

§130.162. Principles of Education and Training (One Credit), Adopted 2015.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.	
(3)	Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. <u>Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator.</u> Students will develop a graduation plan that leads to a specific career choice in the student's interest area.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by <u>the education profession and related occupations</u> business and industry . The student is expected to:	Related to Education and Training occupations; more specific than business and industry
(A)	<u>demonstrate written communication;</u>	Add such as examples specific to education and training
(B)	<u>perform job-appropriate numerical and arithmetic application;</u>	
(C)	<u>practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;</u>	
(D)	<u>exhibit teamwork skills;</u>	
(E)	<u>apply-analyze the impact of current decision-making skills; on short- and long-term career plans;</u>	
(F)	<u>implement problem-solving techniques;</u>	

(G)	acquire conflict management skills;	
(H)	develop leadership skills;	
(I)	demonstrate professionalism <u>to include appropriate attire expected of professionals in educational settings;</u> and	Added additional specificity.
(J)	develop effective work ethic practices.	
(2)	<u>The student will identify strategies that promote health and wellness in balancing the unique challenges of educator and lifestyle responsibilities. The student is expected to:</u>	
(A)	<u>Explain typical signs of personal stress and anxiety</u>	
(B)	<u>Describe appropriate boundaries for a healthy work life balance; and</u>	
(C)	<u>Implement strategies to manage health and wellness</u>	
(3)	<u>The student recognizes the impact of social media and web-based applications on the education process. The student is expected to</u>	Added new knowledge statement related to social media; more commonly used too today than during last revision
(A)	<u>demonstrate appropriate use of social media for educational purposes;</u>	
(B)	<u>identify web-based resources useful in the education process.</u>	
(2)(4)	The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. The student is expected to:	
(A)	identify and investigate the three opportunities in Education and Training Programs of Study: Teaching/Training and Early Learning Professional Support Services, and Administration and Administrative Support;	Removed outdated POS and replaced with current POS
(B)	<u>investigate additional occupations in education and training such as professional support services, and administration and administrative support, county extension agent, and corporate trainer;</u>	Added student expectation that allows for students to explore additional education and training occupations aside from those aligned with the statewide POS
(B)	analyze <u>compare and contrast</u> transferable skills among a variety of careers within the Education and Training Career Cluster;	
(C)	recognize the impacts of <u>an education career choice</u> on personal lifestyle <u>such as time commitment, earning potential, community presence and involvement, health and wellness, and family impact;</u>	Added such as examples to guide instruction.
(D)	develop <u>demonstrate</u> productive work habits such as organization, time management, and initiative; and	Increased verb rigor

(E)	analyze assessment results such as an interest and ability inventory ies as <u>they relate to skills relative to those</u> necessary for success in education and training <u>occupations</u> .	Slight edit to verbiage
(3) (5)	The student explains societal impacts within the education and training career cluster. The student is expected to:	
(A)	investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues; and	
<u>(B)</u>	<u>explain pedagogy and andragogy theory</u>	
(B) (C)	predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends; and	
<u>(D)</u>	<u>summarize the role of family/caregiver in education;</u>	Added family engagement as a factor in educational success; to support early learning
(4) (6)	The student explores careers in the teaching and training <u>and early learning programs of study</u> . The student is expected to:	Updated to current statewide POS.
(A)	summarize the various roles and responsibilities of professionals <u>in teaching and training and early learning, the fields of teaching and training; including ethical behaviors in educational settings;</u>	Updated to current statewide POS and added the educational ethics element.
(B)	describe typical personal characteristics, qualities, and aptitudes of <u>professionals in teaching and training and early learning</u> the field of teaching and training;	Updated to current statewide POS.
(C)	investigate education or training alternatives after high school for a career choice within the student's interest areas; and	
<u>(D)</u>	<u>describe the different school models such as Montessori, public, private, charter, magnet, and academy in urban and rural areas.</u>	Added content to support creating an early learning foundation.
<u>(E)</u>	<u>compare and contrast teacher salary schedules among different school models such as public, private and charter schools within rural and urban areas of the state, possible stipends available, state and school district initiatives that impact earning potential, and earning potential based on level of education.</u>	Added a student expectation to address education and training salary variations and potential increases related to advanced education and additional duties.
<u>(F)</u>	<u>identify sources of information related to education careers such as requirements to become a teacher, curriculum standards, and structures and roles of state and federal governing bodies</u>	Added student expectation to allow for students to explore state requirement that must be met to become a teacher and gain an understanding of the state education agency role in education.
(D) (G)	examine education or training degree plans for various occupations within <u>teaching and training and early learning</u> the field of teaching and training;	Updated to current statewide POS.

