

Industry Certification Instruction and Preparation for Career and Technical Education (CTE)

COMPONENT #: 2-211-002

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop and/or update technical knowledge of the industry certifications available for all Career and Technical Education program areas.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

Industry Certification Instruction and Preparation for Career and Technical Education

COMPONENT #: 2-211-002

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the industry certifications in the related CTE career clusters.
2. Demonstrate proficiency and/or understanding of the requirements necessary to obtain the appropriate industry certificate.
3. Identify the CTE course framework standards that correlate with specific instructional objectives related to the particular software skills.
4. Develop learning strategies that address the issues surrounding diverse needs of learners.
5. Identify the Standards for Technological Literacy that correlate with the certifiable skills in a specific job assignment in related CTE careers.
6. Identify the Standards contained in specific core academic courses that correlate with the implementation of certifiable skills in related CTE careers, and be able to apply software and or hardware skills in applicable environments.
7. Develop hands-on instructional activities integrating technology into the curriculum and learning delivery system.
8. Develop assessments of students' software skill levels as the assessment leads to student achievement of industry certification.
9. Provide guidance to students to achieve industry certification of software application skills, in the fields where certification opportunities exist.
10. Identify current issues and developments in the training leading to industry certifications at postsecondary institutions.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Experiences will include, but are not limited to, the following professional development models using a blended/hybrid format that will include:
 - o Web based resources
 - o Live online course sessions
 - o Hands-on applied learning activities
 - o Case Studies
 - o Collaborative learning activities
 - o Review of current research and best practices
2. Participate actively in professional development activities on innovative strategies/techniques, technology integration and/or materials for the attainment of certification knowledge and skills (SLO 1-10).
3. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 2, 4, 7 & 8).
4. Demonstrate and practice specific certifiable skills in “hands-on” activities (SLO 2, 7 & 8).
5. Select the Standards for Technological Literacy and the Sunshine State Standards that apply to the skills attained, and apply to lesson planning, using the CTE curriculum frameworks as a guide (SLO 3, 5 & 6).

Industry Certification Instruction and Preparation for Career and Technical Education

COMPONENT #: 2-211-002

6. Participant will monitor and adjust instruction of CTE programs, as needed, as a result of the implementation feedback and findings.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill (content): Will consist of observation of participants actively engaged in professional learning activities, projects and discussions on instructional practices to develop student understanding of assessments.
2. Educator (professional growth): Will consist of evidence (e.g. reflections, developed assessments, collaborative planning artifacts, lesson plans, teacher work samples and industry certification exam results) verifying that the professional learning activities impacted participants' professional behavior.
3. Student learning: Will include evidence (e.g. student sample work, pre and post assessments) verifying that the content impacted student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process (es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as

Industry Certification Instruction and Preparation for Career and Technical Education

COMPONENT #: 2-211-002

district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/19/2014

Department: Career and Technical Education

Name of Author/Position: Sonia Samaroo - Curriculum Support Specialist