Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
1.1	**Campus Considerations & Operations**			Local induction plan content					**0.0**
1.1.1	**Campus Overview**								
1.1.1.1	Mission & Vision								
1.1.1.2	Board Policies								
1.1.1.3	Professional Ethics								
1.1.1.4	Code of Professional Practice								
1.1.1.5	Code of Conduct for Educators								
1.1.1.5	Organizational Structure								
1.1.1.6	Culturally-Relevant Education								
1.1.1.7	Basic Duties								
1.1.1	**School Calendars**								
1.1.1	**Public Relations & Open Houses**								
1.1.1	**Daily Schedule**								
1.1.1	**Faculty Room**								
1.1.2	**Human Resources Services**								
1.1.2.1	ID Badge, Parking, Keys, & Mailboxes								
1.1.2.2	Payroll Periods								
1.1.2.3	Change of Address/Phone								
1.1.2.4	Federation of Teachers								
1.1.2.5	Tenure								
1.1.2.6	Forms Access								
1.1.3	**Student Services**								
1.1.3.1	Homebound Students								
1.1.3.2	Student Acceptance Procedures								
1.1.3.3	Student Withdrawal Procedures								
1.1.3.4	New Student Orientation								
1.1.3.5	Awards Ceremony & Graduation								
1.1	**Technology Services**			Local induction plan content					**0.0**
1.1.1	**Employee Portal**								
1.1.1	**User ID/Password**								
1.1.2	**Network Use, Internet Access, Acceptable Use Policy**								
1.1.2	**Virus & Spyware**								
1.1.2	**Social Networking**								
1.1.3	**Campus Information Network**								
1.1.3.1	Campus Calendar/Campus News								
1.1.3.2	Fiscal Management System								

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1.1.3.3	Human Resources Network								
1.1.4	**File Management System**								
1.1.4.1	Forms Access								
1.1.5	**Printing, Copying, Scanning & Copyright**								
1.1.6	**Telephone Use**								
1.1.7	**Installing Software, Downloads, & Computer Upgrades**								
1.1.8	**Student Information Management System**								
1.1.8.1	**Electronic Gradebook**								
1.1.9	**Learning Management System**								
1.1.10	**Audio/Visual/Technology Equipment Requests**								
1.1.11	**Lesson Recording**								
1.1	**Safety Considerations**			Local induction plan content					**0.0**
1.1.3	**Fire Drills**								
1.1.3	**Emergency Drills**								
1.1.3	**School Security**								
1.1.3	**Safety Data Sheets**								
1.1.3	**ALICE**								
1.1.3	**Accident Reports**								
1.1.3	**Stop the Bleed**								
1.1.3	**School Nurse/First Aid**								
1.1	**Facility Considerations**			Local induction plan content					**0.0**
1.1.4	**School Map**								
1.1.4	**Custodial Responsibilities**								
1.1.4	**Maintenance Procedures**								
1.1.4	**Request for Repairs/Maintenance**								
1.1.4	**Safety Committee & Evaluations**								
1.1.4	**Building Access After-Hours**								
1.1.4	**Request for Repair and Maintenance**								
1.1.4	**Evening Class Opportunities**								
1.1.4	**Evening Class Use of Program Areas**								
1.1.3	**Student Transportation**								

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1.1	**Fiscal Considerations**			Local induction plan content					**0.0**
1.1.5	**Money, Receipts, & Live Work Projects**								
1.1.5	**Fundraising Procedure**								
1.1.5	**Travel Expenses**								
1.1	**State and Federal Guidance**			Local induction plan content					**0.0**
1.1.6.1	**FERPA & Confidentiality**								
1.1.6.2	**Right-to-Know**								
1.1.6.3	**Background Checks**								
1.1.6.4	**Career Objectives of Students**								
1.1.6.4	**Program Completers, Concentrators**								
1.1.6.6	**Mandated Reporting**								
1.2	**Planning Your Curriculum** (Chapter 1)	**Domain 1 Planning and Preparation** 1E: Designing Coherent Instruction		Using sample documents and templates available at www.curriculumcte.com, the teacher will write nine types of curriculum documents over a three-year period, as described in the book, *Becoming a Career and Technical Education Teacher.*	Book: Jackson, Aldo and Jan Kennerknecht, ***Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years***, Kindle Direct Publishing, 2025.			In this module, complete two of the three Your Pick learning activies.	**24.5**
1.2.0	**Program of Study (POS) Task List**	1E: Designing Coherent Instruction	1		Sample and template of an OAC meeting agenda, available free at www.curriculumcte.com POS Competency Task List	1) Read Competency Task Lists on pp. 4-6 in Becoming a Career and Technical Education Teacher. 2) Meet with your mentor to determine a date for your next occupational advisory committee (OAC) meeting. 3) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a template of an OAC meeting agenda. 4) Prepare an agenda that includes: - a review of your POS Competency Task List - discussion of the most important tasks on the list - identify entry level vs. skilled worker level tasks - any 'missing' locally important tasks that should be added to the list 5) Invite committee members to attend. 6) Conduct your OAC meeting and take detailed minutes with notes on member suggestions. 7) Follow up with a thank-you note to all committee members.	R	Upload your agenda and detailed minutes from an OAC meeting into the assignments section in Canvas.	2
1.2.0.1	PDE's Standards Aligned System Portal								

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1.2.0.2	Core Academic & Technical Standards - Crosswalk								
1.2.1	**Weekly Plans**	1E: Designing Coherent Instruction	1		www.curriculumcte.com Sample Weekly Planning form (Metal Fabrication) Weekly Planning Form template	1) Read Weekly Plans on pp. 6-8 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample and template of a weekly planning form. 3) Complete your own weekly plan for the following week of school.	R	Upload your weekly plan into the assignments section in Canvas.	1
1.2.1.1	Local Lesson Planning Policy								
1.2.2	**Curriculum Map**	1E: Designing Coherent Instruction	1		www.curriculumcte.com Sample curriculum map (Criminal Justice) Curriculum map template Quality Self-Check for Curriculum Maps	1) Read Curriculum Map And A Special Circumstance for Curriculum Maps - Toggling on pp. 9-11 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample and template of a curriculum map and the Quality Self-Check for Curriculum Maps. 3) Using the sample, template and Quality Self-Check document, develop a curriculum map that covers each year of your program. 4) Discuss the curriculum map with your mentor and consider suggested improvements.	R	Upload your curriculum map into the Assignments section of Canvas.	3
1.2.3	**Unit Plans**	1E: Designing Coherent Instruction	2		www.curriculumcte.com Sample Quarterly Unit Plan (Rehabilitation Aide) Quarterly Unit Plan Template	1) Read Monthly Unit Plans and Quarterly Unit Plans on pp.12-14 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample of a Quarterly Unit Plan (Rehabilitation Aide) and a Quarterly Unit Plan Template. 3) Using the sample as a guide, and the template, develop a quarterly unit plan that covers nine weeks of your program. 4) Discuss your quarterly unit plan with your mentor and consider suggested improvements.	YP	Upload your quarterly unit plan into the assignments section in Canvas.	2
1.2.4	**Lesson Plans**	1E: Designing Coherent Instruction	2		www.curriculumcte.com Sample Lesson Plan (Welding) Lesson Plan Template	1) Read Lesson Plans on pp.14-16 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample of a Lesson Plan (Welding) and a Lesson Plan template. 3) Using the sample as a guide, and the template, develop a lesson plan for a theory lesson you intend to teach in the next week. 4) Discuss the lesson plan with your mentor and consider suggested improvements.	YP	Upload your lesson plan into the assignments section in Canvas.	3

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1.2.5	**Course Description**	1E: Designing Coherent Instruction	3		www.curriculumcte.com Sample Course Description (Rehabilitation Aide) Course Description Template	1) Read The Course Description on pp.16-17 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample of a Course Description (Rehabilitation Aide) and a template. 3) Using the sample as a guide, and the template, develop a course description for your program of study. 4) Discuss the course description with your mentor and consider suggested improvements.	O	Upload your course description into the assignments section in Canvas.	2
1.2.6	**Course Syllabus**	1E: Designing Coherent Instruction	3		www.curriculumcte.com Sample Course Syllabus (Welding) Course Syllabus Template	1) Read The Course Syllabus on pp.18-20 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample of a Course Syllabus (Welding) and a course syllabus template. 3) Using the sample as a guide, and the template, develop a course syllabus for your program of study. 4) Discuss the course syllabus with your mentor and consider suggested improvements.	R	Upload your course syllabus into the assignments section in Canvas.	3
1.2.7	**Learning Guides**	1E: Designing Coherent Instruction	3		www.curriculumcte.com Sample Learning Guide (Culinary Arts) Learning Guide Template	1) Read Learning Guides on pp. 21-24 in Becoming a Career and Technical Education Teacher. 2) Go to www.curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher to download a free sample of a Learning Guide (Culinary Arts) and a learning guide template. 3) Using the sample as a guide, and the template, develop a learning guide for your program of study. 4) Discuss the learning guide with your curriculum supervisor or mentor and consider suggested improvements.	YP	Upload your learning guide into the assignments section in Canvas.	3
1.2.8	**Student Performance Objectives**	1E: Designing Coherent Instruction	3		www.curriculumcte.com Three information Sheets: Writing Objectives: Key Verbs, Psychomotor Domain, Cognitive Domain and Attitudinal Domain Information sheet: Sample Student Performance Objectives	1) Read Student Performance Objectives on p.25 in Becoming a Career and Technical Education Teacher. 2) Go to curriculumcte.com and in the menu, click on Resources - Becoming a CTE Teacher. In the Search box, locate and download four information Sheets: a) Writing Objectives: Key Verbs, Psychomotor Domain b) Writing Objectives: Key Verbs, Cognitive Domain c) Writing Objectives: Key Verbs, Attitudinal Domain and d) Sample Student Performance Objectives 3) Read and use the information sheets as a resource when writing a student performance objective for an upcoming unit of study. 4) Ask your mentor to provide feedback on your SPO. Adjust it as appropriate.	R	Upload your student performance objective into the assignments section in Canvas.	1

