

Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations

Career Preparation Work Group

Courses: Career Preparation I, Career Preparation II, Extended Career Preparation, Project-Based Research

The document reflects draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for: **Career Preparation I, Career Preparation II, Extended Career Preparation, and Project-Based Research.**

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

CCRS:	refers to the College and Career Readiness Standards
CDS:	refers to cross disciplinary standards in the CCRS
Clarification:	language moved or deleted to make the language more clear
MV:	refers to multiple viewpoints expressed by work group members
Streamline:	language added, changed, or deleted for streamlining
VA:	information moved or deleted to increase vertical alignment between courses

Table of Contents

	Pages
Career Preparation I.....	2–7
Career Preparation II.....	8–14
Extended Career Preparation.....	15–18
Project-Based Research.....	19–22

§127.20 §127.14 Career Preparation I (Two Credits)

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. <u>Recommended prerequisite: at least one Level 2 or higher career and technical education course.</u> Students shall be awarded two credits for successful completion of this course	Additional clarification and vertical alignment.
(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)	<u>Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework to develop a plan for current employment and future career opportunities. Career planning is a critical step and is essential to success.</u> Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.	
(3)	Career Preparation I provides opportunities for students to participate in a work-based learning environment. experience that <u>This course</u> combines classroom instruction with business and industry employment experiences <u>that may be outside the student's current Program of Study.</u> The goal is <u>for students to obtain entry-level employment to prepare them students with developing</u> a variety of skills for <u>future careers. a changing workplace.</u> Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.	Clarification/Alignment to programs of study
(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 employability skills to gain an entry-level position. The student is expected to:	

(A)	identify <u>different methods to gain</u> employment opportunities ; <u>such as employer websites, job search engines, business locations, and local open forums for job opportunities</u> ;	Clarification of language / due to changes to job market and technology ELA V.B.1 CDS II.E.1.A CDS II.E.4.A
(B)	<u>identify and</u> demonstrate the application of essential workplace knowledge and skills;	Clarification of language / supply specific language ELA IV.B.1
(C)	develop a <u>cover letter and create a</u> resume, <u>curriculum vitae (CV), or portfolio</u> ;	Update for current workforce environment/needs. Our intention is a cover letter with one of the three options. ELA I.A.1-5 CDA II.B.3.a-f
(D)	demonstrate proper interview techniques in various situations; and	ELA III.A.2.4 ELA IV.A.1-2, 4
(E)	<u>create pre-employment documents including thank you letters and post-employment documents, including a resignation letter; and</u> create and complete appropriate documents, such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters.	Moved to 1(C), Moved to new 1(F) Separate the create and complete steps ELA I.A.1-4 CDA II.B.3.a-f
(F)	<u>complete appropriate employment documents including, application, offer letter, I-9 form, and W-4 form.</u>	Separate the create and complete steps CDS II.V.3.a-f
(2)	The student develops soft skills <u>necessary</u> for success in the workplace. The student is expected to:	Skills are defined below in SEs
(A)	identify and model appropriate <u>hygiene</u> , grooming and appearance attire for <u>the various</u> workplaces;	Specificity
(B)	demonstrate <u>professionalism through</u> dependability, <u>problem-solving, communication and listening skills</u> ; punctuality, and initiative ;	Punctuality and dependable are the same ELA III.A.1-4 ELA IV.A.1-4 CDS I.C.1.a-d, 2.a-b,3.a-d
(C)	research <u>positive interpersonal skills, including respect for diversity</u> ;	Move to KS 7
(D)	model appropriate business and personal <u>workplace</u> etiquette in the workplace , <u>including physical and digital environments</u> ;	Superfluous – allows for more general interpretation for use of 21 st skills in workplace etiquette
(E)	exhibit productive work habits, ethical practices, and a positive attitude ;	more clearly define in in accountability/time management

