Recommended Grade Level: 9 – 12

Recommended Credit: 1

Students will:

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals.
 - a. Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media and online platforms, accountable talk, including meaningful praise. Students review these topics as expectations for entering classrooms.
 - b. Improvement: growth mindset, reflective habits of mind.
 - c. Critical Thinking: responsive planning, critical thinking: my experiences, how do I know if I learned something? Media literacy, resource literacy, investigating sources.
2. Know, practice and reflect on how teachers understand their students.
 - a. Students know cognitive development: ages and stages, experiential learning, and constructivism.
 - b. Students understand factors that impact relationships with students and practice planning for, developing and reflecting on how they relate to students by considering cultural competence expectations for students, building mutual respect, establishing boundaries, embracing diversity, asset-based approach, and celebrating success.
 - c. Students know about different learning needs, understand that students' experiences are unique and practice planning for, responding to and reflecting on how to meet the needs of diverse students. (Special Education 101, differentiation, types of disabilities in IDEA (Individuals with Disabilities Education Act), supporting students facing trauma)
 - d. Engaging with Students: motivation, challenging all students and meeting all students' needs, brain-based learning, personalized learning, and deeper learning.
3. Know different classroom management and instructional strategies, understand the purpose and results of a strategy, and practice selecting, implementing and reflecting on a variety of classroom strategies and how these strategies meet the needs of diverse learners.
 - a. Classroom Management: student engagement, culturally relevant teaching, classroom norms and routines, inclusive learning environments, anti-bullying strategies, de-escalating and managing conflict.
 - b. High Leverage Practices: eliciting and interpreting individual students' thinking, coordinating and adjusting instruction during a lesson, interpreting the results of student work, including routine assignments, quizzes, tests, projects, and

standardized assessments, analyzing instruction for the purpose of improving it, setting short- and long-term learning goals for students, checking student understanding during and at the conclusion of lessons, selecting and designing formal assessments of student learning.

331032 The Professional Educator

In this course, students will develop an understanding of how educators advance their profession within the classroom. Specifically, students will gain both the knowledge and skills to plan, deliver, and reflect on the process of teaching and learning. In clinical experiences, students are deeply embedded in classroom settings, actively practicing the skills they are studying and reflecting on the results to deepen their understanding. The extended time in the classroom provides an opportunity to study at length a particular group of students and the discipline. NOTE: Teaching and Learning Pathway requirements for this course: Must hold a professional Kentucky teaching certificate in any content area, have a minimum of a Rank II, and 5 years teaching experience.

Prerequisites: [331030](#) The Learning Community **AND** [331031](#) The Learner-Centered Classroom

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Know, practice and reflect on concepts relating to the personal characteristics of education professionals, developing a personal professional identity.
 - a. Self-awareness: my identity, understanding bias, understanding equity.
 - b. Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media and online platforms, accountable talk, including meaningful praise. Students have studied the topic above in previous courses but will engage further in these as they enter classrooms as Rising Educators.
 - c. Improvement: growth mindset, reflective habits of mind, how to get better, intention and purpose, building a professional network for support, seeking feedback and mentoring.
 - d. Critical thinking: responsive planning, resource literacy, investigating sources.
2. Know different classroom management and instructional strategies, understand the purpose and results of a strategy, and practice selecting, implementing and reflecting on a variety of classroom strategies.
 - a. Introducing Teaching: developing pedagogical knowledge, the importance of content knowledge.
 - b. Classroom Management: student engagement, culturally relevant teaching, classroom norms and routines, inclusive learning environment, anti-bullying strategies, de-escalating and managing conflict.
 - c. High Leverage Practices: leading a group discussion, explaining and modeling content, practices and strategies; eliciting and interpreting individual students' thinking; diagnosing particular common patterns of student thinking and development in a subject-matter domain; implementing norms and routines for classroom discourse and work, specifying and reinforcing productive student behavior, setting up and managing small group work, designing single lessons and sequences of lessons, providing oral and written feedback to students, analyzing instruction for the purpose of improving it.
3. Know the expectations of being a professional (code of ethics, unpacking the Educators Rising standards report and professional skills and terminology), understand how teachers use research to stay current and practice professional behavior and growth.

331033 Collaborative Clinical Experience

In this course, students will refine the required knowledge and skills to be effective educators while also practicing the dispositions necessary for the educational profession. Specifically, students will gain an understanding of how teachers lead through individual and collaborative growth and reflection. Students participate in clinical experiences. This is a student teaching experience where students should spend almost all their time in a classroom learning setting appropriate to their intended teaching discipline. NOTE: Teaching and Learning Pathway requirements for this course: Must hold a professional Kentucky teaching certificate in any content area, have a minimum of a Rank II, and 5 years teaching experience.

