Career and Technical Education TEKS Review, August 2021

Proposed New Texas Essential Knowledge and Skills for Career Development, Chapter 127, Subchapter E, Education and Training Programs of Study:

>Early Learning

>Teaching and Training

The document reflects proposed new CTE TEKS that the State Board of Education (SBOE) will consider for first reading and filing authorization at the August/September 2021 SBOE meeting for the following programs of study from the Education & Training Career Cluster:

Early Learning

Teaching and Training

Suggested adjustments where language warranted clarification are included in the document. Proposed additions are shown in bold, green font with double underline (**additions**). Proposed deletions are shown in bold, red font with strikethroughs (~~**deletions**~~). Text proposed to be moved from its current location is shown in purple italicized font with strikethrough (*~~moved text~~*) and is shown in the proposed new location in purple italicized font with double underlines (*new location*).

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§127.316. Principles of Education and Training (One Credit), Adopted 2021.

(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, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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 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. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. 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 required by the education profession and related occupations. The student is expected to:

      (A)   demonstrate written communication **skills**;

      (B)   perform job-appropriate numerical and arithmetic applications;

      (C)   practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;

      (D)   exhibit teamwork skills;

      (E)   analyze the impact of current decision making on short- and long-term career plans;

      (F)   **identify and** implement problem-solving techniques;

      (G)   **identify** ~~acquire~~ conflict-management skills;

      (H)   **describe effective** ~~develop~~ leadership skills;

      (I)~~(E)~~   **describe** ~~demonstrate~~ *productive work habits such as* **being organized, managing time, and taking** ~~organization, time management , and~~ *initiative;* ~~and~~

      (J)~~(I)~~   demonstrate professionalism, including appropriate attire expected of professionals in educational settings; and

      (K)~~(J)~~   **identify** ~~develop~~ effective work ethic practices.

   (2)   The student **identifies** ~~will identify~~ strategies that promote health and wellness **to address** ~~in balancing~~ the unique challenges of educator**s** ~~and~~ **in balancing work and personal** ~~lifestyle~~ responsibilities. The student is expected to:

      (A)   explain **common** ~~typical~~ signs of ~~personal~~ stress **and** anxiety;

      (B)   describe appropriate boundaries for a healthy work-life balance; and

(B)(D)   discuss ~~recognize~~ *the impacts of an education career on personal lifestyle such as impacts on* **time** ~~commitment~~, *earning potential, community presence and involvement, health and wellness, and family* ~~impact~~;

(C)~~(B)~~   describe appropriate boundaries for a healthy work-life balance; and

(D)~~(C)~~   discuss ~~implement~~ strategies to manage health and wellness.

(3)   The student recognizes the impact of social media and web-based applications on the education process. The student is expected to

(A)   demonstrate appropriate use of social media for educational purposes; and

(B)   identify web-based resources **that can be used** ~~useful~~ in the education process.

(4)   The student **investigates the range of employment opportunities in the** ~~explores~~ education and training **field**. ~~careers through by such means as shadowing and interviewing education professionals, career interest inventory, researching, and/or self-reflection.~~ The student is expected to:

(A)   identify and investigate **career** ~~the~~ opportunities **in education and training;** ~~: Teaching/Training and Early Learning;~~

(B)   investigate additional occupations in education and training such as professional support services, ~~and~~ administration ~~and administrative support~~ , county extension agent, and corporate trainer;

(C)   compare transferable skills among a variety of careers **in education and training** ~~within the Education and Training Career Cluster~~; **and**

~~(D)   recognize the impacts of an education career on personal lifestyle such as time commitment, earning potential, community presence and involvement, health and wellness, and family impact;~~

~~(E)   demonstrate productive work habits such as organization, time management , and initiative; and~~

(D)~~(F)~~   analyze ~~assessment~~ results from **personal assessments** such as **how results from career** ~~an~~ interest and ability inventories ~~as they~~ relate to skills necessary for success in education and training occupations.

(5)   The student explains societal impacts **on** ~~within~~ the education and training **field** ~~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;

(B)   explain pedagogy and andragogy theory;

(C)   predict the education and training job market using information from sources such as labor market information, technology, and societal or economic trends; and

(D)   summarize the role of family/caregiver in education.

