Kentucky CTE

Education and Training: The Learner-Centered Classroom 331031 (2026–2027)

Know, practice and reflect on concepts relating to the personal characteristics of education professionals. 1	**a** Personal Expectations: professionalism, becoming a change agent, high personal standards, responsible use of social media and online platforms, accountable talk, including meaningful praise. Students review these topics as expectations for entering classrooms. A
	b Improvement: growth mindset, reflective habits of mind. B
	c Critical Thinking: responsive planning, critical thinking: my experiences, how do I know if I learned something? Media literacy, resource literacy, investigating sources. C
Know, practice and reflect on how teachers understand their students. 2	**a** Students know cognitive development: ages and stages, experiential learning, and constructivism. A
	b Students understand factors that impact relationships with students and practice planning for, developing and reflecting on how they relate to students by considering cultural competence expectations for students, building mutual respect, establishing boundaries, embracing diversity, asset-based approach, and celebrating success. B
	c Students know about different learning needs, understand that students' experiences are unique and practice planning for, responding to and reflecting on how to meet the needs of diverse students. (Special Education 101, differentiation, types of disabilities in IDEA (Individuals with Disabilities Education Act), supporting students facing trauma) C
	d Engaging with Students: motivation, challenging all students and meeting all students' needs, brain-based learning, personalized learning, and deeper learning. D
Know different classroom management and instructional str th of a strategy, and	**a** Classroom Management: student engagement, culturally relevant teaching, classroom norms and routines, inclusive learning environments, anti-bullying strategies, de-escalating and managing conflict. A
	b High Leverage Practices: eliciting and interpreting individual students' thinking, coordinating and adjusting instruction during a lesson, interpreting the results of

Skip to main content

practice selecting, implementing and reflecting on a variety of classroom strategies and how these strategies meet the needs of diverse learners. 3

student work, including routine assignments, quizzes, tests, projects, and standardized assessments, analyzing instruction for the purpose of improving it, setting short- and long-term learning goals for students, checking student understanding during and at the conclusion of lessons, selecting and designing formal assessments of student learning. B