

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter E. Education and Training</b>
<b>Course Title</b>	<b>§130.162. Principles of Education and Training (One Credit), Adopted 2015</b>
<b>(a) General Requirements.</b> This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.	
<b>(b) Introduction.</b>	
<p>(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.</p> <p>(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</p> <p>(3) Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(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.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate written communication	(i) demonstrate written communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(i) perform job-appropriate numerical application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(ii) perform job-appropriate arithmetic application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings	(i) practice various forms of communication used in educational settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings	(ii) practice various forms of communication used in career settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) exhibit teamwork skills	(i) exhibit teamwork skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) apply decision-making skills	(i) apply decision-making skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) implement problem-solving techniques	(i) implement problem-solving techniques
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) acquire conflict management skills	(i) acquire conflict management skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop leadership skills	(i) develop leadership skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) demonstrate professionalism	(i) demonstrate professionalism
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) develop work ethic practices	(i) develop work ethic practices
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support	(i) identify the three Education and Training Programs of Study: [including] Teaching/Training

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support	(ii) identify the three Education and Training Programs of Study: [including] Professional Support Services
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support	(iii) identify the three Education and Training Programs of Study: [including] Administration and Administrative Support
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support	(iv) investigate the three Education and Training Programs of Study: [including] Teaching/Training
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support	(v) investigate the three Education and Training Programs of Study: [including] Professional Support Service
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support	(vi) investigate the three Education and Training Programs of Study: [including] Administration and Administrative Support
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(B) analyze transferable skills among a variety of careers within the Education and Training Career Cluster	(i) analyze transferable skills among a variety of careers within the Education and Training Career Cluster

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(C) recognize the impact of career choice on personal lifestyle	(i) recognize the impact of career choice on personal lifestyle
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(D) develop productive work habits such as organization, time management, and initiative	(i) develop productive work habits
(2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching and/or self-reflection. The student is expected to:	(E) analyze self-assessment results, such as an interest and ability inventory as relative to those necessary for success in education and training	(i) analyze self-assessment results
(3) The student explains societal impacts within the education and training career cluster. The student is expected to:	(A) investigate trends or issues that have influenced the development of education across the United States, such as historical, societal, cultural and political	(i) investigate trends or issues that have influenced the development of education across the United States
(3) The student explains societal impacts within the education and training career cluster. The student is expected to:	(B) predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends	(i) predict the Education and Training Career Cluster job market by using information from sources
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the fields of teaching and training	(i) summarize the various roles of professionals in the field of teaching

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the fields of teaching and training	(ii) summarize the various responsibilities of professionals in the field of teaching
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the fields of teaching and training	(iii) summarize the various roles of professionals in the field of training
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the fields of teaching and training	(iv) summarize the various responsibilities of professionals in the field of training
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training	(i) describe typical personal characteristics of professionals in the field of teaching
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training	(ii) describe typical qualities of professionals in the field of teaching
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training	(iii) describe typical aptitudes of professionals in the field of teaching
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training	(iv) describe typical personal characteristics of professionals in the field of training

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training	(v) describe typical qualities of professionals in the field of training
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training	(vi) describe typical aptitudes of professionals in the field of training
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(C) investigate education or training alternatives after high school for a career choice within the student's interest areas	(i) investigate education or training alternatives after high school for a career choice within the student's interest areas
(4) The student explores careers in the teaching and training program of study. The student is expected to:	(D) examine education or training degree plans for various occupations within the fields of teaching and training	(i) examine education or training degree plans for various occupations within the fields of teaching and training
(5) The student explores careers in the professional support services program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the field of professional support services	(i) summarize the various roles of professionals in the fields of professional support services
(5) The student explores careers in the professional support services program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the field of professional support services	(ii) summarize the various responsibilities of professionals in the field of professional support services
(5) The student explores careers in the professional support services program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services	(i) describe typical personal characteristics of professionals in the field of professional support services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores careers in the professional support services program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services	(ii) describe typical qualities of professionals in the field of professional support services
(5) The student explores careers in the professional support services program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services	(iii) describe typical aptitudes of professionals in the fields of professional support services
(5) The student explores careers in the professional support services program of study. The student is expected to:	(C) investigate education and training alternatives after high school for a career choice within the student's interest areas	(i) investigate education and training alternatives after high school for a career choice within the student's interest areas
(5) The student explores careers in the professional support services program of study. The student is expected to:	(D) examine education or training degree plans for various occupations within the field of professional support services	(i) examine education or training degree plans for various occupations within the field of professional support services
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the field of administration and administrative support	(i) summarize the various roles of professionals in the field of administration and administrative support
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(A) summarize the various roles and responsibilities of professionals in the field of administration and administrative support	(ii) summarize the various responsibilities of professionals in the field of administration and administrative support
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support	(i) describe typical personal characteristics of professionals in the field of administration and administrative support