(6)   The student **describes the characteristics of different educational and training environments** ~~explores careers in teaching and training and early learning~~. The student is expected to:

(A)   summarize the various roles and responsibilities of professionals in teaching and training and early learning, including **demonstrating** ethical behavior~~s~~ in educational settings;

~~(B)   describe typical personal characteristics, qualities, and aptitudes of professionals in teaching and training and early learning;~~

~~(C)   investigate education or training alternatives after high school for a career choice within the student's interest areas;~~

(B)~~(D)~~   describe ~~the~~ different **types of schools** ~~school models~~ such as **academies and** Montessori, public, private, charter, **and** magnet **schools** ~~academy~~ **and schools** in urban and rural areas;

(C)~~(E)~~   compare teacher salary schedules among different school models such as public, private, and charter schools within rural and urban areas of the state;

(D)~~(F)~~   discuss **factors, including** ~~possible~~ stipends ~~available~~, state and school district initiatives, **and level of education,** that **can** impact earning potential**; and** ~~and earning potential based on level of education;~~

(E)~~(G)~~   identify **various** sources **for** ~~of~~ information related to education careers such as requirements to become a teacher, curriculum standards, and **the** structures and roles of state and federal governing bodies **in education.**~~; and~~

~~(H)   examine education or training degree plans for various occupations within teaching and training and early learning.~~

(7)   The student experiences authentic education and training opportunities. The student is expected to:

(A)   **observe** ~~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, lessons, and lesson plans;

(C)   define lesson plan components, including objectives, direct instruction, guided practice, independent practice, and formative and summative assessments;

(D)   identify and discuss methods to adapt lessons to meet student needs; and

(E)   **identify** ~~formulate~~ a personal set of beliefs **related** ~~relevant~~ to education in preparation **for** ~~of~~ developing a philosophy of education.

(8)   The student identifies elements of an effective classroom environment. The student is expected to:

(A)   use available classroom equipment and technology for effective instruction;

(B)   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

(C)   explain characteristics of an effective learning environment, including universally accessible classroom design.

(9)   The student **analyzes the education and training requirements for a career in an area of interest.** ~~explores options in education and career planning.~~ The student is expected to:

(A)~~(H)~~   *investigate degree plans* ~~examine education~~ or training *~~degree plans~~ alternatives for various occupations within teaching and training and early learning*;

(B)~~(A)~~   develop a graduation plan that leads to a specific career choice in the area of interest;

(C)~~(B)~~   investigate and identify high school and dual enrollment opportunities related to education and training **careers** ~~choices~~;

(D)~~(C)~~   investigate and identify scholarships, grants, and financial incentives related to interest areas **in education and training**;

(E)~~(D)~~   identify and compare technical and community college programs that align with interest areas **in education and training**; and

(F)~~(E)~~   identify and compare university programs and institutions that align with interest areas **in education and training**.

(10)   The student documents technical knowledge and skills **related to education and training**. The student is expected to:

 (A)   assemble basic professional portfolio components such as basic resume, samples of work, service-learning logs, assessment results, and mock scholarship applications; and

 (B)   present a portfolio to interested stakeholders such as teachers, school administrators, career and technical education administrator**s**, curriculum specialist**s**, or human resources personnel.

(11)   The student understands how classroom observations (video ~~and/~~or in person) inform and improve instruction. The student is expected to:

 (A)   apply knowledge gained in the course to conduct targeted observations;

 (B)   record objective observations of student behavior and teacher interactions;

 (C)   explain how observations can influence philosophy of education and delivery of instruction; and

 (D)   identify qualities of an effective classroom **through classroom observation**.

§127.319. Child Development Associate Foundations (One Credit), Adopted 2021.

(a)   General requirements. This course is recommended for students in Grade 10 but open for students through Grade 12. Recommended prerequisites: Principles of Education and Training or Principles of Human Services. 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, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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)   The Child Development Associate Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next.

(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 identifies professional standards/employability skills as required by business and industry. The student is expected to:

 (A)   demonstrate effective written communication;

 (B)   practice various forms of communication such as verbal and non-verbal communication skills used in education and career settings;

 (C)   apply decision-making skills;

 (D)   **identify and** exhibit characteristics of professionalism; and

 (E)   develop effective work ethic practices.