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1.2.9	**Curriculum Planning Challenges**		2		www.curriculumcte.com Substitute teacher binder List of rules Schedule for a typical school day Assignments for each level of students Slips of paper for student questions Sample Lesson Plan (Welding) Lesson Plan Template	1) Read Mixed Level Classrooms and Making the Most of Substitute Teachers on pp.25-26. 2) Discuss ways of dealing with multiple levels of students with your mentor. 3) Write a reflection paragraph that summarizes effective methods for dealing with multiple levels of students. Include an analysis of which methods will work best. 4) Compile a substitute binder. Include notes on a day's classroom operation (class rules, schedule, student responsibilities, etc.). Include assignments for all levels of students present in your classroom. 5) Go to curriculumcte.com and click on Resources - Becoming a CTE Teacher to download a lesson plan sample and template for a lesson plan. 6) Write a 30-40-minute lesson that covers workplace expectations. Provide a list of topics to be discussed (safety, professionalism, worker behaviors). Put it in the substitute binder. 7) In advance of your absence, provide students with a slip of paper and have each student write one question for the substitute teacher. Clip all questions to the substitute teacher lesson plan. 8) Share your substitute teacher binder with your school's curriculum supervisor and ask for feedback.	R	Substitute teacher binder Upload your substitute teacher lesson plan into the Assignments section of Canvas.	4.5
1.3	**Creating a Real and Safe Learning Environment** (Chapter 2)	**Domain 2: The Classroom Environment** 2A: Creating an Environment of Respect and Rapport 2E: Organizing Physical Space		Using information provided in Chapter 2 - Creating a Real and Safe Learning Environment, the teacher will create a real and safe learning environment, completing at least three of the challenges presented on page 39.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years* , Kindle Direct Publishing, 2025.		In this module, complete one of the two You Pick learning activities.		**9.0**
1.3.1	**Are Your Students Ready to Learn**	2A: Creating an Environment of Respect and Rapport	3		Maslow's Hierarchy of Needs Graphic	1) Read Are Your Students Ready to Learn? on pp. 31-32. 2) Write a reflection paragraph on things you could do to help meet your students' basic needs, referring to the level of Maslow's Hierachy addressed.	R	1) Upload your reflection paragraph into the Discussion section of Canvas.	0.5
1.3.2	**A Clean and Orderly Classroom Environment**	2E: Organizing Physical Space	1		Flip chart for brainstorming session	1) Read A Clean and Orderly Classroom Environment on p. 32. 2) Hold a brainstorming session with your students to develop a list of responsibilities they can manage in keeping the classroom and lab areas clean and orderly. 3) Post the clean-up duties assigned to students and rotate them weekly.	R	1) Upload your list of student responsibilities into the Assignment section of Canvas.	0.5

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1.3.3	**An Authentic Lab**	2E: Organizing Physical Space	2		Local job site for tour	1) Read An Authentic Lab on p. 32. 2) Visit a local job site related to your training program. Following your visit, write a reflection piece that addresses the five bulleted questions on page 32.	O	Upload your reflection into the Discussion section of Canvas.	2
1.3.4	**Classroom Seating Arrangements**	2E: Organizing Physical Space	1		Classroom furniture and teaching technology resources	1) Read Classroom Seating Arrangements on pp. 33-34. 2) Re-arrange your classroom furniture and seating arrangement to facilitate an upcoming lesson. Take a photo of the new arrangement. 3) Write a paragraph reflecting on how students responded to the change in their learning environment and describe your own impressions.	YP	Upload your reflection into the Discussion section of Canvas. Upload a photo of the new classroom arrangement.	1
1.3.5	**Lab Safety**	2E: Organizing Physical Space	2		Laboratory & Classroom Safety Survey	1) Read Lab Safety on pp. 34-36. 2) Make a copy of the Lab & Classroom Safety Survey on pp. 35-36, and perform a safety audit of your lab and classroom. 3) Highlight each criterion that needs attention and identify in the notes section what you will do to improve safety.	R	Upload the completed laboratory and classroom safety survey into the Assignment section of Canvas.	1
1.3.6	**Accident Prevention**	2E: Organizing Physical Space	1		Mentor	1) Read Accident Prevention on p. 37. 2) Discuss accident prevention with your mentor, then write a reflection paragraph identifying what steps you will take to prevent accidents from happening in your classroom or laboratory.	R	Reflection paragraph uploaded to Discussion section of Canvas	1
1.3.7	**Traffic Patterns**	2E: Organizing Physical Space	3		Mentor School Support Staff Work Request System	1) Read Traffic Patterns on p. 37. 2) Meet with your mentor to discuss traffic patterns in your classroom and laboratory. Make a list of suggestions and follow through on submitting a work request for assistance with moving heavy items if needed.	YP	Evidence of notes from meeting with mentor Evidence of work request if needed	2
1.3.8	**Bulletin Boards**	2E: Organizing Physical Space	3		Bulletin board supplies (Colored paper, borders, markers, tape, etc.)	1) Read Bulletin Boards on p. 37-38. 2) Present a lesson on the value of bulletin boards to support learning. Assign and rotate bulletin board preparation duties to support learning on upcoming curriculum topics. 3) Provide bulletin board supplies to students when needed.	O	Photo of bulletin board uploaded into the Assignment section of Canvas	1

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1.4	**Effective Managerial Skills** (Chapter 3)	**Domain 2: Classroom Environment** 2E: Organizing Physical and Digital Space **Domain 4: Professional Responsibilities** 4a: Reflecting on Teaching 4B: Maintaining accurate records 4C:Communicating with Families 4E: Growing and Developing Professionally 4F: Acting in Service to Students		Based on prior managerial experience, the guidance found in Chapter 3 of Becoming a Career and Technical Education Teacher, and the advice of mentors and supervisors, the new teacher will demonstrate a working environment that reflects planning, organization, communication, and adaptation that results in a professional appraisal free of performance concerns.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*, Kindle Direct Publishing, 2025.		In this module, complete three of the four Your Pick learning activies.		**17.0**
1.4.1	**Create a Mindset for Success**	4E: Growing and Developing Professionally	**1**			1) Reference p. 34. 2) Conduct research on professional mindsets. Adopt one framework (e.g., Covey's 7 Habits of Highly Effective People). 3) Write a brief narrative describing your daily actions that will reflect the tenets of the professional mindset framework. 4) Discuss your brief narrative with your mentor or other trusted associate.	**YP**	A three to four paragraph summary of your mindset for success.	2
1.4.2	**Set Goals**								
1.4.2.1	Developing an action plan to improve performance.	4A: Reflecting on Teaching	**3**			1) Read pp. 34-36. Develop a performance improvement plan by: 1) Identifying an opportunity for improvement. 2) Developing an action plan that addresses the opportunity. See an example on p. 36 of Becoming a Career and Technical Education Teacher. 3) Download the sample and template at curriculumcte.com. 4) Documenting the progress made throughout the plan. 5) Describing the degree of success the action plan resulted in. 6) And also discussing what you may have done differently within the plan to improve its effectiveness.	**R**	Submit a copy of your action plan in the prescribed format with notations in all appropriate cells. A multi-step, multi-facet improvement plan with a measurable or observable outcome.	2
1.4.3	**Get Organized**	4B: Maintaining Accurate Records	**2**			1) Read pp. 36-37. 2) Collect artifacts of your organizational skills and compile them in a portfolio. Examples could include an index of your 'hard' file system, a screen shot of your email file structure, a list of your email rules, share a copy of your records retention policy, photographs of your shelves, office space, desktop, and indexes for various organizational practices. 3) Present your portfolio to your mentor for discussion, review, and possible revisions.	**R**	A professional portfolio of artifacts demonstrating proficiency in organizational skills.	3

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1.4.3.1	Set-up a system for grading student work	2E: Organizing Physical and Digital Space	2			1) Collect artifacts (e.g., photos, documents, narratives) and compile them in a portfolio of your organizational strategies in your classroom, laboratory, and office. 2) Share your portolio with your mentor.	YP	A written statement of your grading ssystem.	2
1.4.3.2	Use of special email features	2E: Organizing Physical and Digital Space	3			1) Read pp. 36-37. 2) Collect artifacts of your organizational skills and compile them in a portfolio. Examples could include a screen shot of your email file structure and a list of your email rules.	R	A well organized list of practices used to manage your email.	1
1.4.3.3	Browser features -- folders, bookmarks								
1.4.3.4	Daily start-up and end-of-day routines								
1.4.3.5	Communication practices used by students								
1.4.3.6	File system and records retention	2E: Organizing Physical and Digital Space	2			1) Read pp. 36-37. 2) Collect artifacts of your organizational skills and compile them in a portfolio. Examples could include an index of your 'hard' file system, share a copy of your records retention policy, and photographs of your shelves, office space, and desktop. 3) Present your portfolio to your mentor for discussion, review, and possible revisions.	R	Submit photos, procedure lists, narratives and the like reflecting effectiveness in records management.	2
1.4.4	**Manage Your Time**	4A: Reflecting on Teaching	1			1) Read pp. 37-39. 2) Assess your current time management practices and acknowledge three or four issues associated with current time management pratices. 3) Identify eight strategies discussed in the reading to adopt for immediate practice. 3) Write a brief time management action plan, have it reviewed by your mentor, and post it prominently in your office.	YP	A well organized list of practices used to manage your calendar and time.	2
1.4.4.1	Prioriitize, To Do List								
1.4.4.2	Digitial Calendar and Dedicated Time Blocks								
1.4.4.3	Delegating								
1.4.4.4	Time Stealers								
1.4.4.5	Learn to say "No"								
1.4.4.6	Use that 'spare five minutes'								
1.4.5	**Communicate Professionally**	4C: Communicate with Families and Other Stakeholders	3			1) Read pp. 39-40 in Becoming a Career and Technical Education Teacher. 2) Collect artifacts (e.g., photos, screen shots, documents, narratives) and compile them in a portfolio of your professional communication strategies. 3) Share your portolio with your mentor.	R	Share samples of communications (e.g., newsletters, group email, agendas and related minutes, letters).	2
1.4.5.1	Written communications								
1.4.5.2	Verbal communications								