Prerequisites: [331030](#) The Learning Community **AND** [331031](#) The Learner-Centered Classroom

Recommended Grade Level: 11 – 12

Recommended Credit: 1

Students will:

1. Know how their previous study from the earlier courses relates to their experiences in the clinical setting, understand how teachers use reflective practice in refining and developing new skills, dispositions, and understanding, and practice growth through reflection is critical.
2. Know the critical dispositions of teachers, understand how teachers' mindsets and habits impact teaching, and practice developing and growing reflective practice and leadership in order to improve themselves, others and teams.
 - a. Improvement: growth mindset, reflective habits of mind, improvement, intention and purpose, building a professional network for support, seeking feedback, mentoring.
 - b. Leadership: common characteristics of successful leaders, credibility, unpack the concept of credibility and trustworthiness, habits of effective speakers.
 - c. Collaborate with colleagues and administrators.
3. Know potential career pathways, roles and opportunities, understand the importance of quality professional development and networks of support, and practice reflecting on their path, including researching colleges, selecting a job and being an ambassador for the profession.
4. Know the expectations of being a professional (code of ethics, unpacking the Educators Rising standards report and professional skills and terminology), understand how teachers use research to stay current and practice professional behavior and growth.

331034 Principles of Career and Technical Education

This course is designed to provide a general overview of career and technical education, including program areas, components, philosophy, and current trends and issues. Students will examine a variety of topics, including the history of Career and Technical Education (CTE), work-based learning, career and technical student organizations, advisory councils, and professional organizations, as well as the influence of legislation on Career and Technical Education (CTE). NOTE: Teacher Certification requirements for this course: Must have CTE certification, a minimum of a Rank II, and 5 years teaching experience.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Understand career and technical education, including its essential characteristics, components, and effects in a multicultural society.
2. Develop a basic philosophy of Career and Technical Education (CTE).
3. Explain the historical foundations of CTE (Career and Technical Education), its evolution over time, its mission, and its strategies.
4. Understand the development of career and technical education and the federal legislation affecting career and technical education.
5. Understand the administration and financing of career and technical education.
6. Explore the nature and purpose of the program areas in CTE (Career and Technical Education).
7. Analyze career opportunities in each of the program areas.
8. Understand equity, career guidance, and special needs (including exceptional children) programs and their interaction with CTE (Career and Technical Education).
9. Understand the integration of academic and career and technical education.
10. Determine the role student organizations play as an integral part of CTE (Career and Technical Education).
11. Analyze organizational structures and their components including bylaws, officers, committees, and program of work.
12. Explain the procedures of parliamentary law using Robert's Rules of Order.
13. Demonstrate the use of proper parliamentary procedure skills.
14. Understand the role and functions of CTE (Career and Technical Education) advisory councils.
15. Assess the importance of professional organizations available to career and technical education teachers and their functions in influencing policy, legislation, and practices in CTE (Career and Technical Education).
16. Explore the role that business and industry play in CTE (Career and Technical Education) programs.
17. Investigate work-based learning opportunities.
18. Identify appropriate industry certifications for secondary students.
19. Demonstrate appropriate professional etiquette.
20. Understand the importance of an ethical climate in the workplace.
21. Develop a tool to increase time management, planning skills, and organization in the workplace.
22. Justify the value of diversity in the workplace (cultural, socio-economic, ethnicity, disability, gender).

23. Determine the impact of social, economic, cultural, and technological forces on employee development and performance through evaluation tools.
24. Practice confidentiality and other workplace policies in work-based learning placements.
25. Integrate new technology trends in the workplace utilizing digital tools, new software programs and hardware.
26. Apply math, science, communication skills, problem-solving, and decision-making within technical content.
27. Utilize activities of the CTSOs (Career and Technical Student Organizations) as an integral component of course content and leadership development.

331035 Introduction to Special Education

This course provides high school students with a foundational understanding of special education. It is designed for those aspiring to become teachers and aims to equip them with the knowledge and skills necessary to support diverse learners in inclusive classrooms. This course will provide a classroom environment that allows students to engage in interactive lectures and group discussions, analyze real-life scenarios to apply theoretical knowledge, learn from experienced special education professionals, develop and present projects on special education topics, and observe and participate in special education settings.

Key Topics Include:

- Introduction to Special Education: History, legislation, and key concepts.
- Types of Disabilities: Characteristics and educational implications.
- Assessment and Identification: Methods for identifying and assessing students with special needs.
- Instructional Strategies: Techniques for differentiating instruction and supporting diverse learners.
- Behavior Management: Approaches to managing classroom behavior and promoting positive behavior.
- IEPs and 504 Plans: Development, implementation, and monitoring.
- Collaboration and Communication: Working with families, specialists, and other educators.
- Assistive Technology: Tools and resources to support learning.

