

Best Practices in Education and Training with Work-Based Learning

Synthesize how learners grow and develop. [HSE.HS.3.1](#)

- a** Recognize that patterns of learning and development vary individually within and across the physical, intellectual, emotional, and social areas of development. [HSE.HS.3.1.A](#)
- b** Summarize conditions influencing development (e.g., abuse, trauma, stress, social and technological forces). [HSE.HS.3.1.B](#)
- c** Create developmentally appropriate instruction that meets student needs. [HSE.HS.3.1.C](#)

Assess and implement appropriate strategies to differentiate instruction and engage all learners. [HSE.HS.3.2](#)

- a** Summarize the importance of differentiated instruction. [HSE.HS.3.2.A](#)
- b** Identify levels of cognition for the purposes of lesson planning. [HSE.HS.3.2.B](#)
- c** Implement different instructional strategies appropriate for varied levels of cognition. [HSE.HS.3.2.C](#)
- d** Utilize technology to support lesson planning. [HSE.HS.3.2.D](#)
- e** Develop appropriate sequencing of learning experiences and provide multiple ways for learners to demonstrate knowledge and skills. [HSE.HS.3.2.E](#)
- f** Evaluate appropriate assessment practices. [HSE.HS.3.2.F](#)

Analyze methods of assessment and their uses. [HSE.HS.3.3](#)

- a** Differentiate between formative and summative assessments. [HSE.HS.3.3.A](#)
- c** Construct appropriate assessments for a variety of concepts. [HSE.HS.3.3.C](#)
- d** Analyze data from assessments to inform planning. [HSE.HS.3.3.D](#)
- e** Utilize technology to support assessment practices. [HSE.HS.3.3.E](#)

Integrate the diverse needs of students into lesson design. [HSE.HS.3.4](#)

- a** Explain the Individuals with Disabilities Education Act. [HSE.HS.3.4.A](#)
- b** Identify Individual Education Plans (IEPs) and 504 Plans. [HSE.HS.3.4.B](#)

c Identify the needs of students who are English Language Learners (ELL). HSE.HS.3.4.C

d Identify the needs of students who are High Ability Learners (HAL). HSE.HS.3.4.D

e Develop learning strategies and assessments with student needs. HSE.HS.3.4.E

Demonstrate effective communication and positive feedback strategies. HSE.HS.3.5

a Practice effective communication skills needed for the education profession (e.g., listening, speaking, non-verbal communication, verbal communication and written communication). HSE.HS.3.5.A

b Identify the differences between positive and negative feedback strategies. HSE.HS.3.5.B

c Develop a variety of positive feedback strategies. HSE.HS.3.5.C

Differentiate leadership roles and opportunities for collaboration. HSE.HS.3.6

a Describe the importance of professional development in the education field. HSE.HS.3.6.A

b Identify patterns of involvement with students and families outside of the classroom and how that relates to student success. HSE.HS.3.6.B

c Summarize the role of elected school board members, administrators, and teachers as leaders within the school system. HSE.HS.3.6.C

Model best practices through a work-based learning experience. HSE.HS.3.7

a Evaluate physical, intellectual, emotional, and social development at various grade levels. HSE.HS.3.7.A

b Design lessons with strategies appropriate for all learners. HSE.HS.3.7.B

c Evaluate assessments. HSE.HS.3.7.C

d Demonstrate effective communication within the practicum experience. HSE.HS.3.7.D

e Demonstrate effective leadership. HSE.HS.3.7.E