(F)	demonstrate <u>accountability by the ability to work</u> <u>working</u> with other employees to support the organization, <u>and completing</u> assigned tasks, <u>and taking responsibility for mistakes; and</u>	Specifies and clarifies examples CDS I.E.1.a-c, 2.a-c
(G)	<u>demonstrate time management, identify including,</u> how to prioritize work to fulfill responsibilities and meet deadlines;	Specifies and clarifies examples CDS I.D.2.a,c
(H)	<i>evaluate the relationship of good physical and mental health to job success and personal achievement;</i>	Addressed in KS 6E
(I)	<i>demonstrate effective methods to secure, maintain, and terminate employment; and</i>	Addressed in 1-employability skills
(J)	<i>develop soft skills in a working environment.</i>	Redundant
(4)(3)	The student <u>exemplifies</u> demonstrates discusses work ethics, employer expectations interactions with diverse populations, and appropriate interpersonal communication skills in the workplace. The student is expected to:	Realigns the knowledge statement to articulate the need for interpersonal and communication skills.
(A)	<u>explain illustrate</u> how <u>interpersonal skills</u> integrity affects human relations on the job;	Higher rigor ELA V.A.1-3, B, 1-3, C.1-3
(B)	<u>differentiate between successful and non-successful working</u> research characteristics of successful working relationships such as teamwork, conflict resolution, <u>and self-control and ability to accept criticism;</u>	Higher rigor CDS I.E.2.a-c, F.3.a-b
(C)	<i>discuss and analyze employer expectations;</i>	Move to KS 5
(C)(D)	<u>explain demonstrate the importance of respecting</u> for the rights of others;	More specific CDS I.E.2.a-c
(D)	<u>explain how psychographics and physiological characteristics affect the workplace;</u>	Updated for use of 21 st skills
(E)	<u>demonstrate professional verbal and nonverbal communication including proper phone usage, body language, and interactions with customers and coworkers in person and online; and</u>	Updated for use of 21 st skills
(F)	<u>differentiate between the characteristics of diverse populations, including special populations, generational cohorts, ethnicity and gender in the workplace;</u>	Updated for use of 21 st skills
(E)	<i>develop listening skills;</i>	Moved to KS 2
(F)	<i>apply effective listening skills used in the workplace;</i>	Moved to KS 2
(G)	<i>identify ethical standards; and</i>	Addressed in KS 5B
(H)	<i>comply with organizational policies and procedures.</i>	Addressed in KS 5A

(3)(4)	The student applies academic skills to the workplace. The student is expected to:	
(A)	apply <u>appropriate industry specific</u> mathematical skills to business transactions ;	Updated for use of 21 st skills
(B)	develop <u>and analyze</u> a personal budget based on a career choice <u>for a variety of economic situations such as part-time and full-time employment</u> ;	Reinforcing skills from other courses M IX.A.1-2, B.1-3
(C)	interpret data from <u>industry specific</u> tables, charts, and graphs to estimate and find solutions to problems; and	clarification M V.C.1-4, VII.A.1-5, C.1-2, IX.A.1-2, B.1-3 CDS II.D.1.a-b, 2.a-b, 3.a-b
(D)	organize, write, and <u>curate</u> compile workplace business <u>industry specific</u> documents <u>and digital communication using appropriate language</u> ; and	Updated for use of 21 st skills ELA I.A.1-4 CDS II.B.2.a-c, 3.a-f, E.4.a-c
(E)	<u>calculate and interpret earnings statement, including wages, deductions, taxes, retirement, and other benefits such as tips earned, vacation accrual, health benefits, and tuition assistance</u> ;	Filling a gap that was not there before. M VII.D.1-2
(5)	The student applies the ethical codes of conduct and legal responsibilities within <u>school and</u> the workplace. The student is expected to:	Vertically aligns SEs to knowledge statement
(A)	research <u>and explain</u> and compare published workplace policies and procedures, <u>including appropriate absence reporting, employee theft, and related consequences</u> ;	Addressing gaps in original SE ELA II.A.1-2, B.1-4
(B)	demonstrate responsible and ethical behavior <u>by following applicable workplace and school codes of conduct with integrity</u> ;	Addressing location of resources
(C)	summarize <u>the importance of</u> provisions of the Fair Labor Standards Act;	clarity
(D)	describe the <u>potential</u> consequences of "breach of confidentiality" <u>violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Rule (COPPA)</u> ;	Addressing gaps in original SE ELA I.A.1-5, III.A.4-5, IV.A.1-3, C.1-3 CDS II.C.5.a-d, 6.a-c, 7.a-c, 8.a-b
(E)	research and describe laws <u>and regulations</u> related to different <u>chosen industry or career</u> ; <u>and</u>	ELA I.A.1-5, III.A.4-5, IV.A.1-3, C.1-3 CDS II.C.5.a-d, 6.a-c, 7.a-c, 8.a-b
(F)	<u>research and explain the rights and responsibilities established by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.</u>	Addressing gaps in the knowledge statement ELA I.A.1-5, III.A.4-5, IV.A.1-3, C.1-3 CDS II.C.5.a-d, 6.a-c, 7.a-c, 8.a-b