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1.4.6	**Practice Self-Care**	4E: Growing and Developing Professionally	**2**			1) Read pp. 40-41 in Becoming a Career and Technical Education Teacher. 2) Compose an action narrative of self-care pratices you intend to use. 3) Discuss the action narrative with your mentor or other trusted associate.	**YP**	A brief three to four paragraph summary of your self-care practices. Be sure to include notes on the benefits you realize.	1
1.4.6.1	Wellness Plan								
1.4.7	**The Teacher's Office**								
1.5	**Guiding Principles, Rules and Routines** **(Chapter 4)**	**Domain 2: Classroom Environment** 2A: Creating an Environment of Respect and Rapport 2B: Establishing a Culture for Learning 2C: Managing Classroom Procedures 2D: Managing Student Behavior **Domain 3: Instruction** 3A: Communicating with Students		Based on prior personal experience, the guidance found in Chapter 4, *Guiding Principles, Rules and Routines,* the learning activities required in this module, and the advice of mentors and supervisors, the new teacher will demonstrate a classroom environment that reflects established principles, rules, and routines that result in a professional appraisal free of significant performance concerns.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*, Kindle Direct Publishing, 2025.		In this module, complete three of the five Your Pick learning activies.		**13.0**
1.5.1	**Guiding Principles**	2A: Creating an Environment of Respect and Rapport 2B: Establishing a Culture for Learning	**1**			1) Read pp. 43-46, Guiding Principles. 2) Envision how you want your classroom and laboratory to operate. 3) Put your ideas into writing as guiding principles for students. 4) Share and discuss these guiding principles with your students. 3) Discuss the guiding principles with your mentor or other trusted associate.	**R**	A written list of guiding principles with confirmation it was developed in cooperation with the students and has been reviewed by and discussed with the mentor or other trusted associate.	2
1.5.1.1	Treat Everyone with Respect	2A: Creating an Environment of Respect and Rapport 3A: Communicating with Students	**1**			After reviewing the ideas in 'Treat Everyone with Respect' on p. 44 of Becoming a Career and Technical Education Teacher, compile a list of strategies and practice you will use to reinforce respect in your program.	**YP**	A written list of strategies and practices.	1
1.5.1.2	Always Work Safely	2B: Establishing a Culture for Learning	**1**			As a class group assignment, develop and adopt a safety slogan to be honored by all students and staff in your program.	**YP**	A class created slogan posted in the classroom and laboratory.	1
1.5.1.3	Support a Shared Vision of Teamwork	2A: Creating an Environment of Respect and Rapport	**2**			Conduct Internet research and talk with your mentor and other teachers at your school about how they build teamwork amongst their students. Create a list of six to eight strategies you will use to build teamwork amongst your students.	**YP**	A written list of strategies and practices.	1

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1.5.1.4	Be Professional	2B: Establishing a Culture for Learning 2D: Managing Student Behavior 3A: Communicating with Students	**2**			Talk with your occupational advisory committee members about what professional behavior looks like in your profession. Take that information and create a list of your own professional behaviors you will expect from your students.	YP	A written list of professional behaviors posted in the classroom and laboratory.	1
1.5.1.5	Be Productive	2B: Establishing a Culture for Learning 2D: Managing Student Behavior	**2**			Talk with your occupational advisory committee members about what productive behavior looks like in your profession. Take that information and create a list of your own professional behaviors you will expect from your students.	YP	A written list of productive behaviors posted in the classroom and laboratory.	1
1.5.2	**Rules**	2C: Managing Classroom Procedures 2D: Managing Student Behavior	**2**			Develop a list of 5 to 7 rules for your classroom and laboratory. Discuss the reasons for the rules with your students and ask for their input. Discuss any additional rules they would like to implement. Post the final list of rules in your classroom.	R	A written list of rules posted in the classroom.	2
1.5.3	**Routines**	2C: Managing Classroom Procedures 2D: Managing Student Behavior	**2**		Routine List available at curriculumcte.com.	Develop a list of routines and details on the procedures and processes for those routines. Share these routines with your students during the first week of school and post reminders around the classroom and laboratory.	R	A written list of routines and processes posted in the classroom.	2
1.5.3.1	Course syllabus with student sign-off.	2C: Managing Classroom Procedures	**3**			Distribute and discuss the course syllabus (which contains your principles, rules, and key routines) with your students during your first few days of school and place the 'sign-off' acknowledgement sheet in an individua folder for each student.	R	A course syllabus form with a place for student signature acknowledging review and acceptance of class rules and routines.	2
1.5.3.2	Student Passes								
1.5.3.3	Substitute Teacher Expectations of Students								
1.5	SubstituteTeacher Procedures								
1.6	**Building Relationships** (Chapter 5)	**Doman 1: Planning and Preparation** 1B: Knowing and Valuing Students 1D: Demonstrating Knowledge of Resources **Domain 4: Professional Responsiblities** 4C: Communicating with Families 4D: Contributing to School Community and Culture		Using concepts acquired from the readings in Chapter 5, *Building Relationships* , and insights shared by trusted associates, the new teacher will identify, develop, and practice strategies that will allow them to perform at the proficient level in the following: Doman 1: Planning and Preparation and Domain 4: Professional Responsiblities.	Book: Jackson, Aldo and Jan Kennerknecht, ***Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*** , Kindle Direct Publishing, 2025.		In this module, complete at least one of the two optional activities.		**5.5**
1.6	**Staff Introductions & Roles**								
1.6.1	**Relationships with Students**	1B: Knowing and Valuing Students	**1**			1) Read pp. 56-57. 2) Compose a list ice breaker activities you intend to use. 3) Discuss the action narrative with your mentor or other trusted associate.	R		1

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1.6.1.1	Maintaining a professional relationship	1B: Knowing and Valuing Students	1			1) Read Ten Rules for Maintaining a Professional Relationship (p. 57) 2) Write a reaction summary.	R	Reaction summary	0.5
1.6.1.2	Student Recruitment & Retainment								
1.6.2	**Relationships with Parents**								
1.6.2.1	Communicating with Home	4C: Communicating with Families	2			1) Read pp. 58, Relationships with Parents. 2) Using a list of your students, jot down notes about student performance and behavior. 3) Send a brief 'good news' email or make a quick phone call to the parents. 4) Ensure every student's parents receive one communication during each nine-week period. 3) Discuss the action narrative with your mentor or other trusted associate.	R	Samples of correspondence with parents	1
1.6.3	**Relationships with School Support Staff**								
1.6.3.1	Counselor/Behavioral Health Counselor	4D: Contributing to School Community and Culture	2			1) Read pp. 58-59, Relationships with School Support Staff. 2) Schedule a meeting a student support staff representative to discuss signs of behavioral health issues in students. 3) Compose a meeting and reaction summary.	O	Reaction summary	1
1.63.1	Instructional Aides & Student Services								
1.6.4	**Relationships with Administrative Staff**								
1.6.4.1.1	Human Resources	4D: Contributing to School Community and Culture	1			1) Read p. 59, Relationships with Administrative Staff. 2) Schedule a meeting the human resources representative to discuss benefits. 3) Compose a meeting and reaction summary.	O	Reaction summary	0.5
1.6.4.1.2	Business Manager	4D: Contributing to School Community and Culture	2			1) Read p. 59, Relationships with Administrative Staff. 2) Schedule a meeting the Business Manager to discuss your program budget/spending plan. 3) Compose a meeting and reaction summary. 4) Discuss your reaction summary with your mentor before placing it in your Professional Portfolio.	R	Reaction summary	0.5
1.6.5	**Relationships with University Instructors**								
1.6.6	**Relationships with Other Teachers**								
1.6.7	**Relationships with Local Business Representatives**	1D: Demonstrating Knowledge of Resources	3			1) Read p. 62, Relationships with Local Business Representatives. 2) Compose of list of businesses who might offer a staff member to speak with your students. 3) Discuss your list of businesses with your mentor before placing it in your Professional Portfolio.	R	List of business guest speakers	1

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1.7	**Keeping Them Engaged** (Chapter 6)	**Domain 3: Instruction** 3A: Communicating with Students 3B: Questioning and Discussion Techniques 3C: Engaging Students in Learning Activities and Assessments		Using the resources provided in this module, the teacher will implement a variety of engaging teaching strategies, providing evidence of work and a written reflection.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*, Kindle Direct Publishing, 2025.		In this module, complete the required activities and at least one of the two optional activities.		**17.0**
1.7.0	**Our Advice on Student Engagement**		1			1) Read the section, Our Advice on Student Engagement on page 65.	**R**		0.5
1.7.0.1	Capture the Interest of Your Students								
1.7.0.2	Emphasize the Relevance								
1.7.0.3	Set the Hook								
1.7.0.4	Divide Your Theory Presentations into Sections.								
1.7.1	**Use a Variety of Instructional Strategies**	3C: Engaging Students in Learning Activities and Assessments	1			1) Read Use a Variety of Instructional Strategies on pp. 65-68.	**R**		0.5
1.7.1.1	Use Student Groups		2		Project materials such as flip charts, poster boards, Internet access, art supplies	1) Use the strategy of having students work in small groups for a project. Plan for all materials and resources that you'll need to provide. 2) Present instructions and supervise the groups as they work on the project. 3) Write a reflection on how the strategy of group projects was received by your students.	**O**	Written reflection uploaded to Assignment section of Canvas	2
1.7.1.2	Games								
1.7.1.3	Graphic Organizers		2		Website, curriculumcte.com	1) Go to curriculumcte.org to download three types of graphic organizers you can provide to your students for upcoming lessons. After trying them out, describe in writing which you found most effective.	**R**	Written reflection uploaded to Assignment section of Canvas	2
1.7.1.4	Speakers, Field Trips								
1.7.1.5	Rewards for Reaching Goals		3		Stickers, certificates, inexpensive prizes	1) Plan a celebration for reaching an important goal you've set for your students. Distribute inexpensive rewards and allow about 30 minutes for a fun break. 2) Write a reflection describing how you felt about the use of awards and how it was received by your students.	**YP**	Submit your written reflection into the assignment section of Canvas.	1