(2)   The student understands the need for establishing a safe, healthy learning environment for young children. The student is expected to:

(A)   describe a safe physical setting for an indoor classroom environment;

(B)   describe a safe physical setting for an outdoor play environment;

(C)   compare and contrast the learning environments for childcare settings such as preschool, infant-toddler, family childcare, and home visitor environments;

(D)   identify practices that promote health and prevent illness in an early childhood classroom; and

(E)   identify components of a learning environment that promotes engagement, play, exploration, and learning of all children, including children with special needs.

(3)   The student recognizes the importance of advancing each child's physical and intellectual competence in the early childhood classroom through a variety of developmentally appropriate equipment, learning experiences, and teaching strategies. The student is expected to:

(A)   analyze the methods for promoting physical development in young children;

(B)   investigate strategies for promoting cognitive development in young children;

(C)   investigate techniques for promoting language and early literacy in young children, including dual-language learners; and

(D)   investigate **and explain** reasons for promoting creative expression and creative abilities in young children.

(4)   The student analyzes social and emotional development in young children. The student is expected to:

(A)   summarize the value of developing a warm, positive, supportive, and responsive relationship with each child;

(B)   **explain** ~~defend~~ the value of helping each child learn about and take pride in the child's individual and cultural identity; and

(C)   research **and explain** the significance of helping each child function effectively in a group setting, express feelings, and acquire social skills.

(5)   The student discusses the need for providing positive guidance in an early childhood classroom. The student is expected to:

(A)   summarize the importance of a classroom management plan;

(B)   explain the importance of positively addressing challenging behaviors; and

(C)   compare various positive guidance techniques.

(6)   The student describes the benefits of objective observations and assessments of young children in the early childhood classroom. The student is expected to:

(A)   investigate and compare various observation tools and strategies;

(B)   analyze how observations impact curriculum planning and individualized teaching; and

(C)   describe how objective observations are used to build productive relationships with families.

(7)   The student examines the importance of positive and productive relationships with families of young children. The student is expected to:

(A)   investigate and describe different family structures;

(B)   describe ways to establish partnerships with families; and

(C)   describe methods for effectively communicating with families.

(8) The student analyzes the components of operating an effective, professional early childhood program. The student is expected to:

 (A) discuss the importance of establishing and maintaining professional relationships within an early childhood program;

 (B) research various techniques for navigating disagreements or conflicts between personnel of an early childhood program;

 (C) investigate the qualities of teaching with intentionality; and

 (D) explain the importance of advocating for early childhood education.

(9) The student documents technical knowledge and skills. The student is expected to:

 (A) assemble professional portfolio components such as a resume, samples of learning experiences, service-learning log, and assessment results; and

 (B) present the portfolio to interested stakeholders such as industry professionals, parents, community members, campus teachers and administrators, and peers.

§127.320. Practicum in Early Learning (Two Credits), Adopted 2021.

(a) General requirements. This course is recommended for students in Grade 12. Prerequisite: Child Guidance. Recommended prerequisites: Child Development or Child Development Associate Foundations. 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, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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 Early Learning is a field-based **course** ~~internship~~ that provides students background knowledge of early childhood 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 facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning 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 business and industry. The student is expected to:

 (A) demonstrate **advanced** written communication **skills**;

 (B) perform job-appropriate mathematical applications;

 (C) **demonstrate appropriate** ~~practice various~~ forms of communication such as verbal and non-verbal communication used in educational and career settings;

 (D) **promote and** exhibit teamwork skills;

(E)   **analyze and** apply decision-making skills;

(F)   implement problem-solving techniques **effectively**;

(G)   **analyze and demonstrate** ~~acquire~~ conflict-management skills;

(H)   **assess personal** ~~develop~~ leadership skills;

(I)   **describe and** demonstrate professionalism, including time-management skills; and

(J)   **analyze and demonstrate** ~~develop~~ effective work ethic practices.