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support	(ii) describe typical qualities of professionals in the field of administration and administrative support
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support	(iii) describe typical aptitudes of professionals in the field of administration and administrative support
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(C) investigate education and training alternatives after high school for a career choice within the student's interest areas	(i) investigate education and training alternatives after high school for a career choice within the student's interest areas
(6) The student explores careers in the administration and administrative support program of study. The student is expected to:	(D) examine education or training degree plans for various occupations within the field of administration and administrative support	(i) examine education or training degree plans for various occupations within the field of administration and administrative support
(7) The student experience authentic education and training opportunities. The student is expected to:	(A) experience educator duties and responsibilities through activities such as assisting, shadowing, or observing	(i) experience educator duties through activities
(7) The student experience authentic education and training opportunities. The student is expected to:	(A) experience educator duties and responsibilities through activities such as assisting, shadowing, or observing	(ii) experience educator responsibilities through activities
(7) The student experience authentic education and training opportunities. The student is expected to:	(B) develop instructional materials such as visuals, teacher aids, manipulatives, lesson components and mini lessons	(i) develop instructional materials

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student experience authentic education and training opportunities. The student is expected to:	(C) formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education	(i) formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education
(8) The student explores options in education and career planning. The student is expected to:	(A) develop a graduation plan that leads to a specific career choice in the area of interest	(i) develop a graduation plan that leads to a specific career choice in the area of interest
(8) The student explores options in education and career planning. The student is expected to:	(B) identify high school and dual enrollment courses related to specific career cluster programs of study	(i) identify high school courses related to specific career cluster programs of study
(8) The student explores options in education and career planning. The student is expected to:	(B) identify high school and dual enrollment courses related to specific career cluster programs of study	(ii) identify dual enrollment courses related to specific career cluster programs of study
(8) The student explores options in education and career planning. The student is expected to:	(C) identify and compare technical and community college programs that align with interest areas	(i) identify technical programs that align with interest areas
(8) The student explores options in education and career planning. The student is expected to:	(C) identify and compare technical and community college programs that align with interest areas	(ii) identify community college programs that align with interest areas
(8) The student explores options in education and career planning. The student is expected to:	(C) identify and compare technical and community college programs that align with interest areas	(iii) compare technical and community college programs that align with interest areas
(8) The student explores options in education and career planning. The student is expected to:	(D) identify and compare university programs and institutions that align with interest areas	(i) identify university programs that align with interest areas

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student explores options in education and career planning. The student is expected to:	(D) identify and compare university programs and institutions that align with interest areas	(ii) identify university institutions that align with interest areas
(8) The student explores options in education and career planning. The student is expected to:	(D) identify and compare university programs and institutions that align with interest areas	(iii) compare university programs and institutions that align with interest areas
(9) The student documents technical knowledge and skills. The student is expected to:	(A) assemble basic professional portfolio components such as basic, resume, samples of work, service learning log, assessment results and mock scholarship applications	(i) assemble basic professional portfolio components
(9) The student documents technical knowledge and skills. The student is expected to:	(B) present the portfolio to interested stakeholders	(i) present the portfolio to interested stakeholders