(5)	The student explores careers in the professional support services program of study. The student is expected to:	Deleted reference to occupations in former programs of study
(A)	summarize the various roles and responsibilities of professionals in the field of professional support services;	Deleted reference to occupations in former programs of study
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;	Deleted reference to occupations in former programs of study
(C)	investigate education and training alternatives after high school for a career choice within the student's interest areas; and	Deleted reference to occupations in former programs of study
(D)	examine education and training degree plans for various occupations within the field of professional support services.	Deleted reference to occupations in former programs of study
(6)	The student explores careers in the administration and administrative support program of study. The student is expected to:	Deleted reference to occupations in former programs of study
(A)	summarize the various roles and responsibilities of professionals in the field of administration and administrative support;	Deleted reference to occupations in former programs of study
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support;	Deleted reference to occupations in former programs of study
(C)	investigate education and training alternatives after high school for a career choice within the student's interest areas; and	Deleted reference to occupations in former programs of study
(D)	examine education and training degree plans for various occupations within the fields of administration and administrative support.	Deleted reference to occupations in former programs of study
(7)	The student experiences authentic education and training opportunities. The student is expected to:	
(A)	experience educator duties and responsibilities through activities such as assisting, shadowing, or observing;	
(B)	Develop, and evaluate instructional materials such as visuals, teacher aids, manipulatives, lesson components, and lesson plans; mini-lessons; and	
(C)	Define lesson plan components including objectives, direct instruction, guided practice, independent practice and formative and summative assessments;	Added introduction of lesson plan components to the course.
(D)	identify and discuss methods to adapt lessons to meet student needs.	Added introduction to adapting lesson plans for students with special needs.
(E) (E)	formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education;	

(8)	<u>The student identifies elements of an effective classroom environment. The student is expected to:</u>	Pervious knowledge statement had a large variety of student expectations; divided into two categories: effective classroom environment and authentic education and training opportunities
(A)	<u>use available classroom equipment and technology for effective instruction;</u>	Added to classroom environment
(B)	<u>analyze effective tools and strategies used in classroom management such as classroom expectations, seating charts, classroom set-up, procedures and routines, and teacher organization and preparation; and</u>	Added to classroom environment
(C)	<u>explain characteristics of an effective learning environment including universally accessible classroom design.</u>	Added to classroom environment
(8) (9)	The student explores options in education and career planning. The student is expected to:	
(A)	develop a graduation plan that leads to a specific career choice in the area of interest;	
(B)	<u>investigate and</u> identify high school and dual enrollment <u>opportunities</u> courses related to <u>education and training choices</u> specific career cluster programs of study;	Focus on preparation that may occur in high school.
(C)	<u>investigate and identify scholarships, grants, and financial incentives related to interest areas;</u>	Focus on preparation that may occur in high school to prepare for postsecondary.
(C) (D)	identify and compare technical and community college programs that align with interest areas; and	
(D) (E)	identify and compare university programs and institutions that align with interest areas.	
(9) (10)	The student documents technical knowledge and skills. The student is expected to:	
(A)	assemble basic professional portfolio components such as basic resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and	
(B)	present the portfolio to interested stakeholders <u>such as teachers, school administrators, CTE administrator, curriculum specialist, or human resources personnel.</u>	
(11)	<u>The student understands how classroom observations (video and/or in person) inform and improve instruction . The student is expected to:</u>	Observation instruction missing in the current course. This instruction provides an opportunity for students to experience the classroom environment from the educator perspective. The experience may “entice” the student to persist in an education and training POS.
	<u>Apply knowledge gained in the course to conduct targeted observations</u>	
	<u>Record objective observations of student behavior and teacher interaction</u>	

	<u>Explain how observations can influence philosophy of education and delivery of instruction</u>	
	<u>Identify qualities of an effective classroom</u>	

DRAFT