(2)   The student explores the early childhood education profession. The student is expected to:

(A)   analyze current trends and issues that impact early childhood education such as political, societal, and economic trends and issues;

~~(B)   demonstrate, implement, and reflect on the knowledge and skills needed for the early childhood education profession;~~

~~(C)   update assessment of personal characteristics needed to work in the early childhood education profession;~~

(B)~~(C)~~   **analyze** ~~explore~~ qualities of effective early childhood education **professionals and** programs;

(C)~~(E)~~   **develop** ~~refine~~ a written summary of professional beliefs and values about early childhood education, how young children learn, and the role of an early educator;

(D)~~(F)~~   explore the educational/academic requirements and possible degrees/certifications available in early childhood education;

(E)~~(G)~~   **develop and** refine **a** personal career plan in preparation for a career in the field of early childhood development or education;

(F)~~(H)~~   **explore and identify** early childhood development or education **opportunities** in non-traditional settings such as those in corporations, community outreach **programs**, nonprofits, and government entities; and

(G)~~(I)~~   explore educational high-needs and teacher-specialty areas such as special education~~,~~ **and** bilingual~~,~~ and English as a second language education programs.

(3)   The student understands the learner and learning process. The student is expected to:

(A)   apply principles and theories of human development appropriate to **early learning** ~~teaching or training~~ situations and reflect on the application thereof;

(B)   apply principles and theories about the learning process to specific **early learning** ~~teaching or training~~ situations and reflect on the application thereof;

(C)   analyze the dynamics of **educator** ~~personal~~ and student behaviors that facilitate the **early** learning process;

(D)   analyze teaching skills that facilitate the **early** learning process and document field-learning experiences; and

(E)   demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations.

(4)   The student plans and implements effective instruction. The student is expected to:

(A)   demonstrate and evaluate techniques promoting early childhood growth and development skills such as language, literacy, numeracy, motor learning, and cross-disciplinary content areas;

(B)   develop age-appropriate lesson plans and instructional materials that align to student learning goals;

(C)   evaluate the effectiveness of lesson plans and instructional strategies; and

(D)   explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.

(5)   The student creates and maintains an effective learning environment. The student is expected to:

(A)   create and maintain a safe and an effective learning environment;

(B)   integrate teacher or trainer **practices** ~~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.

(6)   The student assesses instruction and learning. The student is expected to:

(A)   develop and apply formal and informal assessments to track **and monitor** student learning and progress; and

(B)   analyze assessment data to inform and modify instruction.

(7)   The student understands the relationship between school, families, and community **in early learning**. The student is expected to:

(A)   select family services **and**~~,~~ school~~,~~ and community resources to promote student growth;

(B)   promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry; and

(C)   collaborate with professional **early** learning community members to meet the needs of students and families.

(8)   The student develops technology skills. The student is expected to:

(A)   utilize current technology applications that are age-appropriate for specific student learning needs, including **for early learners** ~~those~~ with special needs; and

(B)   integrate the skillful use of technology as a tool for instruction, evaluation, communication, and management.

(9)   The student understands the professional, ethical, and legal responsibilities of early childhood professionals. 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;

(B)   analyze professional and ethical standards that apply to early childhood professionals; and

(C)   analyze situations requiring decisions based on professional, ethical, and legal considerations.

(10)   The student explores the need and opportunities for continued professional development for early education professionals. The student is expected to:

(A)   identify strategies and resources for the professional development of early education professionals such as research and assessment; and

(B)   create a plan for professional career growth, including short-term and long-term goals.

(11)   The student understands facility operations, including nutrition, program management, and safety guidelines. The student is expected to:

    (A) explain the importance of accurate record maintenance such as personnel, student, incident, and facility documentation;

    (B) create a meal plan that promotes good nutrition and wellness;

    (C) explain the importance of allocation of facility resources and budget management; and

    (D) explain the importance of safety procedures and regulations.

  (12) The student continues to participate in field-based experiences in early childhood settings. 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, evaluations, and Child Development Associate (CDA) requirements; and

    (C) present a portfolio to interested stakeholders.

§127.321. Extended Practicum in Early Learning (One Credit), Adopted 2021.

(a) General requirements. This course is recommended for students in Grade 12. Required prerequisite: Child Guidance. Recommended prerequisites: Child Development or Child Development Associate Foundations. Corequisite: Practicum in Early Learning. This course must be taken concurrently with Practicum in Early Learning 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.

(b) Introduction.

