

Career and Education Lesson		Technical Plan Template
based on National Technical Education		Board Career and Standards
TITLE XXXX		Submitted by
Goals/Objectives		
Student Level		
Overview	Describe what students will be doing.	
Timeframe		
Teachers may use the link to review the CPs in greater detail. <u>National Board's Five Core Propositions</u>	Proposition 1: Teachers Are Committed to Students and Their Learning Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience Proposition 5: Teachers Are Members of Learning Communities	
<u>National Board Career and Technical Education Standards</u>	Highlight the Standards that apply to the lesson. Then, explain why they apply to this lesson and how they will help the teacher provide an excellent learning experience for students. Standard I: Knowledge of Students- Standard II: Responding to Diversity Standard III: Knowledge of Content Standard IV: Learning Environments and Instruction Standard V: Assessment Standard VI: Postsecondary Readiness Standard VII: Program Design and Management Standard VIII: Partnerships and Collaborations Standard IX: Leadership in the Profession Standard X: Reflective Practice	
National Board ATLAS Case# Title Try to find a case that deals with one or more of the Standards even if it's not a CTE specific case.	Provide a brief description of the case and list tags that also apply to the lesson.	

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<div></div>	
<p><u>ACTE Resources</u></p>	<p>Include references to online and/or hardcopy ACTE resources that relate to the lesson. Describe why the teacher would find the resources useful.</p>
<p>Indicate Standard(s) that relate to the lesson, e.g., Common Core Math Standards, Common Career Technical Core; Career-Ready Practices</p>	
<div></div>	
<p>Lesson Plan</p>	<p>Provide details of the steps for teacher to follow.</p>
<div></div>	
<p>Material(s)</p>	<p>If the item(s) is online, provide the link. This is preferable. If the item(s) is submitted as a pdf, provide full citation. If the item(s) is adapted and submitted as a pdf, provide full citation.</p>

	If the item(s) is self-created, put your name and date in footer.
Assessment (Formative /Summative; Formal Informal)	<p>If the assessment(s) is online, provide the link. This is preferable.</p> <p>If the assessment(s) is submitted as a pdf, provide full citation.</p> <p>If the assessment(s) is adapted and submitted as a pdf, provide full citation.</p> <p>If the assessment(s) is self-created, put your name and date in footer.</p> <p>Discuss the value of the assessment. How does it help the teacher know what the students learned?</p>
Reflection—Why is reflection at these intervals beneficial to one’s teaching? Share your answer.	
Reflection Prior to Instruction Reflection prior to instruction is closely tied to the knowledge teachers develop about their students, as described in Core Proposition 1: "Teachers are committed to students and their learning." For a lesson to be successful, teachers must first consider their students’ strengths and needs.	
Reflection During Instruction Student thinking and teacher reflection can be difficult for others to see because, even though there may have been tools that aided it or byproducts that show it, reflection occurs within the mind. By looking for evidence of students’ thinking, teachers can draw upon their own reflective processes to adjust their instruction and improve student learning. For example, if students do not seem to be making connections, teachers can alter their examples to better match their students’ prior experiences and interests. If students are having difficulty expressing their thinking in purposeful ways, teachers can introduce supports that help them organize their thinking. And if teachers observe that students are struggling to interact with their peers during the lesson, they can adjust the lesson to promote more small-group interaction.	
Reflection after instruction serves many purposes, two of which are that it allows teachers to identify successes and areas of improvement in the completed lesson, and it guides them toward the instructional goals and strategies for the next lesson.	

**Additional National
Board References**

Five Core
Propositions

Architecture of
Accomplished
Teaching

National Board
Standards

National Board for
Professional Teaching
Standards- Candidate Center

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