(6)	The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	Combined with area 7 below
(A)	identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and	Addressed in KS 2
(B)	develop effective leadership skills through participation in activities such as career and technical student organizations.	Move to KS 7
(6)(7)	The student applies concepts and skills related to safety in the workplace. The student is expected to:	Realigned for flow of knowledge
(A)	identify and apply <u>demonstrate</u> safe working practices related to <u>in</u> the workplace;	
(B)	demonstrate knowledge of personal and occupational safety practices in the workplace;	Combined with 6(A)
(C)	<u>identify and illustrate</u> offer solutions related to unsafe work practices and attitudes;	Higher rigor
(D)	explain <u>the importance of</u> Occupational Safety and Health Administration regulations in the workplace; and	
(E)	determine <u>physical</u> health and <u>mental</u> wellness practices that influence job performance.	Clarification
(7)(8)	The student evaluates personal attitudes and skills work habits that support <u>career employment</u> retention and advancement. The student is expected to:	Reflect new
(A)	analyze the future employment outlook in the occupational area;	Moved to KS 8
(B)	describe entrepreneurial opportunities in the occupational area;	Moved to KS 8
(D)	evaluate strategies for career retention and advancement in response to the changing global workplace;	Moved to KS 8
(E)	summarize the rights and responsibilities of employers and employees; and	Addressed in KS 5
(F)	determine effective money management and financial planning techniques.	Addressed in KS 3
(A)	develop effective leadership skills through participation in activities such as career and technical student organizations;	
(B)	<u>identify appropriate certifications in the occupational area;</u>	Reflect new certification alignment
(C)	compare rewards and demands for various levels of employment in a variety of careers;	
(D)	<u>investigate and compare career interests through the results of appropriate surveys;</u>	Broaden student knowledge of available careers ELA IV.A.1-3, B.1-3, C.1-3
(E)	<u>generate short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal and career growth;</u>	Direct student-centered learning CDS II.B.3.a-f

(F)	<u>research and explain methods for developing a growth mindset;</u>	21 st century skill – add ELA IV.A.1-3, B.1-3, C.1-3
(G)	<u>identify and summarize how to appropriately self-advocate in the workplace; and</u>	21 st century skill - add
(H)	<u>explain the impact of employee performance evaluations on personal job growth.</u>	21 st century skill - add
(8)(9)	The student identifies skills and attributes necessary for professional advancement. The student is expected to:	
(A)	evaluate and compare employment options, including salaries and benefits;	
(B)	determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and	
(C)	determine continuing education opportunities that enhance career advancement and promote lifelong learning;:-	
(D)	<u>analyze the future employment outlook in the occupational area;</u>	Moved from old KS 8 new KS 7
(E)	<u>describe entrepreneurial opportunities in the occupational area; and</u>	Moved from old KS 8 new KS 7
(F)	<u>evaluate strategies for career retention and advancement in response to the changing global workplace.:-</u>	Moved from old KS 8 new KS 7

<u>§127.21</u> §127.15 Career Preparation II (Two Credits)		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grade 12. Prerequisite: Career Preparation I. Students shall be awarded two credits 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)	<u>Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework to develop a plan for current employment and future career opportunities. Career planning is a critical step and is essential to success.</u> Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.	
(3)	Career Preparation II <u>continues to provide opportunities for students to develop</u> business and industry employment experiences that may be outside the student's current Program of Study essential knowledge and skills through <u>with</u> advanced classroom instruction. with business and industry employment experiences. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.	Clarification/Alignment to programs of study
(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 uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:	Employability Skills
(A)	refine a professional industry specific electronic portfolio; such as a two-to four year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;	Repetitive VA ELA.V.B.1 M.II.E.4A
(B)	obtain letters of recommendation;	
(C)	expand personal communication skills;	Addressed in KS 4