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1.7.2	**Develop High-Quality Questions for Student Engagement**	3B: Questioning and Discussion Techniques	2		Sample list of tiered questions for a lesson on Safety Data Sheets (SDS) found on page 69 in Becoming a Career and Technical Education Teacher	1) Read Develop High-Quality Questions for Student Engagement on pp. 68-69. 2) Select one task from your Program of Study Competency Task List that you intend to teach in the next week. 3) Develop 6 tiered questions for the task you selected, writing one for each level of Benjamin Bloom's Taxonomy of Educational Objectives. (See the examples provided on page 69.) · Remember · Understand · Apply · Analyze · Evaluate · Create	R	Upload your list of 6 tiered questions into the assignments section in Canvas.	2
1.7.3	**Sharpen Your Questioning Skills**	3A: Communicating with Students 3B: Questioning and Discussion Techniques	1		List of student names Flip charts, dry-erase paddles or slips of paper	1) Read Sharpen Your Questioning Skills on pp. 69-70. 2) Develop a list students' names to use in a question-and-answer period during a lesson. You can ask questions in your introduction; throughout the content, and in summarizing your lesson. 3) Call on every student at least once during your lesson and check off their names as they answer your questions. Remember to include everyone. 4) Adapt your questions considering your students' ability to answer. Some questions will be basic questions, while others may be at higher levels of analysis, evaluation or creating ideas. 5) Practice using non-verbal communication while asking your questions. 6) Time yourself on how long you give them to answer your questions. 7) Try using a creative way to ask questions, with at least one of these strategies: a) Have students record their answers on a dry-erase paddle board or slip of paper. b) Provide a flip chart for each group of four students. Have them discuss possible answers and record a final answer on the chart for class discussion. c) Pair your students up with a partner so they can discuss possible answers. 8. Write a reflection describing how the questioning session went and how you might improve your questioning techniques.	R	List of student names checked off after they answer a question. Reflection paragraph describing how the questioning session went. Upload your reflection paragraph into the assignments section in Canvas.	2
1.7.4	**Be an Active Listener**	3B: Questioning and Discussion Techniques	2		Recorded questioning session	1) Read Be an Active Listener on p. 70 in Becoming a Career and Technical Education Teacher 2) Ask your mentor, a fellow teacher, or one of your students to record a questioning session for you. 3) View the recording at a later time and write a reflection of the current status of your active listening skills and what you might do to improve them.	YP	Compose a reflection paragraph describing your opinion of your own active listening skills and submit it in the Discussions section on Canvas.	2

Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
1.7.5	Respond Positively to Answers	3A: Communicating with Students 3B: Questioning and Discussion Techniques	1		Recorded questioning session.	1) Read Respond Positively to Answers on p. 70. 2) Develop a list of positive responses you'd like to use in your next question and answer session. Try at least four responses you don't typically use. 3) Ask your mentor, a fellow teacher, or one of your students to record a questioning session for you. 4) View the recording at a later time and write a reflection of the current status of your active listening skills and what you might do to improve them. 5) Using the recorded questioning session, write a reflection of the current status of your responses to students' answers and what you might do to improve them.	R	Reflection paragraph describing your opinion of your ability to respond positively to students' answers. Upload your reflection paragraph into the assignments section in Canvas.	2
1.7	Field Trips	3C: Engaging Students in Learning Activities and Assessments	3		Workplace site for a field trip vist, industry host for field trip, busing arrangements for transporting students	1) Talk with your mentor about planning a field trip. Determine school requirements for requesting the trip. 2) Follow through with scheduling and conducting the field trip. Supervise students carefully when out of the school setting. 3) Reflect on the value of the field trip. Would you change anything the next time you try this?	O	Notes and reflection of the field trip uploaded to the assignment section of Canvas	
1.7	Visitors & Guest Speakers	3C: Engaging Students in Learning Activities and Assessments	3		Guest speaker (local industry representative, employed program graduate, post-secondary instructor, local business owner, etc.) Note-taking worksheet for students to use during the guest speaking event	1) Meet with your mentor to discuss school guidelines for scheduling visitors and guest speakers. 2) Schedule a guest speaker from your occupational advisory committee to visit your classroom and present a lesson on employability skills. 3) Instruct your students to prepare one good question for the speaker in advance of the visit. 4) Present your speaker and facilitate the discussion with your students. 5) Following the presentation, send a thank you note to the speaker. 6) Write a brief reflection of the presentation.	R	Copy of letter or email inviting guest speaker to visit the classroom, notes from the speaking engagement, list of student-developed questions for the guest speaker and uploaded reflection in the discussion section of Canvas.	2
1.7	Cooperative Education	3C: Engaging Students in Learning Activities and Assessments	2		Co-op Coordinator, informational materials on the Co-op program	1) Meet with your school's Co-op Coordinator to discuss the merits of the program and requirements a student must meet in order to participate in the Co-op program. 2) Summarize your discussion in writing and submit your summary in the discussion section in Canvas.	R		1
1.7	Interactive White Boards								

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1.8	**Teaching and Learning Styles** (Chapter 7)	**Domain 1: Planning and Preparation** 1A: Demonstrating Knowledge of Content and Pedagogy 1B: Knowing and Valuing Students		Using concepts aquired from the readings in Chapter 7, Teaching and Learning Styles, and insights shared by trusted associates, the new teacher will analyze his/her own teaching style and the learning styles of the students, leading to a level of proficient in Domain 1, Planning and Preparation in PDE's Framework for Observation: Classroom Teacher.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*, Kindle Direct Publishing, 2025.		In this module completet the required activities.		**19.0**
1.8.1	**Teaching Styles**	1A: Demonstrating Knowledge of Content and Pedagogy	1			1) Read Teaching Styles **on** pp. 73-77. 2) Analyze your own teaching styles and write a reflection essay identifying which of the teaching styles described in the book best fit your personality and preferences. Describe which teaching styles you'd like to adopt and perfect.	R	Teaching Styles reflection essay uploaded to the Discussion section of Canvas	1
1.8.1.1	Authoritarian								
1.8.1.2	Democratic								
1.8.1.3	Facilitator/Manager		2		Tools, supplies and equipment required to teach a selected task	1) Review your Program of Study Task List to select an upcoming unit of instruction. Determine what preparation is required. 2) List all instructional materials you will need to prepare in advance for your students. 3) Develop a list of all tools, supplies and equipment you will need to set up in advance of your lessons. 4) Develop a list of daily assignments for each level of your students. Describe what Level 1 students will be working on, Level 2, Level 3 and Level 4 (if appropriate for your program. Develop a timeline for this work.	YP	Preparation notes uploaded into the assignment section of Canvas	3
1.8.1.4	Demonstrator		2		Supplies and materials for a technical skill demonstration	1) Plan to demonstrate a technical skill in the lab. 2) Ask for a student volunteer to assist you with your demonstration. 3) List all supplies you will need to assemble in advance for the demonstration. 4) Take notes on your impressions following the demonstration.	YP	Notes from your demonstration uploaded into the assignment section of Canvas	2
1.8.2	**Other Teaching Styles that Work for CTE**	1A: Demonstrating Knowledge of Content and Pedagogy				1) Read Other Teaching Styles that Work for CTE on pp. 78-82.	R		0.5

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1.8.2.1	Project-based Learning		3		PowerPoint, various presentation materials	1) Have your senior students brainstorm to list various problems that occur in the workplace. 2) Ask your seniors to identify one specific workplace problem they would like to solve as a class. 3) Provide time for seniors to work on their problem-solving project weekly for four weeks. Have them use presentation materials to list their goals, steps they would take to solve the problem, safety factors they would consider, etc. 4) After completing their problem-solving project, have your students present their findings during the following week to the junior class. Presentation materials may include PowerPoint, posters, bulletin boards, instructional handouts, etc.	O		5
1.8.2.2	Challenge-based Instruction								
1.8.2.3	Inquiry-based Research								
1.8.2.4	Contextual Instruction								
1.8.2.5	Differentiated Instruction		3		Student IEPs, both learning disabled and gifted	1) In the book, Becoming a Career and Technical Education Teacher, review the section on page pp. 80-81. Select an upcoming task that you will be teaching in your lab. In writing, develop a plan for one student with a **learning disability** and explain how you could modify the ***content, process, product and learning environment*** to help that student successfully master a task. 2) Next, develop a plan for one student who is **gifted**. Explain how you could challenge that student by modifying the ***content, process, product and learning environment.***	R	A plan for differentiated instruction for students with a learning disability and another plan for a gifted student will be uploaded into the assignment section of Canvas	2
1.8.2.6	Universal Design for Learning		2			1) Review Universal Design for Learning on page 82 in the book, then think about ways you can use UDL to present information to your students. 2) Develop a collection of graphic organizers, and note-taking sheets for your students. Distribute these helpful sheets to your students before beginning lessons, 3) Plan to group your students in multiple ways over a quarter. Plan for pairing, small groups and large group activities. 4) Develop several options students can choose from for an assignment. 5) Describe what you've planned for items 1-4 in writing.	R	Written notes on activities you've planned for UDL, and graphic organizers posted in the assignment section of Canvas	3