  (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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) Extended Practicum in Early Learning is a field-based internship that provides students background knowledge of early childhood 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 facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning 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 business and industry. The student is expected to:

      (A)   participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to early childhood education professions;

      (B)   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 leadership, appreciation of diversity, conflict-management, work ethic, and adaptability with increased fluency;

      (D)   demonstrate technology applications skills such as effective use of social media, email, internet, publishing tools, presentation tools, spreadsheets, or databases with increased fluency to enhance work products; and

      (E)   employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.

(2)   The student applies professional communications strategies. The student is expected to:

      (A)   demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;

      (B)   present information formally and informally;

      (C)   analyze, interpret, and communicate information; and

      (D)   apply active listening skills to obtain and clarify information.

(3)   The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.

(4)   The student understands the professional, ethical, and legal responsibilities in early childhood education professions. The student is expected to:

      (A)   demonstrate a positive, productive work ethic by performing assigned tasks as directed;

      (B)   show integrity by choosing the ethical course of action when making decisions;

      (C)   demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the internet and intranet; and

      (D)   comply with all applicable rules, laws, and regulations in a consistent manner.

(5)   The student continues to participate in field-based experiences in early childhood education and education and training professions. The student is expected to:

      (A)   apply instructional strategies and concepts with increased fluency within a local educational or training facility;

      (B)   apply principles and theories that impact instructional planning;

      (C)   develop curriculum and related materials to support instruction that aligns with current child development industry standards;

      (D)   demonstrate competency in foundation and enrichment subject areas;

      (E)   create lesson plans that meet instructional goals;

      (F)   document, assess, and reflect on instructional experiences; and

      (G)   collect representative work samples.

§127.324 Communication and Technology in Education (One Credit), Adopted 2021.

(a)   General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. 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, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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)   Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing, and training services needed to provide learning support services in Kindergarten-Grade 12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; students will also understand laws and pedagogical justifications regarding classroom technology use. Students will develop knowledge of developmentally appropriate practice for age level when technology is used by learners. This course provides an opportunity for students to participate in training related to standards set by the International Society for Technology in Education.

    (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:

        (A)   demonstrate written communication skills;

        (B)   perform job-appropriate numerical and arithmetic application;

        (C)   practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings;

        (D)   exhibit teamwork skills;

        (E)   apply decision-making skills;

        (F)   **identify and** implement problem-solving techniques;

        (G)   **describe** ~~acquire~~ conflict-management skills;

        (H)   **describe and** demonstrate professionalism;

        (I)   **describe** ~~develop~~ effective work ethic practices;

        (J)   demonstrate appreciation for diversity;

        (K)   participate in training, education, or certification for employment;

        (L)   demonstrate skills related to seeking and applying for employment; and

        (M)   create a resume and cover letter to document information such as work experience, licenses, certifications, and work samples.

    (2)   The student understands the professional, ethical, and legal responsibilities when communicating in the educational field. The student is expected to:

(A)   apply communication standards that promote professional, ethical, and legal conduct;

(B)   identify times when communication between school and parents/community is necessary;

(C)   distinguish between appropriate and inappropriate uses of social media and other communication platforms and methods; and

(D)   cite sanctions and consequences for educator misconduct such as those stemming from inappropriate relationships.

(3)   The student understands multiple forms of communication necessary for effective teaching. The student is expected to:

(A)   demonstrate effective verbal communication skills with various stakeholders such as students, educators, parents/guardians, community members, and other professionals;

(B)   demonstrate active listening skills to obtain and clarify information;

(C)   identify various forms of digital communication for educators such as email, blogs, wikis, podcasts, vlogs, digital streaming, infographics, digital portfolios, or social media;

(D)   construct effective and professional electronic communication with parents and stakeholders such as newsletters, emails, and websites;

(E)   demonstrate effective professional collaboration and communication such as participation in professional learning communities, peer-coaching, and mentoring;

(F)   demonstrate effective student-teacher communication such as assignment feedback and one-on-one interaction;

(G)   facilitate effective student group work and multiple strategies for student engagement; and

(H)   differentiate between approaches to communication based on student needs, including considerations for special populations and nonverbal communication.