(C)(D)	<u>model proper</u> refine interview skills <u>based on a chosen career cluster; and</u>	VA Higher rigor ELA.III.A CDS.II.C.6.a.
(D)	<u>demonstrate effective methods to secure, maintain, and terminate employment.</u>	10 F ELA.I.A
(2)	The student demonstrates professional-employability soft skills <u>for success in the workplace</u> as required by business and industry . The student is expected to:	Vertical alignment to CP 1
(A)	maintain appropriate <u>hygiene</u> , grooming and attire appearance for the workplace;	Vertical alignment to CP 1
(B)	demonstrate positive interpersonal skills, including respect for diversity;	Go to 4
(B)(C)	<u>model appropriate</u> demonstrate workplace appropriate business and personal etiquette <u>including physical and digital environments; in the workplace;</u>	Vertical alignment to CP 1 CDS.II.E.4
(D)	exhibit productive work habits, attitudes, and ethical practices;	Addressed in in more detail in KS 5
(E)	evaluate consequences for breach of personal and occupational safety practices in the workplace; and	Move to 6
(C)(F)	<u>justify time management decisions</u> prioritize work to fulfill responsibilities and meet deadlines;	Higher rigor CDS.I.C.2.a
(D)	<u>analyze employer expectations by reflecting on evaluations; and</u>	From 3D, Additional Clarification CDS.II.A.5
(E)	demonstrate <u>apply effective listening skills used in the workplace through appropriate interactions with customers and coworkers.</u>	From 4D ELA.IV.A
(3)	<i>The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to: <u>The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:</u></i>	Academic Skills
(A)	evaluate personal integrity and its effects on human relations in the workplace;	Move to 4
(B)	evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;	Move to 4
(C)	recognize and appreciate diversity in the workplace;	Hard to measure. Diversity is address in other SEs.
(D)	analyze employer expectations;	Combined with G and H into one new SE in new KS 5
(E)	exhibit productive work habits and attitudes;	Move to 2
(F)	communicate effectively to a variety of audiences;	Combined with SE B in new KS 4

(G)	analyze ethical standards; and	Combined with D and H into one new SE in new KS 5
(H)	comply with organizational policies and procedures;	Combined with G and D into one new SE in new KS 5
(A)	<u>integrate mathematical concepts into business transactions, such as counting inventory, calculating discounts, and conducting cash transactions;</u>	From 4 M.VII.D.1-2
(B)	<u>apply personal money-management and financial-planning techniques based on a long-term career choice;</u>	From 9 To exemplify career over job and to clarification of language M.IX.A.1-2, B.1-3
(C)	<u>analyze and apply data from industry specific tables, charts, and or graphs to find solutions to problems;</u>	From 4 M.V..C.1-4, V.I.A.1-5, C.1-2, IX.1-2, B.1-3 CDS. II.D.1.a-b, 2.a-b, 3.a-b
(D)	<u>analyze and synthesize read and write information from digital communications, including forms, technical reports, and or summaries; and</u>	From 4 High rigor. 21 st century skills. ELA.I.A.a-4 CDS.II.B.2.a-c, 3.a-f, II.E.4.a-c
(4)	<u>The student demonstrates leadership qualities by applying applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:</u> The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:	High rigor and vertical alignment
(A)	apply critical and creative thinking skills to solve complex problems;	This skill is better addressed throughout all other SEs. It is specifically addressed in KS 8.
(B)	integrate mathematical concepts into business transactions;	Move to 3
(C)	analyze and apply data from tables, charts, and graphs to find solutions to problems;	Move to 3
(D)	apply effective listening skills used in the workplace;	Move to 2
(E)	read and write technical reports and summaries; and	Move to 3
(A)	<u>identify demonstrate positive interpersonal skills, including effective communication and respect for diversity, and model these skills as a mentor with peers;</u>	From 2B Clarification and increase rigor ELA.V.A.1-3, B.1-3, C.1-3 CDS. I.2.a
(B)(F)	<u>apply effective verbal, nonverbal, written, and or electronic communication skills <u>to a variety of audiences;</u></u>	Vertical alignment ELA.III.A.1-5 CDS.II.A.5.a-f, B.1.a-e. 2. A-e, 3.a-f, D.3.a-b, E.3.a-b