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter E. Education and Training</b>
<b>Course Title</b>	<b>§130.163. Human Growth and Development (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> 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.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(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.</p> <p>(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</p> <p>(3) Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(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.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate written communication	(i) demonstrate written communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(i) perform job-appropriate numerical application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(ii) perform job appropriate arithmetic application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(i) practice various forms of communication used in educational settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(ii) practice various forms of communication used in career settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) exhibit teamwork skills	(i) exhibit teamwork skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) apply decision-making skills	(i) apply decision-making skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) implement problem-solving techniques	(i) implement problem-solving techniques
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) acquire conflict management skills	(i) acquire conflict management skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop leadership skills	(i) develop leadership skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) demonstrate professionalism	(i) demonstrate professionalism
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) develop effective work ethic practices	(i) develop effective work ethic practices
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(A) explain the role of theories in understanding human development	(i) explain the role of theories in understanding human development

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(B) describe theoretical perspectives that influence human development throughout the lifespan	(i) describe theoretical perspectives that influence human development throughout the lifespan
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(C) summarize historical influences on modern theories of human development	(i) summarize historical influences on modern theories of human development
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(D) compare and contrast the research methods commonly used to study human development	(i) compare and contrast the research methods commonly used to study human development
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(E) compare and contrast pedagogy and andragogy.	(i) compare and contrast pedagogy and andragogy.
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(A) describe nutritional needs prior to and during pregnancy	(i) describe nutritional needs prior to pregnancy
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(A) describe nutritional needs prior to and during pregnancy	(ii) describe nutritional needs during pregnancy

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(i) analyze reasons for medical care prior to pregnancy
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(ii) analyze reasons for medical care during pregnancy
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(iii) analyze reasons for good health practices prior to pregnancy
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(iv) analyze reasons for good health practices during pregnancy
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(C) outline stages of prenatal development	(i) outline stages of prenatal development
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(D) discuss the role of genetics in prenatal development	(i) discuss the role of genetics in prenatal development
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(E) determine environmental factors affecting development of the fetus	(i) determine environmental factors affecting development of the fetus

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(i) analyze the physical development of infants
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(ii) analyze the physical development of toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(iii) analyze the emotional development of infants
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(iv) analyze the emotional development of toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(v) analyze the social development of infants
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(vi) analyze the social development of toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(vii) analyze the cognitive development of infants

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(viii) analyze the cognitive development of toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(B) analyze various developmental theories relating to infants and toddlers	(i) analyze various developmental theories relating to infants
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(B) analyze various developmental theories relating to infants and toddlers	(ii) analyze various developmental theories relating to toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(C) discuss the influences of the family and society on the infant and toddler	(i) discuss the influences of the family on the infant
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(C) discuss the influences of the family and society on the infant and toddler	(ii) discuss the influences of the family on the toddler
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(C) discuss the influences of the family and society on the infant and toddler	(iii) discuss the influences of society on the infant
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(C) discuss the influences of the family and society on the infant and toddler	(iv) discuss the influences of society on the toddler

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs	(i) summarize strategies for optimizing the development of infants, including those with special needs
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs	(ii) summarize strategies for optimizing the development of toddlers, including those with special needs
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(i) determine techniques that promote the health of infants
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(ii) determine techniques that promote the health of toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(iii) determine techniques that promote the safety of infants
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(iv) determine techniques that promote the safety of toddlers
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for children in the first two years of life	(i) determine developmentally appropriate guidance techniques for children in the first two years of life

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(i) analyze the physical development of preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(ii) analyze the emotional development of preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(iii) analyze the social development of preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(iv) analyze the cognitive development of preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(B) analyze various developmental theories relating to preschoolers	(i) analyze various developmental theories relating to preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(C) discuss the influences of the family and society on preschoolers	(i) discuss the influences of the family on preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(C) discuss the influences of the family and society on preschoolers	(ii) discuss the influences of society on preschoolers

