

Title §130.165. Practicum in Education and Training (Two Credits), Adopted 2015.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training, and Human Growth and Development, and <u>Child Development</u> . Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.	
(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)	Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and perform complete other duties responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.	
(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>teaching and training profession</u> business and industry . The student is expected to:	
(A)	demonstrate written communication;	
(B)	perform job-appropriate numerical and arithmetic application;	

(C)	practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;	
(D)	exhibit teamwork skills;	
(E)	apply decision-making skills;	
(F)	implement problem-solving techniques;	
(G)	acquire conflict management skills;	
(H)	develop leadership skills;	
(I)	demonstrate professionalism; and	
(J)	develop effective work ethic practices.	
(2)	<u>The student will identify strategies that promote health and wellness in balancing unique challenges of educator and lifestyle responsibilities. The student is expected to:</u>	
(A)	<u>Examine signs of personal stress and anxiety</u>	
(B)	<u>Develop appropriate boundaries for a healthy work life balance; and</u>	
(C)	<u>Implement strategies to manage health and wellness</u>	
(2)-(3)	The student explores the teaching and training profession. The student is expected to:	
(A)	analyze current trends and issues that impact education such as political, societal, and economic trends and issues;	
(B)	demonstrate and implement knowledge and skills needed by the teaching and training profession;	
(C)	update assessment of personal characteristics needed to work in the teaching and training profession;	
(D)	explore qualities of effective schools;	
(E)	refine professional philosophy of education based on a personal set of beliefs;	
(F)	determine explore the educational/academic requirements and possible degree/certifications available in education <u>necessary for a profession of interest in teaching and training;</u>	
(G)	refine personal career plan in preparation for a career in the field of education or training;	
(H)	research explore teaching and training in non-traditional settings such as those in corporations, community outreach, nonprofits, and government entities; and	

(I)	research explore educational high-needs and teacher-shortage areas.	
(3) (4)	The student understands the learner and learning process. The student is expected to:	
(A)	apply principles and theories of human development appropriate to specific teaching or training situations;	
(B)	apply principles and theories about the learning process to specific teaching or training situations;	
(C)	analyze the dynamics of personal and student behaviors that facilitate the learning process;	
(D)	analyze teaching skills that facilitate the learning process; and	
(E)	demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations.	
(4) (5)	The student interacts effectively in the role of an educator. The student is expected to:	
(A)	demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and	
(B)	demonstrate and evaluate techniques promoting literacy.	
(5) (6)	The student plans and uses effective instruction. The student is expected to:	
(A)	apply principles and theories that impact instructional planning	
	<u>Utilize lesson planning tools and concepts such as scope and sequence, unit plans, and vertical alignment;</u>	
(B)	develop instructional materials that align with the Texas Essential Knowledge and Skills;	
(C)	demonstrate competency in core and non-core subject areas;	
(D)	<u>Apply research to</u> create lessons plans that meet instructional goals;	
(E)	analyze concepts for developing effective instructional strategies;	
(F)	evaluate and analyze effectiveness of lessons plans and instructional strategies; and	
(G)	explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.	
(6) (7)	The student creates and maintains an effective learning environment. The student is expected to:	
(A)	<u>Apply principles of</u> create and maintain a safe, <u>universal design to create and maintain a safe</u> and an -effective learning environment;	
(B)	integrate teacher or trainer characteristics that promote an effective learning environment;	

(C)	apply classroom management techniques that promote an effective learning environment; and	
(D)	demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.	
(7) (8)	The student assesses instruction and learning. The student is expected to:	
(A)	develop and apply <u>formative and summative</u> assessments to foster student learning;	
(B)	use assessment strategies to promote personal growth and teaching or training improvement; and	
(C)	use reflective techniques to promote personal growth and teaching or training improvement.	
<u>(D)</u>	<u>use classroom and standardized test assessment data to drive instructional strategy</u>	
(8) (9)	The student understands the relationship between school and society. The student is expected to:	
(A)	identify and support learning through advocacy;	
(B)	select family, school, and community resources for professional growth; and	
(C)	promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry.	
(9) (10)	The student develops technology skills. The student is expected to:	
(A)	access and use current technology applications appropriate for specific subject matter and student needs; and	
(B)	integrate the skillful use of technology as a tool for instruction, evaluation, and management.	
(10) (11)	The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	
(A)	develop teacher and trainer characteristics that promote professional and ethical conduct;	
(B)	analyze professional and ethical standards that apply to educators and trainers;	
(C)	analyze situations requiring decisions based on professional, ethical, and legal considerations; and	
(D)	analyze expected effects of compliance and non-compliance with Texas teacher code of conduct.	
(11) (12)	The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:	

(A)	identify strategies and resources for the professional development of educators or trainers such as research and assessment;	
(B)	demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning; and	
(C)	plan for professional growth.	
(+2)(13)	The student continues to participate in field-based experiences in education or training. The student is expected to:	
(A)	apply instructional strategies and concepts within a local educational or training facility; and	
(B)	document, assess, and reflect on instructional experiences.	
(13)	The student documents technical knowledge and skills. The student is expected to:	
(A)	gather artifacts and documentation that support attainment of technical skill competencies;	
(B)	update a professional portfolio to include components such as a resume, samples of work, service learning log, recognitions, awards, scholarship essays, letters of recommendation, certifications, and evaluations; and	
(C)	present the portfolio to interested stakeholders	