(C)	<u>define evaluate personal integrity and evaluate its effects on human relations in the workplace;</u>	From 3 Higher rigor CDS.I.E.2.a-c
(D)	<u>classify a variety of evaluate characteristics of successful working relationships such as teamwork, conflict resolution, and customer service self control, and the ability to accept criticism, into functional and dysfunctional characteristics; and</u>	From 3 High rigor and elaboration for vertical alignment CDS.II.E.2.a-c, F.3.a,b
(E)	<u>participate in leadership and career-development activities.</u>	From 7
(5)	<u>The student models ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:</u> The student recognizes legal responsibilities of the workplace. The student is expected to:	High rigor and elaboration for vertical alignment
(A)	evaluate provisions of the Fair Labor Standards Act;	
(B)	analyze the legal consequences of " breach of confidentiality "; <u>and violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Act (COPPA);</u>	Clarification CDS.I.B.3.a-b, E.4.a-b, C.5.1-d, 6. A-c, 7. a-c, 8.a-b
(C)	research and describe laws governing the different professions <u>within a chosen career cluster;</u>	Clarification ELA.I.A.1-5, II.A.4,5, V.B.1-3, C.1-3 CDS C.5.1-d, 6. A-c, 7. A-c, 8.a-b
(D)	<u>analyze and model employer expectations in relation to organizational policies and procedures and ethical standards; and</u>	Combine 3 SEs into one
(E)	evaluate <u>and interpret</u> the rights and responsibilities of employers and employees; and.	From 9 Higher rigor
(6)	The student recognizes the dangers of identity theft. The student is expected to: <u>The student applies concepts and skills related to safety in the workplace. The student is expected to:</u>	Vertical alignment
(A)	<u>research identify different types of identity theft to identify associated risks and prevention strategies; various methods criminals use to obtain information, and</u>	Clarification ELA.V.A.2, B, 1-3, C.3
(B)	research how to avoid becoming a victim.	Combined with A
<u>(B)</u>	<u>evaluate consequences for breach of personal and occupational safety practices in the workplace;</u>	From 2E CDS.I.C.2.a,b
<u>(C)</u>	<u>model apply safe working practices to at a training station;</u>	From 8 Higher rigor
<u>(D)</u>	<u>evaluate the impact of Occupational Safety and Health Administration regulations in the workplace; and</u>	Form 8

(E)	<u>analyze how physical health and mental wellness practices that influence job performance career longevity and satisfaction within a chosen career cluster.</u>	Form 8 Clarification
(7)	<u>The student models the skills that support employment retention and advancement. The student is expected to:</u> The student applies the use of interpersonal skills to improve personal development. The student is expected to:	Vertical alignment Higher rigor
(A)	evaluate effective interpersonal and team building skills involving situations with coworkers, managers, and customers; and	Repetitive cover in KS 4
(B)	participate in leadership and career development activities.	Move to 4
(A)	<u>create a personal growth plan that identifies relevant certifications, postsecondary opportunities, and technical skills required for various levels of employment based on a chosen career, and describe how to obtain them;</u>	Clarification from original SE in KS 9 for better teacher understanding, adding in growth plan CDS.II.E.1a-c, ELA, V.A.3
(B)	<u>develop short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals based on personal and professional growth plans;</u>	Vertical alignment High rigor CDS.II.E.1a-c, ELA, V.A.3
(C)	<u>analyze rewards and demands for various levels of employment; of career advancement;</u>	From 9 Vertical alignment ELA, V.A.1-3, B.1-3
(D)	<u>model appropriate self-advocacy in various workplace scenarios; and</u>	Vertical alignment High rigor
(E)	<u>compare current employee performance evaluations to previous evaluations to identify growth and opportunities for continued development.</u>	Vertical alignment High rigor
(8)	<u>The student analyzes postsecondary career opportunities. The student is expected to:</u> The student recognizes knowledge and skills related to safety in the workplace. The student is expected to:	Career/ Future
(A)	apply safe working practices to a training station;	Move to 6
(B)	evaluate unsafe work practices and attitudes;	Repetitious
(C)	evaluate the impact of Occupational Safety and Health Administration regulations in the workplace;	Move to 6
(D)	recognize the importance of applying safety rules in all situations; and	Repetitious
(E)	analyze health and wellness practices that influence job performance.	Move to 6

(A)	<u>differentiate between declining and growth industries;</u>	First step in analyzing future postsecondary opportunities ELA.v.A.1-3, B.1-3, C1-3 CDS, I.B.3a-c
(B)	<u>identify and analyze future job growth based on societal needs;</u> <u>research and identify current or emerging occupations;</u>	Second step in analyzing future postsecondary opportunities Elaboration of the original and increase rigor From 9 ELA.v.A.1-3, B.1-3, C1-3 CDS, I.B.3a-c
(C)	<u>analyze the skills necessary to solve emerging market requirements;</u> <u>analyze future employment outlook;</u>	Third step in analyzing future postsecondary opportunities Elaboration of the original and increase rigor From 9 ELA.v.A.1-3, B.1-3, C1-3 CDS, I.B.3a-c
(D)	<u>identify determine continuing education opportunities that enhance career advancement and promote lifelong learning, to determine preparation education and training requirements for levels of employment future in a variety of careers;</u>	Combining two SEs from KS 10 ELA.v.A.1-3, B.1-3, C1-3 CDS, I.B.3a-c
(E)	<u>research and evaluate entrepreneurial opportunities;</u>	From 9 ELA.v.A.1-3, B.1-3, C1-3 CDS, I.B.3a-c
(F)	<u>evaluate and compare employment advancement options—considerations such as salaries, benefits, and qualifications prerequisites; and</u>	From 10 CDS.II.A.5.a-f
(G)	<u>determine personal priorities evaluate how personal priorities may influence career choice, such as interests, abilities, and family responsibilities affecting career choice.</u>	From 10 CDS.I.D.1.a-d
(9)	The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:	Vertical alignment with Career Preparation I
(A)	research and identify current or emerging occupations;	Move to 8
(B)	analyze future employment outlook;	Move to 8
(C)	research entrepreneurial opportunities;	Move to 8
(D)	analyze rewards and demands for various levels of employment;	Move to 7