(4)   The student applies digital literacy concepts to communication with students and stakeholders. The student is expected to:

(A)   apply digital literacy practices in communications to students and stakeholders such as desktop publishing, elements of art and design, and design thinking;

(B)   demonstrate appropriate search strategies for finding resources on the internet such as Boolean searches;

(C)   compare various digital media technologies such as digital books, databases, websites, interactive games, and digital videos; and

(D)   evaluate and select appropriate software for specific purposes such as communication and research.

(5)   The student evaluates technology and applications for classroom use. The student is expected to:

(A)   demonstrate understanding of laws regarding classroom technology use such as Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), end-user license agreements (EULAs), and age restrictions;

(B)   apply laws related to the legal use of electronic materials such as copyright, fair use, public domain, and open source;

(C)   evaluate usage of classroom technology using a model such as substitution augmentation modification redefinition (SAMR) and technological pedagogical content knowledge (TPaCK);

(D)   describe methods for approval of technology use in the district such as inventorying, licensing, and budgeting; and

(E)   identify classroom management strategies appropriate for technology use in the classroom.

(6)   The student creates engaging lessons and lesson plans incorporating technology. The student is expected to:

(A)   analyze the relationship between technology and student engagement in the classroom;

(B)   design learning experiences that incorporate 21st century learning skills such as creativity, collaboration, critical thinking, communication, and resiliency;

(C)   create lessons using different types of technology such as presentation software, spreadsheet software, image editing software, video creation software, polling software, and word processing software;

(D)   apply technology to assess student learning at the beginning of, during, and at the end of a lesson;

(E)   design authentic learning experiences that align with content-area Texas Essential Knowledge and Skills and use technology to maximize active, deep learning across grade levels to show appropriate use based on age;

(F)   create an interactive lesson that utilizes appropriate technology; and

(G)   create a differentiated lesson that incorporates the appropriate use of technology.

§127.325. Instructional Practices (Two Credits), Adopted 2021.

(a)   General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, or Child Development. 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, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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)   Instructional Practices is a field-based (practicum) course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers 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, develop materials for educational environments, assist with record keeping, and perform other duties of 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 the education profession and other related occupations. 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 skills and appropriate uses of social media 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 to include appropriate attire expected of professionals in educational settings; and

(J)   develop effective work ethic practices.

(2)   The student identifies strategies that promote health and wellness **by** ~~in~~ balancing the unique challenges of **being an** educator **with personal** ~~and lifestyle~~ responsibilities. The student is expected to:

(A)   identify signs of personal stress and anxiety;

(B)   choose appropriate boundaries for a healthy work-life balance; and

(C)   implement strategies to manage health and wellness.

(3)   The student explores the teaching and training profession. The student is expected to:

(A)   demonstrate an understanding of the historical foundations of education and training in the United States;

(B)   determine and implement pedagogical knowledge and skills learned in this course and needed by teaching and training professionals;

~~(C)   demonstrate and implement personal characteristics needed by teaching and training professionals;~~

(C)~~(D)~~   identify qualities of effective schools;

(D)~~(E)~~   discuss ~~*teaching and training in*~~ non-traditional settings *for teaching and training careers* such as those in corporations, community outreach **programs**, nonprofits, and government entities; and

(E)~~(F)~~   formulate a professional philosophy of education based on a personal set of beliefs.

(4)   The student understands the learner and the learning process. The student is expected to:

(A)   relate and implement principles and theories of human development to teaching and training situations;

(B)   relate and implement principles and theories about the learning process to teaching and training situations;

(C)   demonstrate and implement behaviors and skills that facilitate the learning process;

(D)   explain the relationship between effective instructional practices and learning differences, learner exceptionality, and learners with special needs;

(E)   evaluate backgrounds, strengths, and skills of students when planning instruction; and

(F)   demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction.

(5)   The student interacts effectively in the role of an educator. The student is expected to:

(A)   demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals;

        (B)   demonstrate methods for promoting stakeholder partnerships in improving educational outcomes; and

        (C)   describe the procedure for handling and reporting physical or emotional abuse.