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

- 1. Understand Special Education:**
Students will gain insights into the history, laws, and policies that shape special education.
- 2. Identify Disabilities:**
Students will learn about various disabilities and how they impact learning and development.
- 3. Identify Inclusive Practices:**
Students will explore strategies for creating inclusive environments that support all students.
- 4. Understand IEP Development:**
Students will understand the process of developing and implementing Individualized Education Plans (IEPs).
- 5. Practice Collaboration:**
Students will learn the importance of working with families, specialists, and other educators to support students with special needs.

331036 Teaching Multi Language Learners

This course is designed to teach students how to effectively support multilingual learners (MLLs) by focusing on both language development and academic achievement. Students will explore the principles of second language acquisition, understand the sociocultural factors influencing learning, and develop strategies to create inclusive classrooms that meet the needs of children from varied linguistic backgrounds. Through this course, students will learn how to implement research-based instructional practices, such as sheltered instruction, scaffolding, and culturally responsive teaching. Additionally, this course emphasizes the importance of family engagement and community collaboration to support multilingual children's success. This course integrates theoretical foundations with practical teaching strategies, addressing the challenges and opportunities of supporting MLLs in both elementary and secondary educational settings. By the end of this course, students will be equipped to create language-rich, culturally affirming learning environments that promote the development of both academic content and language skills in multilingual learners.

Key Topics Include:

- Theories of second language acquisition
- Strategies for language scaffolding and differentiation
- Culturally responsive teaching practices
- Assessing and tracking language and academic progress
- Building partnerships with families and communities
- Addressing challenges in teaching literacy to multilingual learners

Recommended Grade Level: 10 – 12

Recommended Credit: 1

Students will:

1. Understand Language Acquisition Theories:

Students will explore foundational theories of second language acquisition, including any applicable sociocultural theories related to basic interpersonal communications skills and cognitive academic language. Students will understand how these theories inform effective strategies for teaching multilingual learners (MLLs).

2. Apply Effective Instructional Strategies:

Students will learn to implement evidence-based instructional practices that promote language development while teaching academic content. This includes using strategies such as sheltered instruction, scaffolding, and differentiation to meet the diverse needs of multilingual learners across various language proficiency levels.

3. Design Culturally Responsive Learning Environments: Students will learn to create inclusive classrooms that honor linguistic and cultural diversity. This involves integrating culturally relevant materials, practices, and pedagogies that validate students' home languages and experiences, enhancing engagement and promoting academic success.

4. Assess Language and Academic Progress:

Students will learn to assess multilingual learners' progress in both language development and academic content. This includes using formative and summative assessments, including language proficiency assessments, to monitor growth and adjust teaching strategies accordingly.

5. Foster Family and Community Collaboration:

Students will learn how to engage parents and caregivers in the educational process,

ensuring that they are active participants in supporting their children's academic and language development.

6. Address Challenges in Literacy Development for Multilingual Learners:

Students will explore specific challenges faced by MLLs in developing literacy, particularly in reading and writing. They will learn how to create effective strategies to address these challenges through targeted interventions and practices that build both language skills and academic literacy.

7. Develop Advocacy Skills for Multilingual Learners:

Students will develop the skills to advocate for multilingual learners in the classroom, school, and community. This includes understanding legal rights, policies related to multilingual education, and creating an inclusive, supportive environment for learners from diverse linguistic backgrounds.

331037 Teaching and Learning Internship

Internship for CTE (Career and Technical Education) courses provides supervised worksite experience for high school students who have completed courses leading to a career pathway. Internship experiences consist of a combination of classroom instruction and field experiences. Students receiving pay for intern experience are those participating in an experience that is a semester or longer and have an established employee-employer relationship. A non-paid internship affects those students who participate on a short-term basis.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

331038 Teaching and Learning Co-op*

Cooperative Education for CTE (Career and Technical Education) courses provide supervised work site experience related to the student's identified career pathway. A student must be enrolled in an approved pathway course during the same school year that the co-op experience is completed or have already completed the pathway the previous year. Students who participate receive a salary for these experiences, in accordance with local, state, and federal minimum wage requirements according to the Work Based Learning Guide. NOTE: Must hold a professional Kentucky teaching certificate in any content area, have a minimum of a Rank II, and 5 years teaching experience.

Recommended Grade Level: 11 – 12

Recommended Credit: 1 – 3

Students will:

1. Demonstrate and practice safe work habits at all times.
2. Gain career awareness and the opportunity to test career choices.
3. Receive work experience related to career interests.
4. Integrate classroom studies with work experience.
5. Receive exposure to facilities and equipment unavailable in a classroom setting.
6. Increase employability potential.

* Co-op can only be taken after the first four credits are earned, OR along with another course in the pathway, OR if the student is enrolled in an approved pre-apprenticeship program.