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1.8.3	**Student Learning Styles**	1B: Knowing and Valuing Students	1			1) Read Student Learning Styles on pp. 82-83. 2) Help your students to analyze their own learning styles by having them complete and print an online learning style assessment such as the one available from PHEAA at educationplanner.org. 3) After printing their individual reports, divide your students into groups based on their identified learning style. Ask each group to brainstorm a list of activities that help them to learn best, and then share the list with the entire class.	R	A list of student names grouped by learning styles uploaded to the Assignment section of Canvas.	2
1.8.3.1	Visual Learners		3		Inbox labeled Visual Learner's Center, assorted relevant materials for visual learners	1) Develop a "Visual Aid Center" where students can access current charts, graphs, graphic organizers, lesson outlines, flash cards, etc.	O	Photo of Visual Aid Center uploaded to the assignment section of Canvas	0.5
1.8.3.2	Auditory Learners								
1.8.3.3	Tactile Learners								
1.9	**Managing Student Behavior** (Chapter 8)	**Domain 2: Classroom Environment** 2A: Creating an Environment of Respect and Rapport 2B: Establishing a Culture for Learning 2C: Managing Classroom Procedures 2D: Managing Student Behavior Expectations 2E: Organizing Physical and Digital Space **Domain 4: Professional Responsibilities** 4E: Growing and Developing Professionally		Using concepts aquired from the readings in Chapter 8, Managing Student Behavior and insights shared by trusted associates, the new teacher will identify, develop, and practice various strategies that will allow them to perform at the proficient level in Domain 2, Classroom Environment in PDE's Framework for Observation: Classroom Teacher.	Book: Jackson, Aldo and Jan Kennerknecht, ***Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years***, Kindle Direct Publishing, 2025.		In this module complete the required activities.		**11.0**
1.9.1	**The Meaning of Discipline**	2A: Creating an Environment of Respect and Rapport 2B: Establishing a Culture for Learning	1			1) Read The Real Meaning of Discipline on p. 78 in Becoming a Career and Technical Education Teacher.	R		1
1.9.2	**What You Do and What They Do**	2B: Establishing a Culture for Learning	1			1) Read It is as Much About What You Do, As it is About What They Do on pp. 78-80. 2) Write a brief reflection on the five things you, personally, can do to influence student behavior. 3) Ask your mentor to review and respond to your reflection.	R	A written reflection which has been reviewed by and discussed with the mentor.	2
1.9.2.1	Your Teacher Persona								
1.9.2.2	Body Language								
1.9.2.3	What you Say and How You Say It								
1.9.2.4	The Power of Presence and Proximity								
1.9.2.5	Your Use of Classroom Time								

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1.9.3	**It's All in the Set Up**	2C: Managing Classroom Procedures	1			1) Read It is All in the Set-Up on pp. 80-81. 2) Compose a procedures checklist on the six things you should do to start the instructional process at the annual, quarterly, daily, and the individual lesson levels. 3) Ask your mentor or other trusted associate to review and respond to your procedures checklist.	R	A written procedures checklist which has been reviewed by and discussed with the mentor.	2
1.9.4	**A Positive Classroom Environment**	2B: Establishing a Culture for Learning	2			1) Read Create a Positive Classroom Environment on pp. 82-83. 2) Compose a best practices list based on the 'five foundational blocks' of a positive classroom environment. 3) Conduct research (e.g., Internet search or discussions with other teachers) on strategies they use for each of the five foundational blocks. 3) Ask your mentor or other trusted associate to review and respond to your best practices list.	R	A written best practices list which has been reviewed by and discussed with the mentor.	2
1.9.5	**Ideas for Classroom Management**	2D: Managing Student Behavior Expectations	2			1) Read More Ideas for Classroom Environment on pp. 83-84 in Becoming a Career and Technical Education Teacher.	R		1
1.9.6	**Assessing Your Classroom Management**	4E: Growing and Developing Professionally	3			1) Read So How is Your Classroom Management Going? on p. 84. 2) Use the Classroom Management Self-Assessment on p. 84 to guage your proficiency with classroom management. 3) Ask your mentor or a trusted associate to conduct an assessment of your classroom management by using the assessment found on p. 84.	R	Confirmation the self-assessment has been conducted and discussed by the mentor or other associate.	3
1.9.7	Discipline Referrals								
1.9.7	Schoolwide Positve Behavior Program								
1.9.7	The Role of the Guidance Counselor								
1.9.7	Crisis Intervention								

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2.1	**Tests, Quizzes and Other Assessments** (Chapter 9)	**Domain 3: Instruction** 3D: Using Assessment in Instruction **Domain 4: Professional Responsibilities** 4A: Maintaining Accurate Records		Using concepts acquired from the readings in Chapter 9, Tests, Quizzes, and Other Assessments and insights shared by trusted associates, the new teacher will identify, develop, and practice foundational strategies that will allow them to perform at the proficient level in Domain 3, Instruction, Using Assessment in Instruction.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*, Kindle Direct Publishing, 2025.		In this module, complete three of the five Your Pick learning activies.		**16.0**
2.1	**Main Types of Assessments**	1F: Designing Student Assessment 3D: Using Assessment in Instruction	1			1) Read Three Main Types of Assessment on pp. 87-88 in Becoming a Career and Technical Education Teacher. 2) Discuss examples of the three main types with your mentor or other trusted associate.	YP	Confirmation of discussion by mentor or other associate.	1
2.1.1.1	Diagnostic	3D: Using Assessment in Instruction	2			1) Add a Grades and Grading section to your professional portfolio. In that section, add two examples of diagnostic assessments you use in your grading practices.	R	Review of portfolio by mentor.	1
2.1.1.2	Formative	3D: Using Assessment in Instruction	1			1) Add a Grades and Grading section to your professional portfolio. In that section, add two examples of formative assessments you use in your grading practices.	R	Review of portfolio by mentor.	1
2.1.1.3	Summative	3D: Using Assessment in Instruction	1			1) Add a Grades and Grading section to your professional portfolio. In that section, add two examples of summative assessments you use in your grading practices.	R	Review of portfolio by mentor.	1
2.1.2	**Things to Consider as You Create and Manage Assessments**	1F: Designing Student Assessment 3D: Using Assessment in Instruction	1			1) Read Things to Consider as You Create and Manage Assessments on pp. 88-89 in Becoming a Career and Technical Education Teacher. 2) Write a brief summary of the key concepts in the reading. 3) Discuss key concepts with your mentor or other trusted associate.	YP	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1
2.1.3	**Students Performed Poorly on a Test? Now What?**	3D: Using Assessment in Instruction	2			1) Read Students Performed Poorly on a Test? Now What? on pp. 89-90 in Becoming a Career and Technical Education Teacher. 2) Write a brief summary of the key concepts in the reading. 3) Discuss key concepts with your mentor or other trusted associate.	YP	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1
2.1.4	**Tips and Tricks to Conducting Good Assessments**	3D: Using Assessment in Instruction	2			1) Read Tips and Tricks to Conducting Good Assessments on pp. 90-92 in Becoming a Career and Technical Education Teacher. 2) Write a brief summary of the key concepts in the reading. 3) Discuss key concepts with your mentor or other trusted associate.	YP	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1

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2.1.5	**Special CTE Assessments**	3D: Using Assessment in Instruction	1			1) Read Special CTE Assessments on p. 92 in Becoming a Career and Technical Education Teacher. 2) Discuss with your mentor or other trusted associate.	YP	Confirmation of discussion by mentor or other associate.	1
2.1.6	**Rate How Well Your Assessments Performed**	3D: Using Assessment in Instruction							
2.1.6.1	Distribution of Scores	3D: Using Assessment in Instruction	2			1) Read Rate How Well Your Assessments Perform on pp. 92-94 in Becoming a Career and Technical Education Teacher. 2) Using a recently administered test, calculate a distribution of scores and rate the performance of the test as 'positively skewed,' 'normal distribution,' or 'negatively skewed.' 3) Discuss your results with your mentor or other trusted associate.	R	Distribution of scores report and confirmation of discussion by mentor or other associate.	2
2.1.6.2	Item Analysis	3D: Using Assessment in Instruction	2			1) Read Rate How Well Your Assessments Perform on pp. 92-94 in Becoming a Career and Technical Education Teacher. 2) Using a recently administered test, conduct an item analysis and rate each question as either 'too easy,' 'too difficult,' or 'well constructed.' 3) Discuss your results with your mentor or other trusted associate.	R	Distribution of scores report and confirmation of discussion by mentor or other associate.	2
2.1.7	**Grading and Grades**								
2.1.7.1	Local School Grading Policy	3D: Using Assessment in Instruction	1			1) Read Grades and Grading on pp. 94-97 in Becoming a Career and Technical Education Teacher. 2) Review and summarize your current grading practices and ensure you are using the required elements of the local school grading policy. 3) Discuss your results with your mentor or other trusted associate.	O	Brief summary of current grading practices compliance with school grading policy and confirmation of discussion by mentor or other associate.	1
2.1.9	**Construct a Rubric**	1F: Designing Student Assessment 3D: Using Assessment in Instruction	2			1) Read Grades and Grading on pp. 96-97 in Becoming a Career and Technical Education Teacher. 2) Select a performance competency and develop a scoring rubric based on the specifications outlined in the reading. Follow the template shared in the reading on p. 98. 3) Discuss your rubric with your mentor or other trusted associate.	R	Completed scoring rubric and confirmation of discussion by mentor or other associate.	3
2.8	**NOCTI & Industry Certifications**								

Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.2	**The Importance of Feedback** (Chapter 10)	**Domain 1: Planning and Preparation** 1A: Knowledge of Content and Pedagogy **Domain 2: The Classroom Environment** 2A: Creating an Environment of Respect and Rapport **Domain 3: Instruction** 3E: Demonstrating Flexibility and Responsiveness **Domain 4: Professional Responsibilities** 4A: Reflecting on Teaching 4C: Communicating with Families 4E: Growing and Developing Professionally		Using concepts acquired from the readings in Chapter 10, The Importance of Feedback, and insights shared by associates, the teacher will identify, develop, and practice strategies that allows them to perform at the proficient level in the following competencies: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years* , Kindle Direct Publishing, 2025.		In this module, complete the required activities and at least one of the three optional activities.		**12.0**
2.2.1	**What are Your Products and Services?**	1A: Knowledge of Content and Pedagogy	2			1) Read What are Your Products and Services? on pp. 106-107. 2) Compose a list what you think are the products and services in your program. Include a brief description of each item.	R	A list of your program's products and services with a description of each.	1
2.2.1.1	Curriculum & Instruction								
2.2.1.2	Work-based Learning Experiences								
2.1.2.3	Student Leadership Opportunities								
2.2.2	**Who are Your Customers?**	1A: Knowledge of Content and Pedagogy	2			1) Read Who are Your Customers on p. 107. 2) From the list of customers in the reading, identify which product and service is related to each customer group. Provide a brief rationale for each of your customer-product decisions.	R	A written statement of your rationale for each of your customer-product decisions.	1
2.2.3	**Measuring Customer Satisfaction**	4A: Reflecting on Teaching	2			1) Read Measuring Customer Satisfaction on pp. 107-110.	R		0.5
2.2.3.1	Team Meetings	2A: Creating an Environment of Respect and Rapport 3E: Demonstrating Flexibility and Responsiveness	2			After completing the reading assignment in 2.2.3, schedule periodic team meetings. Create a standing agenda and template for meeting minutes.	R	Team meeting agenda and minutes	1
2.2.3.2	Other Ways	2A: Creating an Environment of Respect and Rapport 3E: Demonstrating Flexibility and Responsiveness	2			Using a physical or electronic box, make available to your students an anonymous Suggestion Box. Review the contents weekly and report the suggestions in the team meetings.	O	A sampling of suggestions provided by your students.	0.5
2.2.3.3	Student Satisfaction Surveys	2A: Creating an Environment of Respect and Rapport 3E: Demonstrating Flexibility and Responsiveness	2			1) After completing the reading assignment in 2.2.3, using the sample student satisfaction survey found on p. 109, compose and conduct your own student satisfaction survey. 2) Compile the results. 3) Review the results with your mentor.	O	Student satisfaction Survey and compilation of the results.	3

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Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.2.3.4	Parent Satisfaction Surveys	2A: Creating an Environment of Respect and Rapport 3E: Demonstrating Flexibility and Responsiveness 4C: Communicating with Families	3			1) After completing the reading assignment in 2.2.3, using the sample student satisfaction survey found on p. 109, compose and conduct your own student satisfaction survey. 2) Compile the results. 3) Review the results with your mentor.	O	Copy of parent satisfaction survey and an analysis and summary of results.	3
2.2.4	**Using Feedback for Special Concerns**								
2.2.4.1	Low Enrollments	4A: Reflecting on Teaching 4E: Growing and Developing Professionally	3			1) Read Using Feedbacl fpr Special Concerns on pp. 110-112.	R	Action plan to improve program enrollment.	2
2.2.4.2	High Attrition Rates								
2.2.5	**Using Feedback for Continuous Improvement**								
2.3	**Your Students with Special Needs** (Chapter 11)	**Domain 1: Planning and Preparation** 1B: Knowing and Valuing Students 1C: Setting Instructional Outcomes **Domain 4: Professional Responsibilities** 4F: Acting in Service of Students		Working with the Student Services Department, the teacher will utilize support services to assist student with disabilities, as required by the IDEA.	Book: Jackson, Aldo and Jan Kennerknecht, ***Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*** , Kindle Direct Publishing, 2025.		In this module, complete the required activities and at least one of the You Pick activities.		**11.0**
2.3	**Special Education**	1B: Knowing and Valuing Students	1		Special education supervisor A list of students with identified disabilities Resources on meeting the needs of students with different categories of disabilities	1. Read A 'Special' Story, and Let's Talk About the Numbers on pp.115-116 in Becoming a Career and Technical Education Teacher. 2. Meet with the special education supervisor in your school's student support services office to obtain a list of your students with disabilities and review IEPs/504 Plans together. 3. Calculate the percentage of each type of disability diagnosed for your students. 4. Request teaching resources for each category of disability.	R	Write a reflection paragraph describing the mix of disabilities represented in your classroom. Identify resources you were given by your special education supervisor and describe any further resources you would find helpful. Upload your reflection paragraph into the Discussion section of Canvas.	2
2.3.1	**Accommodations and Modifications**	1C: Setting Instructional Outcomes	1		Student IEPs Student 504 Plans Student support services office *Instructional aides *Graphic organizers *Calendars and schedules for students *Alternative assignments *Quiet area for reading assignments and tests *Modified tests/quizzes *Extended test time *Note-taking assistance	1. Read Accommodations and Modifications, and Modified Programs on pp.118-120 in Becoming a Career and Technical Education Teacher. 2. Read IEPs and 504 Plans for your students with disabilities. Make a chart of student names and types of accommodations and/or modifications listed in the documents. 3. Meet with your school's special education supervisor and ask for advice on providing accommodations and modifications for your students with special needs. 4. Ask if there have been students enrolled in a modified CTE program. Discuss how those programs differ from your regular Program of Study.	R	A chart describing the accommodations and modifications that you will provide for students with special needs. Upload your chart into the Assignments section of Canvas.	3

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2.3.2	**IEPs & 504s**	1C: Setting Instructional Outcomes	2		Copies of IEPs and/or 504 Plans for individual students A secure filing system for storing IEPs and 504 Plans	1. Read IEPs and 504 Plans, What's in a 504 Plan and What's in an IEP? on pp.116-118. 2. Request a copy of each student's IEP or 504 Plan and read them thoroughly. 3. Check the dates that the IEPs or 504 Plans were last written and take note of your students who have annual meetings scheduled during the next few weeks. Contact your supervisor to request an invitation to attend a meeting. Ask for coverage of your lab during the time of the meeting. Prepare student data to share in the meeting to include attendance, grades, and behavior. 4. Set up file folders for each student with identified disabilities to store legal documents and records. 5. Secure the folders in a locked filing cabinet in your teacher office.	O	Write a paragraph reflecting on your ability to meet the IEP or 504 Plan requirements of your students with special needs. Compose a list of questions you have about meeting their learning needs and describe how you will keep confidential records secured. Submit your reflection in the Discussion section of Canvas.	3
2.3.4	**Learning Support Services**	Domain 4: Professional Responsibilities	3		A unit test for the program of study Instructional aides Student Support Services office	1. Read Modified Tests or Quizzes on pp.119-120 in Becoming a Career and Technical Education Teacher. 2. Modify an upcoming unit test for students with special needs. You can reduce the overall number of test questions, rephrase questions, group similar types of questions together, chunk questions into smaller sections, provide a word bank, read test questions aloud or allow students to answer questions verbally.	YP	A modified test will be submitted into the Assignment section of Canvas.	2
2.3.5	**Instructional Aides & Student Services**	Domain 4: Professional Responsibilities	1		Student Support Services office: *Instructional aides *Graphic organizers *Calendars and schedules for students *Alternative assignments *Quiet area for reading assignments and tests *Modified tests/quizzes *Extended test time *Note-taking assistance	1. Meet with your special education supervisor to discuss services of instructional aides and resources available from the Student Services office. Specifically, discuss in-class or out-of-class services such as reading learning materials, providing accommodations such as reading tests/quizzes, monitoring assignment completion and modifying tests/quizzes. 2. Develop a schedule for use of instructional aides or the Student Support Services office.	YP	Submit a schedule for student support services you will utilize for your students with disabilities in the Assignment section of Canvas.	1

Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.4	**Your Occupational Advisory Committee** (Chapter 12)	**Domain 1: Planning and Preparation** 1D: Demonstrating Knowledge of Resources 1E: Designing Coherent Instruction **Domian 2: Classroom Environment** 2E: Organizing Physical and Digital Space **Domain 4: Professional Responsibilities** 4D: Contributing to School Community and Culture 4E: Growing and Developing Professionally		Using concepts acquired from the readings in Chapter 12, Your Occupational Advisory Committee and insights shared by associates, the new teacher will identify, develop, and practice strategies that allows them to perform at the proficient level in the following domanis: Domain 1: Planning and Preparation, Domian 2: Classroom Environment, and, Domain 4: Professional Responsibilities.	Book: Jackson, Aldo and Jan Kennerknecht, ***Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years*** , Kindle Direct Publishing, 2025.		In this module complete the required activities.		**8.0**
2.4.1	**Who Should Be a Member of Your OAC?**	4D: Contributing to School Community and Culture	1			1) Read Who Should Be a Member of Your OAC? on pp. 117-118 in Becoming a Career and Technical Education Teacher. 2) Ask your supervisor for the agendas and minutes of the last four OAC meetings. If the membership isn't listed on the minutes, ask for the membership, too. 3) Write a brief narrative of your observations -- How does the membership align with the recommended categories on p. 118? Could you personally fill category members that may be absent from the existing list? Are there any members that appear to represent the 'individuals to avoid' list? 4) Discuss the prior agendas and minutes with your mentor or other trusted associate.	R	Written narrative and confirmation by mentor or trusted associate.	2
2.4.2	**Responsibilities and Tasks for the OAC**	1D: Demonstrating Knowledge of Resources, 1E: Designing Coherent Instruction 2E: Organizing Physical and Digital Space,	1			1) Read Responsibilities and Tasks for the OAC on p. 119 in Becoming a Career and Technical Education Teacher. 2) Review the agendas from the last four meetings. Identify any agenda items that do not align with the list on p. 119. Also any responsibilities on the list on p. 119 that do not appear on the agenda. 3) Create a list of the items noted in 2) above. 4) Discuss the list with your mentor or other trusted associate.	R	Written list and confirmation by mentor or trusted associate.	1
2.4.2.1	Compose and distribute an OAC agenda	4E: Growing and Developing Professionally							
2.4.3	**Make Your OAC Effective**	4E: Growing and Developing Professionally	2			1) Read Make Your OAC Effective on pp. 119-120 in Becoming a Career and Technical Education Teacher. 2) Pick three of the ten items in the reading and incorporate them into your first OAC meeting. 4) Discuss your three items with your mentor or other trusted associate.	R	Confirmation by mentor or trusted associate.	1
2.4.3.1	Compose and distribute the OAC minutes								