(E)	identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;	Covered in KS 7
(F)	identify and pursue opportunities available in high school and postsecondary to acquire the necessary academic and technical skills for employment in high-skill, high-wage, or high-demand occupations;	Reworded for clarity in KS 7
(G)	evaluate the rights and responsibilities of employers and employees; and	Move to 5
(H)	apply money management and financial planning techniques.	Move to 3
(10)	The student identifies skills and characteristics necessary for professional advancement. The student is expected to:	Vertical alignment with Career Preparation I
(A)	evaluate and compare employment advancement options such as salaries, benefits, and prerequisites;	Move to 8
(B)	compare rewards and demands for various levels of employment in a variety of careers;	Reworded in KS 7
(C)	determine continuing education opportunities that enhance career advancement and promote lifelong learning;	Move to 8
(D)	determine preparation requirements for levels of employment in a variety of careers;	Move to 8
(E)	determine personal priorities such as interests, abilities, and family responsibilities affecting career choice; and	Move to 8
(F)	demonstrate effective methods to secure, maintain, and terminate employment.	Move to 1

§127.22 §127.16 Extended Career Preparation (One Credit)

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a career cluster related to the field in which the student will be employed. Corequisite: Career Preparation I or Career Preparation II. This course must be taken concurrently with Career Preparation I or Career Preparation II and may not be taken as a stand-alone course. Students shall be awarded one credit 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.	VA with CP I and CP II
(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)	<u>Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework to develop a plan for current employment and future career opportunities. Career planning is a critical step and is essential to success.</u> Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.	
(3)	Extended Career Preparation provides <u>additional</u> opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences <u>that may be outside the student's current Program of Study</u> . The goal is to <u>provide students additional time for deeper exploration</u> prepare students with a variety of skills for a changing in the workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.	
(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 business and industry. The student is expected to:	Employability Skills Clarification
(A)	participate in a paid work-based application of previously studied knowledge and skills related to career and technical education;	Included in introduction
(A) (B)	<u>identify and</u> participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;	
(C)	demonstrate professional standards and personal qualities needed to be employable such as punctuality, initiative, and cooperation with increased fluency;	Move to KS 2
(B) (D)	complete <u>work</u> tasks with high standards to ensure delivery of quality products and services; <u>and</u>	Clarification CC.E.2.B. C.
(E)	employ teamwork and conflict management skills with increased fluency to achieve collective goals; and	Move to KS 4
(C) (F)	<u>demonstrate and apply</u> employ planning and time-management skills with increased fluency to enhance results and complete work tasks.	Clarification CC.D.2.A.C
(2)	The student <u>demonstrates soft skills for success in the workplace.</u> implements advanced professional communications strategies. The student is expected to:	Soft Skills VA
(A)	demonstrate and apply professional standards and personal qualities needed to be employable such as punctuality, initiative, and cooperation; with increased fluency;	VA
(B) (A)	apply appropriate content knowledge, technical concepts, and vocabulary <u>in the workplace;</u> with increased fluency when analyzing information and following directions;	Clarification ELA.II.B.1
(B)	demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;	Move to KS 4
(C)	analyze, interpret, and effectively communicate information, data, and observations;	Repetitive
(D)	observe and interpret verbal and nonverbal cues and behaviors to enhance communication;	Repetitive
(C) (E)	apply <u>effective</u> active listening skills to obtain and clarify information <u>in the workplace;</u> and	Clarification ELA.IV.1.2.4
(F)	employ effective internal and external communications to support work activities.	Move to KS 4
(D)	<u>maintain appropriate hygiene, grooming, and attire in the workplace.</u>	VA
(3)	The student applies <u>and enhances academic knowledge and skills in the workplace.</u> concepts of critical thinking and problem solving. The student is expected to:	Academic Skills VA
(A)	employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions; <u>and</u>	Clarification CC.1.C