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the development of children ages three through five years. The student is expected to:	(D) summarize strategies for optimizing the development of preschoolers, including those with special needs	(i) summarize strategies for optimizing the development of preschoolers, including those with special needs
(5) The student understands the development of children ages three through five years. The student is expected to:	(E) determine techniques that promote the health and safety of preschoolers	(i) determine techniques that promote the health of preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(E) determine techniques that promote the health and safety of preschoolers and	(ii) determine techniques that promote the safety of preschoolers
(5) The student understands the development of children ages three through five years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for preschoolers.	(i) determine developmentally appropriate guidance techniques for preschoolers.
(6) The student understands the development of children ages six through ten years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development	(i) analyze the physical development of children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development	(ii) analyze the emotional development of children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development	(iii) analyze the social development of children in the early to middle childhood stage of development

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands the development of children ages six through ten years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development	(iv) analyze the cognitive development of children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(B) analyze various developmental theories relating to children in the early to middle childhood stage of development	(i) analyze various developmental theories relating to children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(C) discuss the influences of the family and society on children in the early to middle childhood stage of development	(i) discuss the influences of the family on children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(C) discuss the influences of the family and society on children in the early to middle childhood stage of development	(ii) discuss the influences of society on children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs	(i) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs
(6) The student understands the development of children ages six through ten years. The student is expected to:	(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development	(i) determine techniques that promote the health of children in the early to middle childhood stage of development
(6) The student understands the development of children ages six through ten years. The student is expected to:	(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development	(ii) determine techniques that promote the safety of children in the early to middle childhood stage of development

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student understands the development of children ages six through ten years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development	(i) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(A) analyze the biological and cognitive development of adolescents	(i) analyze the biological development of adolescents
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(A) analyze the biological and cognitive development of adolescents	(ii) analyze the cognitive development of adolescents
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(B) analyze the emotional and social development of adolescents	(i) analyze the emotional development of adolescents
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(B) analyze the emotional and social development of adolescents	(ii) analyze the social development of adolescents
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(C) discuss various theoretical perspectives relevant to adolescent growth and development	(i) discuss various theoretical perspectives relevant to adolescent growth
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(C) discuss various theoretical perspectives relevant to adolescent growth and development	(ii) discuss various theoretical perspectives relevant to adolescent development

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(D) discuss the influences of the family and society on adolescents	(i) discuss the influences of the family on adolescents
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(D) discuss the influences of the family and society on adolescents	(ii) discuss the influences of society on adolescents
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(E) summarize strategies for optimizing adolescent development	(i) summarize strategies for optimizing adolescent development
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(F) determine techniques that promote the health and safety of the adolescent	(i) determine techniques that promote the health of the adolescent
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(F) determine techniques that promote the health and safety of the adolescent	(ii) determine techniques that promote the safety of the adolescent
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(G) determine developmentally appropriate guidance techniques for adolescents	(i) determine developmentally appropriate guidance techniques for adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(A) determine the services provided by agencies that protect the rights of children and adolescents	(i) determine the services provided by agencies that protect the rights of children

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(A) determine the services provided by agencies that protect the rights of children and adolescents	(ii) determine the services provided by agencies that protect the rights of adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(B) summarize various resources focusing on children and adolescents	(i) summarize various resources focusing on children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(B) summarize various resources focusing on children and adolescents	(ii) summarize various resources focusing on adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(i) predict the impact of changing demographics on the health of children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(ii) predict the impact of changing demographics on the health of adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(iii) predict the impact of changing demographics on the welfare of children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(iv) predict the impact of changing demographics on the welfare of adolescents

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(v) predict the impact of cultural diversity on the health of children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(vi) predict the impact of cultural diversity on the health of adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(vii) predict the impact of cultural diversity on the welfare of children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(viii) predict the impact of cultural diversity on the welfare of adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(i) analyze forms of child abuse
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(ii) analyze causes of child abuse
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(iii) analyze effects of child abuse

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(iv) analyze prevention of child abuse
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(v) analyze treatment of child abuse
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(i) explain the impact of appropriate health care for children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(ii) explain the impact of appropriate health care for adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(iii) explain the importance of safety for children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(iv) explain the importance of safety for adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(i) discuss responsibilities of citizens affecting children