(6)   The student plans and develops effective instruction. The student is expected to:

        (A)   explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;

        (B)   explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;

        (C)   explain the rationale for and process of instructional planning components such as vertical alignment and scope and sequence;

        (D)   describe principles and theories that impact instructional planning;

        (E)   create clear short-term and long-term learning objectives that are developmentally appropriate for students; and

        (F)   demonstrate lesson planning to meet instructional goals.

(7)   The student creates an effective learning environment. The student is expected to:

        (A)   describe and implement a safe and an effective learning environment that incorporates the principles of universal design;

        (B)   analyze and evaluate strategic student grouping techniques that result in effective instruction;

        (C)   demonstrate teacher and trainer **practices** ~~characteristics~~ that promote an effective learning environment;

        (D)   evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners;

        (E)   identify classroom management techniques that promote an effective learning environment; and

        (F)   demonstrate communication, conflict-management, and mediation techniques supportive of an effective learning environment.

(8)   The student assesses teaching and learning. The student is expected to:

        (A)   describe the role of assessment as part of the learning process;

        (B)   create assessments to measure student learning;

        (C)   analyze the assessment process;

        (D)   use appropriate assessment strategies in an instructional setting; and

        (E)   use assessment data to evaluate and revise lesson plans.

(9)   The student understands the relationship between school and society. The student is expected to:

        (A)   explain the relationship between school and society;

        (B)   recognize and use resources for professional growth such as family, school, and community resources; and

        (C)   collaborate with stakeholders such as family, school, and community to promote learning.

(10)   The student develops technology skills. The student is expected to:

        (A)   describe the role of technology in the instructional process;

        (B)   use technology applications appropriate for specific subject matter and student needs; and

(C)   demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

(11)   The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:

(A)   describe teacher and trainer **practices** ~~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 **the Code of Ethics and Standard Practices for Texas Educators** ~~teacher code of conduc~~t.

(12)   The student participates in field-based experiences in education and 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)   update professional portfolio components such as resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and

(B)   present the portfolio to interested stakeholders.

(14)   The student demonstrates the knowledge and skills needed to provide meaningful, specific, and timely feedback to students, families, and other school personnel on the growth of students in relation to classroom goals while maintaining student confidentiality. The student is expected to:

(A)   explain the role feedback plays in the learning process;

(B)   provide guidance and feedback to motivate student behavior and outcomes;

(C)   demonstrate methods of providing feedback to students such as checklists, classroom processes, and written documentation;

(D)   demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes; and

(E)   apply questioning strategies to facilitate student discussion.

(15)   The student demonstrates knowledge and understanding of teacher responsibility with regard to accommodations and modifications for students with special needs. The student is expected to:

(A)   explain the structure and components of an individualized education program (IEP);

(B)   explain the structure and components of a 504 plan; and

(C)   compare accommodations and modifications for students with special needs.

(16)   The student demonstrates proper record-keeping strategies needed by teachers to demonstrate evidence of student progress. The student is expected to:

(A)   understand and demonstrate the use of learning management systems and record-keeping tools;

(B)   outline school district policies related to teacher record keeping; and

(C)   identify the essential components of behavioral and academic records according to state and school district policy.

(17)   The student uses standard observation techniques to observe a variety of educational settings. The student is expected to:

(A)   evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other observation and evaluation tools; and

(B)   use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement.

(18)   The student assesses the benefits of how a mentor relationship impacts a teaching career. The student is expected to:

(A)   recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance, and coaching; and

(B)   seek out and foster mentorship opportunities.

(19)   The student analyzes teacher employment requirements and professional growth opportunities for those in the education profession such as required education and certification. The student is expected to:

(A)   describe required education needed to become a certified teacher;

(B)   explain the steps for becoming a certified teacher in Texas;

(C)   compare certification requirements for various content and grade level areas of interest; and

(D)   identify various financial aid sources available for teacher candidates such as scholarships, student loans, and student loan forgiveness options once certified.

§127.326. Practicum in Education and Training (Two Credits), Adopted 2021.