(B)	analyze elements of a problem to develop creative and innovative solutions; ; and	CC.2.A.B
(C)	demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions.	Repetitive
(4)	The student <u>exemplifies appropriate interpersonal and communication skills</u> understands and applies proper safety techniques in the workplace. The student is expected to:	Interpersonal Skills VA
<u>(A)</u>	<u>demonstrate</u> employ <u>teamwork and using conflict-management skills with increased fluency to achieve collective goals;</u>	CC.2.A
<u>(B)</u>	<u>apply</u> demonstrate <u>verbal and non-verbal communication skills consistently in a clear, concise, and effective manner; and</u>	
<u>(C)</u>	<u>model</u> employ <u>effective internal and external communications to support work activities.</u>	
(A)	demonstrate an understanding of and consistently follow workplace safety rules and regulations;	Move to KS 6
(B)	demonstrate safe operation of tools and equipment used in the industry;	Move to KS 6
(C)	describe and perform hazard analysis; and	Move to KS 6
(D)	demonstrate knowledge of procedures for reporting and handling accidents and safety incidents.	Move to KS 6
(5)	The student <u>models</u> understands the professional, ethical <u>codes of conduct</u> and legal responsibilities as they relate to employment and within the workplace. The student is expected to:	VA
(A)	demonstrate a positive, productive work ethic by performing assigned tasks as directed;	Clarification CC.D.2.A
(B)	<u>model</u> apply ethical-reasoning <u>to in a variety of workplace situations;</u> in order to make ethical decisions; and	Clarification CC.F.4.B
(C)	comply with all applicable rules, laws, and regulations in <u>the workplace, and a consistent manner;</u> and	Clarification
<u>(D)</u>	<u>research and explain the provisions of the Equal Employment Opportunity Commission (EEOC).</u>	Extension of CP Higher rigor
<u>(6)</u>	<u>The student applies concepts and skills related to safety in the workplace. The student is expected to:</u>	
<u>(A)</u>	demonstrate an understanding of and <u>follow workplace safety rules and regulations consistently;</u>	clarification
<u>(B)</u>	<u>operate tools and equipment used in the workplace safely;</u> demonstrate safe operation of tools and equipment used in the industry;	Consistency

(C)	demonstrate knowledge of procedures for reporting and handling accidents and safety incidents according to workplace procedures as necessary; and	
(D)	describe and perform a hazard analysis of the workplace.; and	
(7)(6)	The student participates in a paid <u>or unpaid</u> career preparation experience. The student is expected to:	
(A)	conduct, document, and evaluate learning activities in a supervised employment experience;	
(B)	<u>assess develop and report on</u> advanced technical knowledge and skills related to the student's occupational objective <u>and growth</u> ;	Make more measurable
(C)	demonstrate growth of technical skill competencies;	Included in B
(C)(D)	evaluate strengths and weaknesses in technical skill proficiency; and	
(D)(E)	<u>document experiences related to the workplace and curate work samples.</u> collect representative work samples.	clarification

§127.19 ~~§127.12~~: Project-Based Research (One Credit)

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may repeat this course with different course content for up to three credits.	
(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)	<p><u>Applying to multiple career and technical education clusters, the project-based research course provides students with a framework to investigate real-world problems as they apply to variety of career clusters.</u></p> <p>Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.</p>	The work group recommends this course be reviewed side by side with Scientific Research and Design course,
(3)	Project-Based Research is a course for students to <u>develop project management skills while</u> researching a real-world problem. Students are matched with a mentor from industry <u>that is</u> related to their career interest to develop an the business or professional community to develop an original project. on a topic related to career interests. Students use <u>industry-based project management</u> scientific methods of investigation <u>techniques</u> to conduct in-depth research, compile findings, and present their findings <u>work</u> to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	
(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 applies mathematics, science, English language arts, and social studies in an independent study. The student is expected to:	