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2.4.4	**Other Ways to Involve OAC Members**	1D: Demonstrating Knowledge of Resources, 1E: Designing Coherent Instruction, 2E: Organizing Physical and Digital Space,	2			1) Read Other Ways to Involve OAC Members on p. 120 in Becoming a Career and Technical Education Teacher. 2) Review the list of Partnership Opportunities for Business and Industry available on curriculumcte.com. 3) Review the list in the reading and set an implimentation schedule for the nine items. 4) Discuss your implemtation agenda with your mentor or other trusted associate.	R	Written list and confirmation by mentor or trusted associate.	1
2.4.5	**Improper Uses of Your OAC**	4F: Acting in Service to Students							
2.4.5.1	Pitting you or your labor union against the administration or school board.	4E: Growing and Developing Professionally	3			1) Read Improper Uses of Your OAC on p. 120 in Becoming a Career and Technical Education Teacher. 2) Write a brief narrative about a) potential actions that could be used to effect the topic of 2.4.5.1, and, b) the potential repercussions of such action. 3) Discuss your inarrative with your mentor or other trusted associate.	R	Written narrative and confirmation by mentor or trusted associate.	1
2.4.5.2	Attempting to sidestep governmental mandates, local policies and procedures, or administrative expectations.	4E: Growing and Developing Professionally	3			1) Read Improper Uses of Your OAC on p. 120 in Becoming a Career and Technical Education Teacher. 2) Write a brief narrative about a) potential actions that could be used to effect the topic of 2.4.5.2, and, b) the potential repercussions of such action. 3) Discuss your inarrative with your mentor or other trusted associate.	R	Written narrative and confirmation by mentor or trusted associate.	1
2.4.5.3	Soliciting favorable working conditions for yourself or other staff members.	4E: Growing and Developing Professionally	3			1) Read Improper Uses of Your OAC on p. 120 in Becoming a Career and Technical Education Teacher. 2) Write a brief narrative about a) potential actions that could be used to effect the topic of 2.4.5.3, and, b) the potential repercussions of such action. 3) Discuss your inarrative with your mentor or other trusted associate.	R	Written narrative and confirmation by mentor or trusted associate.	1

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Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.5	**Career and Technical Students Organizations** (Chapter 13)	**Domain 3: Instruction** 3C: Engaging Students in Learning **Domain 4: Professional Responsibilities** 4D: Contributing to School Community and Culture		Using concepts acquired from the readings in Chapter 13, Career and Technical Student Organizations and insights shared by trusted associates, the new teacher will identify, develop, and practice foundational strategies that will allow them to perform at the proficient level in the following competencies: Domain 3: Instruction and Domain 4: Professional Responsibilities.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years* , Kindle Direct Publishing, 2025.		In this module, complete the required activities, and at least one of the two You Pick activities.		**6.0**
2.5.1	**Why CTSOs?**	3C: Engaging Students in Learning	1			Read pp. 132-138 in the book, Becoming a Career and Technical Education Teacher. Identify one CTSO that best fits your program of study. If you find more than one, which would you prefer to introduce to your students? Write a reflection paragraph explaining your choice, then upload it to the assignment section of Canvas.	R		0.5
2.5.1.1	Career Awareness	3C: Engaging Students in Learning	2		Materials for note-taking	After selecting an appropriate CTSO for your program, divide your students into 6 small groups and assign the following topics for exploring the CTSO on the Internet: • Career Awareness • Motivation • Recognition • Personal Development • Leadership Opportunities • Community Service Assign a note-taker and a reporter for each group. After exploring their topics online, have the reporter for each group present their findings to the class as a whole.	YP	Uploaded notes to assignment section of Canvas.	1.5
2.5.1.2	Motivation	3C: Engaging Students in Learning	2		Guest speakers - teacher and student combo	Schedule a fellow teacher with an active CTSO to visit the class with a student to serve as guest speakers. Have students prepare questions in advance. During the presentation, the guest speakers should explain the benefits of an active CTSO, describing positive student experiences. Allow time for your students to ask their questions. Take notes and upload them into the discussion section of Canvas.	YP	Uploaded teacher notes in the Discussion section of Canvas	1
2.5.1.3	Recognition								
2.5.1.4	Personal Development								
2.5.1.5	Leadership Opportunities								
2.5.1.6	Community Service								
2.5.1.7	Curriculum Reinforcement								
2.5.2	**The Right CTSO for My Program**								

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2.5.3	**Tips for Coordinating an Effective CTSO**	4D: Contributing to School Community and Culture	1		CTSO Coordinator	Schedule a meeting with your school's CTSO Coordinator to discuss upcoming activities. Ask questions and take notes about what you can do as a teacher to support the CTSO.	R	Notes from meeting with CTSO Coordinator uploaded to the Assignment section of Canvas	1
2.5.3.1	School Charter								
2.5.3.2	Student & Faculty Advisor Membership								
2.5.3.3	Scope of Activities	4D: Contributing to School Community and Culture	3		CTSO Teacher Handbook, local, regional and national schedules and competition materials	Develop a schedule and reserve time for CTSO meetings and activities. Encourage your students to become actively involved.	R	Schedule of CTSO activities uploaded to the Assignment section of Canvas	1
2.5.3.4	Chapter Officers	3C: Engaging Students in Learning	2		Bulletin board supplies or PowerPoint software	Prepare a motivating bulletin board or PowerPoint presentation to introduce a CTSO for your program.	O	Photo of bulletin board uploaded into Discussion section of Canvas	1
2.6	**Professional Development** (Chapter 15)	**Domain 4: Professional Responsibilities** 4E: Growing and Developing Professionally		Using concepts acquired from the readings in Chapter 15, Professional Development and insights shared by trusted associates, the new teacher will identify, develop, and practice foundational strategies that will allow them to perform at the proficient level in the competency: Domain 4: Professional Responsibilities.	Book: Jackson, Aldo and Jan Kennerknecht, ***Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years***, Kindle Direct Publishing, 2025.		In this module, complete the required activities, and at least two of the three You Pick activities.		**11.0**
2.6.1	**Teacher Education Program**	4E: Growing and Developing Professionally	1		Your teacher certification materials Your assigned mentor	Read Teacher Education Program on p. 145 of *Becoming a Career and Technical Education Teacher.* Meet with your mentor to discuss your participation in a teacher education program that leads to teacher certification. Develop a 3-year timeline that identifies what courses you will be taking.	R	Timeline of teacher certification courses uploaded to the Assignment section of Canvas	2
2.6.2	**Locally Provided Training**	4E: Growing and Developing Professionally	1			Read Locally Provided Training on pp. 145-148.	R		0.5
2.6.2.1	Induction Plan	4E: Growing and Developing Professionally	1		A copy of your school's Teacher Induction Plan Your assigned mentor	Meet with your mentor to discuss your Induction Plan. Ask for a copy and file it with your teacher certification materials.	R		0.5
2.6.2.2	Mentor Program	4E: Growing and Developing Professionally	1		Schedule for mentor meetings	Talk with your mentor about the schedule for your upcoming meetings. Have him/her identify the topics that will be addressed and compare them to your Induction Plan topics. Make a list of any pressing questions you need answered now.	R	Upload your schedule of upcoming mentor meetings to the Assignment section of Canvas. Upload a list of pressing questions for your mentor into the Discussion section of Canvas.	1
2.6.2.3	In-service Training	4E: Growing and Developing Professionally	2		Current school year's in-service training schedule	Read In-service Training on p. 147. Talk with your school's principal or curriculum coordinator to obtain a copy of the schedule and topics for upcoming in-service meetings.	R	Schedule of the current school year's in-service meeting dates and topics uploaded to the Assignment section of Canvas.	0.5

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2.6.2.4	Periodic or Ongoing Training								
2.6.3	**Conferences and Workshops**	4E: Growing and Developing Professionally	2		Internet access, school principal or curriculum coordinator	Read Conferences and Workshops on p. 148. Explore options on the Internet to identify possible conferences and workshops available for you. Determine the value to your program, the time commitment involved, need for hiring a substitute teacher ,funding to pay for registration, and travel reimbursement for mileage and lodging if necessary. Discuss your findings with your school principal or curriculum coordinator. Take notes during your discussion.	YP	Upload notes regarding conferences and workshops into the Discussion section of Canvas.	2
2.6.4	**Professional Associations**	4E: Growing and Developing Professionally	3		Internet access	Explore options on the Internet to determine the professional organizations that would benefit your program. Make a list of benefits and costs of membership. Select one organization and follow through with becoming a member.	YP	Uploaded list of professional organizations, their benefits and costs of membership into the Discussion section of Canvas.	1
2.6.5	**Industry-based Training**	4E: Growing and Developing Professionally	3		Occupational Advisory Committee Members	Read Industry-based Trainings on p. 149. Develop a plan for continuing your industry-based training to stay up-to-date with your technical skills. Discuss your plan with your occupational advisory committee members to determine possibilities in the local area.	YP	Upload a plan for industry-based training into the Discussion section of Canvas.	2
2.6.6	**Self-guided Development**	4E: Growing and Developing Professionally	2			Read Self-guided Development on pp. 149-150. Select one of the bulleted examples on page 150 and follow through with self-guided development. Write a reflection of the benefits you derived from the activity.	O	Upload your reflection of benefits of the self-guided development you completed into the Discussion section.	1
2.6.7	**Your Professional Network**	4E: Growing and Developing Professionally	2			Read Your Professional Network on pp. 150-151.	R		0.5
2.6.0	Professional Education Requirements								
2.6.0	Tuition Reimbursement								
2.7	**Managing Your Teaching Resources** (Chapter 16)	**Domain 1: Planning and Preparation** 1D: Demonstrating Knowledge or Resources		Using concepts aquired from the readings in Chapter 16, Managing Your Teaching Resources and insights shared by associates including the mentor, supervisor, and business official, the teacher will identify, develop, and practice strategies that allows them to perform at the proficient level in Domain 1, Planning and Preparation, 1D: Demonstrating Knowledge of Resources.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years* , Kindle Direct Publishing, 2025.		In this module, complete the required activities.		**14.0**
2.7.1	**What Resources Do I Have for Teaching?**								