(a)   General requirements. This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Child Development. 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, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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 **course** ~~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 other duties 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 teaching and training profession. The student is expected to:

(A)   demonstrate **advanced** written communication **skills**;

(B)   perform job-appropriate numerical and arithmetic application;

(C)   **demonstrate appropriate** ~~practice various~~ forms of communication such as verbal and non-verbal communication used in educational and career settings;

(D)   **promote and** exhibit teamwork skills;

(E)   **analyze and** apply decision-making skills;

(F)   implement problem-solving techniques **effectively**;

(G)   **analyze and demonstrate** ~~acquire~~ conflict-management skills;

(H)   **assess personal** ~~develop~~ leadership skills **in education settings**;

(I)   **describe and** demonstrate professionalism; and

(J)   **analyze and demonstrate** ~~develop~~ effective work ethic practices.

(2)   The student **analyzes** ~~will identify~~ strategies that promote health and wellness ~~to address~~ ~~in balancing~~ the unique challenges **in balancing work** and ~~of educator and~~ **personal** ~~lifestyle~~ responsibilities **for educators**. The student is expected to:

(A)   examine signs of personal stress and anxiety;

(B)   **describe and** develop appropriate boundaries for a healthy work-life balance; and

(C)   **identify and** implement strategies to manage health and wellness.

(3)   The student explores the teaching and training **field and** 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)   **analyze practices of effective teaching and training professionals;** ~~demonstrate and implement knowledge and skills needed for by the teaching and training profession;~~

~~(C)   update assessment of personal characteristics needed to work in the teaching and training profession;~~

(C)~~(D)~~   **analyze** ~~explore~~ qualities of effective schools;

(D)~~(E)~~   **develop a written summary of professional beliefs and values about education and training** ~~refine professional philosophy of education based on a personal set of beliefs~~;

(E)~~(F)~~   determine the educational/academic requirements and possible degrees/certifications necessary for a profession of interest in teaching and training;

(F)~~(G)~~   refine **a** personal career plan in preparation for a career in the field of education or training;

(G)~~(H)~~   research **and identify** teaching and training **opportunities** in non-traditional settings such as those in corporations, community outreach programs, nonprofits, and government entities; and

(H)~~(I)~~   research **and identify** educational high-needs and teacher-shortage areas.

(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 **educator** ~~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~~.

(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 **that promote** ~~promoting~~ literacy.

(6) The student plans and uses effective instruction. The student is expected to:

(A) apply principles and theories that impact instructional planning;

(B) use lesson planning tools ~~and concepts~~ such as unit plans, **and** scope and sequence, ~~and~~ vertical alignment **documents**;

(C) develop instructional materials that align with the Texas Essential Knowledge and Skills;

(D) demonstrate competency in **foundation and enrichment** ~~core and non-core~~ subject areas;

(E) apply research **-based practices** to create lessons plans that meet instructional goals;

(F) analyze **the development of** ~~concepts for developing~~ effective instructional strategies;

(G) evaluate and analyze effectiveness of lessons plans and instructional strategies used **in a lesson or series of lessons**; and

(H) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.

(7) The student creates and maintains an effective learning environment. The student is expected to:

(A) apply principles of universal design to create and maintain a safe and effective learning environment;

(B) integrate teacher or trainer **practices** ~~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.

(8) The student assesses instruction and learning. The student is expected to:

(A) develop and apply formative and summative assessments to foster student learning;

(B) use assessment strategies to promote personal growth and teaching or training improvement;

(C) use **self-reflection** ~~reflective~~ techniques to promote personal growth and teaching or training improvement; and

(D) use classroom and standardized test assessment data to drive instructional strategy.

(9)   The student understands the relationship between school and society. The student is expected to:

    (A)   identify **ways to** ~~and~~ support learning through advocacy;

    (B)   **identify and** select family, school, and community resources **that support learning** ~~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.

(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 **effectively**.

(11)   The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:

    (A)   **analyze** ~~develop~~ teacher and trainer **practices** ~~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 **potential consequences related to** ~~expected effects of compliance and~~ non-compliance with **the Code of Ethics and Standard Practices for Texas Educators** ~~Texas teacher code of conduct~~.

(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 **practices** ~~characteristics~~ that promote ongoing professional development and lifelong learning; and

    (C)   **develop a** plan for professional growth.

(13)   The student ~~continues to~~ **participates** 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.

(14)   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 logs, recognitions, awards, scholarship essays, letters of recommendation, certifications, and evaluations; and

    (C)   present **a professional** ~~the~~ portfolio to interested stakeholders.