

# EDUCATION AND TRAINING

Program of Study  
Course Two

Short Name \_\_\_\_\_ Course Code \_\_\_\_\_

**BEST PRACTICES IN EDUCATION AND TRAINING**

**BEST PRAC ED TR**

**350002**

This course is a continuation of the Introduction to Education and Training course and is the second course in a three-course sequence. Students will further engage in topics related to instructional and assessment methods, including differentiation of instruction. Students will also develop active listening skills necessary for educators, and demonstrate positive feedback techniques. Students will gain skills related to planning for instruction, which will be utilized in the field experience (the third course in this sequence). Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization.

**Recommended Level:** Grades 10– 12

**Programs of Study to which this course applies:** Education and Training

**Endorsement Name:** Other Endorsement

**Endorsement Number:** 8888

## Best Practices in Education and Training State Standards

HSE.HS.8.4	
Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.	
<i>HSE.HS.8.4.a</i>	Compare and contrast formative and summative assessments.
<i>HSE.HS.8.4.e</i>	Identify the purposes of different assessment types (e.g., formative, summative).
<i>HSE.HS.8.4.f</i>	Use multiple and appropriate types of assessment data to identify each student's
<i>HSE.HS.8.4.g</i>	Prepare all learners for the demands of particular assessment formats and make
<i>HSE.HS.8.4.h</i>	Employ technology to support assessment practice both to engage learners more fully
<i>HSE.HS.8.4.i</i>	Use critical thinking.
<i>HSE.HS.8.4.j</i>	Apply appropriate academic and technical skills.
HSE.HS.8.8	
Use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	
<i>HSE.HS.8.8.a</i>	Interpret research findings on the topics of differentiation and the impact found on all types of students.
<i>HSE.HS.8.8.b</i>	Identify elements of the levels of cognition for the purposes of lesson planning.
<i>HSE.HS.8.8.c</i>	Create a lesson plan with various levels of instruction included.
<i>HSE.HS.8.8.d</i>	Demonstrate innovation and creativity.
HSE.HS.8.9	

Categorize and match different instructional strategies to individual student needs.	
<b><i>HSE.HS.8.9.a</i></b>	Diagnose strengths and weaknesses in students in terms of content knowledge and how students learn.
<b><i>HSE.HS.8.9.b</i></b>	Match learning strategies with students' needs.
<b><i>HSE.HS.8.9.c</i></b>	Identify current trends in most effective teaching strategies working with diverse populations of students.
<b><i>HSE.HS.8.9.d</i></b>	Use critical thinking.
<b>HSE.HS.8.10</b>	
Distinguish appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the profession.	
<b><i>HSE.HS.8.10.a</i></b>	Engage in professional development with colleagues.
<b><i>HSE.HS.8.10.b</i></b>	Identify patterns of involvement with students and families outside of the classroom in extra-curricular activities or community events.
<b><i>HSE.HS.8.10.c</i></b>	Interpret how teachers and building leaders maintain a healthy dialogue with elected school board members and other elected officials in the community.
<b><i>HSE.HS.8.10.e</i></b>	Contribute to employer and community success.
<b><i>HSE.HS.8.10.f</i></b>	Model ethical leadership and effective management.
<b>HSE.HS.8.11</b>	
Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs, and implements developmentally appropriate and challenging learning experiences.	
<b><i>HSE.HS.8.11.a</i></b>	Identify the development of children in all stages of life.
<b><i>HSE.HS.8.11.g</i></b>	Create developmentally appropriate instruction that takes into account individual
<b><i>HSE.HS.8.11.h</i></b>	Collaborate with families, communities, colleagues, and other professionals to
<b><i>HSE.HS.8.11.i</i></b>	Apply appropriate academic and technical skills.
<b><i>HSE.HS.8.11.j</i></b>	Demonstrate innovation and creativity.
<b>HSE.HS.8.13</b>	
Demonstrate active listening skills to understand students, school, and community needs.	
<b><i>HSE.HS.8.13.a</i></b>	Define and demonstrate active listening.
<b><i>HSE.HS.8.13.b</i></b>	Create opportunities for students to practice active listening skills in the classroom and community.
<b><i>HSE.HS.8.13.c</i></b>	Use critical thinking.
<b>HSE.HS.8.14</b>	
Demonstrate positive feedback techniques.	
<b><i>HSE.HS.8.14.a</i></b>	Identify the differences between positive and negative feedback techniques.
<b><i>HSE.HS.8.14.b</i></b>	Develop a variety of feedback techniques with reflective assessments for student use.
<b><i>HSE.HS.8.14.c</i></b>	Communicate effectively and appropriately.
<b>HSE.HS.8.15</b>	

Understand the importance of using a variety of instructional strategies to help learners develop deep understanding of content areas.	
<b><i>HSE.HS.8.15.a</i></b>	Identify a variety of instructional strategies to utilize in classroom instruction.
<b><i>HSE.HS.8.15.b</i></b>	Develop lesson plans that include teaching strategies and assessments to evaluate student learning.
<b><i>HSE.HS.8.15.d</i></b>	Demonstrate innovation and creativity.
<b><i>HSE.HS.8.15.e</i></b>	Apply appropriate academic and technical skills.
<b><i>HSE.HS.8.15.f</i></b>	Manage personal career development.
<b>HSE.HS.8.16</b>	
Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.	
<b><i>HSE.HS.8.16.a</i></b>	Plan how to achieve individual student’s learning goals by choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
<b><i>HSE.HS.8.16.b</i></b>	Develop appropriate sequencing of learning experiences and provide multiple ways for learners to demonstrate knowledge and skill.
<b><i>HSE.HS.8.16.c</i></b>	Plan for instruction based on formative and summative assessment data, prior learning knowledge, and learner interest.
<b><i>HSE.HS.8.16.d</i></b>	Evaluate plans in relations to short and long range goals and systematically adjust plans To meet each student’s learning needs to enhance learning.
<b><i>HSE.HS.8.16.e</i></b>	Plan collaboratively with other educators such as special education staff to create lessons plans that benefit a wide array of students.
<b><i>HSE.HS.8.16.f</i></b>	Apply appropriate components of lesson plans to develop age-appropriate lessons.
<b><i>HSE.HS.8.16.g</i></b>	Understand how content and skill development can be supported by media and technology and evaluate these resources for quality and effectiveness.
<b><i>HSE.HS.8.16.h</i></b>	Utilize technology.
<b><i>HSE.HS.8.16.i</i></b>	Apply appropriate academic and technical skills.

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