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2.7.1.1	Inventory of laboratory supplies	1D: Demonstrating Knowledge or Resources	1			1) Read What Resources Do I Have for Teaching? on pp. 144-145 in Becoming a Career and Technical Education Teacher. 2) Conduct an inventory of laboratory supplies currently in your program's storage. 3) Discuss your inventory with your mentor or other trusted associate.	R	Completed inventory of laboratory supplies and confirmation of discussion by mentor or other associate.	2
2.7.1.2	Inventory of tools and equipment	1D: Demonstrating Knowledge or Resources	1			1) Read What Resources Do I Have for Teaching? on pp. 144-145 in Becoming a Career and Technical Education Teacher. 2) Conduct an inventory of tools and equipment currently in your program's storage. 3) Discuss your inventory with your mentor or other trusted associate.	R	Completed inventory of tools and equipment and confirmation of discussion by mentor or other associate.	2
2.7.1.3	Inventory of textbooks, audio and visual materials, technical reference materiasl, and online subscriptions	1D: Demonstrating Knowledge or Resources	1			1) Read What Resources Do I Have for Teaching? on pp. 144-145 in Becoming a Career and Technical Education Teacher. 2) Conduct an inventory of textbooks and other instructional materials currently in your program's storage. 3) Discuss your inventory with your mentor or other trusted associate.	R	Completed inventory of textbooks and other instructional materials and confirmation of discussion by mentor or other associate.	2
2.7.1.4	Obtain a copy of program budget	1D: Demonstrating Knowledge or Resources	1			1) Read What Resources Do I Have for Teaching? on pp. 144-145 in Becoming a Career and Technical Education Teacher. 2) Obtain a copy of your program budget from your supervisor or the business office. 3) Discuss your program budget with your mentor or other trusted associate.	R	Possession of program fiscal budget and confirmation of discussion by mentor or other associate.	1
2.7.2	**Tips to Stretch Laboratory Supplies**	1D: Demonstrating Knowledge or Resources	2			1) Read Tips to Stretch Laboratory Supplies on pp. 145-146 in Becoming a Career and Technical Education Teacher. 2) Review and summarize the tips in the reading. 3) Discuss your summary with your mentor or other trusted associate.	R	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1
2.7.3	**How to Overcome a Limited Quantity of Textbooks and the Like**	1D: Demonstrating Knowledge or Resources	2			1) Read How to Overcome a Limited Quantity of Textbooks and the Like on p.146 in Becoming a Career and Technical Education Teacher. 2) Review and summarize the tips in the reading. 3) Discuss your summary with your mentor or other trusted associate.	R	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1
2.7.4	**Equipment Limitations and How to Address Them**	1D: Demonstrating Knowledge or Resources	2			1) Read Equipment Limitations and How to Address Them on p.147 in Becoming a Career and Technical Education Teacher. 2) Review and summarize the tips in the reading. 3) Discuss your summary with your mentor or other trusted associate.	R	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1

Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.7.5	**Things to Consider When You Buy New**	1D: Demonstrating Knowledge or Resources	3			1) Read Things to Consider When Buying New on pp.147-148 in Becoming a Career and Technical Education Teacher. 2) Review and summarize the tips in the reading. 3) Discuss your summary with your mentor or other trusted associate.	R	Brief summary of key concepts and confirmation of discussion by mentor or other associate.	1
2.7.5.1	Assess Equipment Conditions and Quantity, Projected Curriculum Modifications, and Compose a Three-Year Equipment Acquistion Plan	1D: Demonstrating Knowledge or Resources	3			1) Conduct an assessment of current and future equipment needs and develop a three-year equipment acquisition plan. Have it reviewed by the occupational advisory committee and the school's administration.	O	Possession of a three-year equipment acquisition plan and confirmation of discussion by mentor or other associate.	3
2.7	Purchase Orders/Program Budget								
2.7	Software/Hardware Purchasing								
2.8	**End-of-Year Responsibilities** (Chapter 14)	**Domain1: Planning and Preparation** 1B: Knowing and Valuing Students **Domain 2: The Classroom Environment** 2C: Managing Classroom Procedures 2E: Organizing Physical Space **Domain 4: Professional Responsibilities** 4A: Reflecting on Teaching 4B: Maintaining Accurate Records 4E: Gropwing and Developing Professionally		Using concepts acquired from the readings in Chapter 14, End-of-Year Responsibilities and insights shared by trusted associates, the new teacher will identify, develop, and practice foundational strategies that will allow them to perform at the proficient level in the competency: Domain 2: The Classroom Environment.	Book: Jackson, Aldo and Jan Kennerknecht, *Becoming a Career and Technical Education Teacher: Meeting the Challenges of the First Few Years* , Kindle Direct Publishing, 2025.				**27.5**
2.8.1	**Students, Things to Do**		1			Meet with your mentor to discuss and list all your end-of-year responsibilities. Develop a list for your use at the end of the year. Read **Things to Do – Students** on p.141 in Becoming a Career and Technical Education Teacher.	R	List of end-of-year responsibilities uploaded to the Assignment section of Canvas	1
2.8.1.1	Counsel Students Who Struggled During the Year	1B: Knowing and Valuing Students	2			Conduct a focus group with your students to examine all facets of your teaching – how good, thorough, entertaining, effective, accommodating, flexible and innovative you were this year. Take notes for use when planning improvements for next year.	O	Notes from focus group meeting uploaded into the Assignment section of Canvas	1
2.8.1.2	Collect Materials Issued to Students	2C: Managing Classroom Procedures 2E: Organizing Physical Space	1			Develop a list of textbooks, computers, toolkits or other items you issued to students this year. Provide a due date for students to bring in all items. Use the list to inspect and check off items as they are returned.	R	List of instructional materials, computers and toolkits issued to students uploaded into the Assignment section of Canvas	2
2.8.2	**Administratively, Things to Do**		1			Read **Things to do Administratively** on pp. 141-142 in *Becoming a Career and Technical Education Teacher*. Supervise your students as they clean and inspect hallway and laboratory lockers.	R		1
2.8.2.1	Submit Final Grades	4B: Maintaining Accurate Records	1			Submit final marking period grades and end-of-year grades for each student, meeting the early due date for senior grades.	R		1

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Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.8.2.2	Turn In Official Records	4B: Maintaining Accurate Records	1			Securely file all official records like IEPs, attendance, notes from parents, disciplinary notes as required by your administration. Write a paragraph explaining how you filed important records.	R	Paragraph explaining how you filed important records uploaded into the Assignment section of Canvas	1
2.8.2.3	Draft Purchase Orders for the Next Year	4B: Maintaining Accurate Records	2			Draft start-up purchase orders for supplies, equipment and instructional materials for the next academic year.	R	Sample of apurchase order for the next school year uploaded into the Assignment section of Canvas	2
2.8.2.4	Closeout Purchase Orders and Customer Receipts								
2.8.3	**Facility, Things to Do**	2C: Managing Classroom Procedures 2E: Organizing Physical Space	1			Read Things to Do – Facility on pp. 142 in Becoming a Career and Technical Education Teacher.	R		0.5
2.8.3.1	Inventory Equipment, Schedule Repairs, Store & Secure	2C: Managing Classroom Procedures	2			Prepare an inventory of your laboratory equipment and submit it to administration if required.	R	Inventory of laboratory equipment uploaded into the Assignment section of Canvas	2
2.8.3.2	Clean Laboratory & Organize Materials/Supplies	2C: Managing Classroom Procedures	1			With student assistance, prepare your classroom for summer cleaning. Organize, clear, sweep.	R		3
2.8.3.3	Arrange for Summer Deep Cleaning	2E: Organizing Physical Space	1			Make a map of your classroom so custodial staff knows where to return things.	O	Map of where furniture should be placed after cleaning	0.5
2.8.3.4	Submit Facility Repair Requests								
2.8.4	**Instructional Materials & Supplies, Things to Do**	2C: Managing Classroom Procedures	1			1)Read Things to Do – Instructional Materials & Supplies on p. 142 in Becoming a Career and Technical Education Teacher.	R		0.5
2.8.4.1	Inventory, Assess, Store & Secure	2C: Managing Classroom Procedures	2			Prepare an inventory of your instructional materials and supplies (textbooks, laptops, reference materials, etc.)	R	Inventory of your instructional materials and supplies (textbooks, laptops, reference materials, etc.) uploaded into the Assignment section of Canvas	2
2.8.4.2	Reduce Inventory (Especially Perishables)	2C: Managing Classroom Procedures	2			For perishables, reduce inventory or dispose of as approved.	R		1
2.8.4.3	Draft Purchase Orders for the Next Year								
2.8.4.4	Secure Valuable Items								
2.8.5	**Professionally, Things to Do**		1			Read Things to Do - Professionally on p. 143 in Becoming a Career and Technical Education Teacher.	R		0.5
2.8.5.1	End-of-Year Evaluation	4A: Reflecting on Teaching	1			Participate in your end-of-year professional performance evaluation. Develop a plan to improve your performance and review it with your mentor.	R	Upload a copy of your end-of-year teacher evaluation into the Assignment section of Canvas.	1.5
2.8.5.2	Compose Improvement Plan for Next Year	4A: Reflecting on Teaching	2			Set time aside over the summer to improve your curriculum.	O	Upload notes on ideas to improve your curriculum for next year into the Assignment section of Canvas.	3
2.8.5.3	Revise Curriculum								
2.8.5.4	Review Student Satisfaction Data								

Sequence	Program Content	Danielson Framework for Teaching	Professional Level (1, 2, & 3)	Performance Objectives	Instructional Resources	Instructional Activities	Required (R) You Pick (YP) Optional (O)	Evidence of Competency Professional Portfolio Artifact (PPA)	Estimated Time Needed? (Hours)
2.8.6	**Personally, Things to Do**	4E: Gropwing and Developing Professionally	1			1) Read Things to Do – Personally on p. 143 in Becoming a Career and Technical Education Teacher. 2) Gather up and remove your personal items from the office and classroom.	O		1
2.8.7	**End-of-Year Check-out**	4E: Gropwing and Developing Professionally	1			Read a professional book over the summer. Write a quick reflection of the value of the book.	O	Written reflection of the book entered into the discussion section of Canvas	3