(A)	select an original independent study project for personal enrichment and career development;	
(B)	use reading and research skills to investigate self-selected topics and compile <u>resources</u> ; a research portfolio ;	Clarification ELA.II.B.1. ELA.II.D ELA.V.A.2 CDS.II.B.1.a
(C)	collaborate with an interdisciplinary team to develop a project;	Contradicts the status of an independent study
(C) (D)	identify community, state, national, or international <u>opportunities</u> issues to select a project;	Clarification
(D) (E)	develop conduct a project under the supervision of a mentor;	clarity
(E) (F)	Use <u>appropriate academic research methodology</u> scientific methods of investigation ;	Updating terminology CDS.II.C.3
(F) (G)	apply statistical concepts to analyze data, evaluate results, and draw conclusions;	M.V.A M.VII.A.3
(G) (H)	compare and contrast findings in a coherent and organized manner; and	Clarification CDS.II.C.5.c
(H) (I)	present the independent research project to an appropriate audience of experts in the field using a variety of technologies.	CDS.II.C.8.a CDS.II.E.3.a.b
(2)	The student uses <u>appropriate interpersonal</u> verbal and nonverbal communication skills <u>throughout the project</u> . The student is expected to:	Using specific language to align to the course itself.
(A)	listen actively and effectively in group discussions;	ELA.IV.A.2
(B)	use a variety of resources to access, process, and collect data relevant to the project; and	Move to KS 4
(C)	document the time and cost to accomplish the project goal.	Move to KS 4
(B)	<u>create a networking diagram of experts that may be used as mentors and for final project review;</u>	Higher rigor
(C)	<u>justify time management skills including how to fulfill responsibilities and meet deadlines;</u>	Higher rigor CDS.I.2.a.c
(D)	<u>analyze risk management to include task, activity, and people dependencies; and</u>	Higher rigor
(E)	<u>demonstrate appropriate professional etiquette while communicating with collaborators.</u>	Higher rigor CDS.I.E.2.a

(3)	The student demonstrates professional ethical behavior standards and legal responsibilities. The student is expected to:	
(A)	analyze ethical challenges determined by factors such as cost, new and emerging technologies, and allocation of limited resources; and	CDS.I.F.4.b
(B)	review <u>scope of the research project</u> for legal <u>consequences; and</u> issues related to the research project;	Add rigor
<u>(C)</u>	<u>analyze scope of the research project for potential ethical issues.</u>	Add rigor CDS.I.F.2.a
(4)	The student designs and develops a research project related to their career interests. The student is expected to:	
(A)	identify processes to be used in the independent research project; and	CDS.I.E.1.a-c
(B)	use resources to complete a project.	Combined with KS 5 A
<u>(B)</u>	<u>use a variety of resources to access, collect, and process data relevant to the project; and</u>	ELA.V.B.1-3
<u>(C)</u>	<u>document the time and cost to accomplish the project goal.</u>	CDS.I.D.2.A
(5)	The student <u>applies compiled resources</u> uses technology needed to complete a research project. The student is expected to:	
(A)	use resources such as <u>use</u> search engines, databases, <u>interviews, and observations</u> and other digital electronic tools effectively to locate information to complete a project;	CDS.II.C.3.a-e ELA.V.C.2
(B)	evaluate quality, accuracy, completeness, reliability, and currency of information from any source;	Move to KS 6
<u>(B)</u>	<u>create weekly progress reports that address time management and goal setting;</u>	CDS.II.C.3
(C)	prepare <u>and</u> organize, and <u>present</u> independent research <u>for review; and</u> mentor experiences;	ELA.V.C.1
<u>(D)</u>	<u>meet periodically with the teacher and mentor for conferences about progress, concerns, successes, or and needs; and</u>	Clarify and add rigor
(D)	receive constructive criticism and revise personal views when valid evidence warrants; and	Move to KS 6
(E)	prepare and present research information in appropriate formats <u>and present it</u> to a panel of experts in the field.	ELA.V.C.1 CDS.II.C.6.a-c

(6)	The student evaluates the research project. The student is expected to:	
(A)	create weekly progress reports that address time management and goal setting;	Move to KS 5
(B)	meet periodically with the teacher for conferences about progress, concerns, successes, and needs;	Move to KS 5
(A)	evaluate quality the validity accuracy, completeness and reliability, and currency of information from all cited any sources;	CDS.II.C.4.a-b.d
(B)	receive constructive criticism and revise project personal views when valid evidence warrants; and	Clarity CDS.I.A.2.b
(C)	conduct self-evaluations of presentations;	
(D)	compose written reflections regarding strengths, and weaknesses, as well as and areas of growth;	Change order
(E)	analyze the feedback from the panel of experts; and	Change order
(F)	submit project results and analysis to mentors and experts.	CDS.II.8.a-b