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(ii) discuss responsibilities of citizens affecting adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(iii) discuss legislation affecting children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(iv) discuss legislation affecting adolescents
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(v) discuss public policies affecting children
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(vi) discuss public policies affecting adolescents
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(A) analyze various development theories relating to early adults, including biological and cognitive development	(i) analyze various development theories relating to early adults, including biological development
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development	(ii) analyze various development theories relating to early adults, including cognitive development

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(C) discuss the influences of society and culture on early adults	(i) discuss the influences of society on early adults
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(C) discuss the influences of society and culture on early adults	(ii) discuss the influences of culture on early adults
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults	(i) discuss the importance of family for early adults
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults	(ii) discuss the importance of human relationships for early adults
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults	(iii) discuss the importance of social interaction for early adults
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(A) analyze various development theories relating to middle adults, including biological and cognitive development	(i) analyze various development theories relating to middle adults, including biological development
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(A) analyze various development theories relating to middle adults, including biological and cognitive development	(ii) analyze various development theories relating to middle adults, including cognitive development

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development	(i) analyze various development theories relating to middle adults, including emotional development
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development	(ii) analyze various development theories relating to middle adults, including moral development
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development	(iii) analyze various development theories relating to middle adults, including psychosocial development
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(C) discuss the influences of society and culture on middle adults	(i) discuss the influences of society on middle adults
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(C) discuss the influences of society and culture on middle adults	(ii) discuss the influences of culture on middle adults
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults	(i) discuss the importance of family for middle adults
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults	(ii) discuss the importance of human relationships for middle adults

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults	(iii) discuss the importance of social interaction for middle adults
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development	(i) analyze various development theories relating to those within the stage of late adulthood, including biological development
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development	(ii) analyze various development theories relating to those within the stage of late adulthood, including cognitive development
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development	(i) analyze various development theories relating to those within the stage of late adulthood, including emotional development
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development	(ii) analyze various development theories relating to those within the stage of late adulthood, including moral development
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development	(iii) analyze various development theories relating to those within the stage of late adulthood, including psychosocial development
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(C) discuss the influences of society and culture on those within the stage of late adulthood	(i) discuss the influences of society on those within the stage of late adulthood

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(C) discuss the influences of society and culture on those within the stage of late adulthood	(ii) discuss the influences of culture on those within the stage of late adulthood
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood	(i) discuss the importance of family for those within the stage of late adulthood
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood	(ii) discuss the importance of human relationships for those within the stage of late adulthood
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood	(iii) discuss the importance of social interaction for those within the stage of late adulthood
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(i) assess personal interests as related to the various stages of human growth
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(ii) assess aptitudes as related to the various stages of human growth
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(iii) assess abilities as related to the various stages of human growth

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(iv) assess personal interests as related to the various stages of human development
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(v) assess aptitudes as related to the various stages of human development
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(vi) assess abilities as related to the various stages of human development
(12) The student explores opportunities available in education and training. The student is expected to:	(B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest	(i) evaluate employment opportunities including education requirements in the educational field of interest
(12) The student explores opportunities available in education and training. The student is expected to:	(B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest	(ii) evaluate entrepreneurial opportunities including education requirements in the educational field of interest
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(i) propose short-term education goals
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(ii) propose short-term career goals

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(iii) propose long-term education goals
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(iv) propose long-term career goals
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(i) demonstrate effective methods for securing employment
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(ii) demonstrate effective methods for maintaining employment
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(iii) demonstrate effective methods for terminating employment
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(iv) demonstrate obligations for securing employment
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(v) demonstrate obligations for maintaining employment
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(vi) demonstrate obligations for terminating employment

Knowledge and Skill Statement	Student Expectation	Breakout
(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	(i) update professional portfolio components
(13) The student documents technical knowledge and skills. The student is expected to:	(B) present the portfolio of interest to interested stakeholders	(i) present the portfolio of interest to interested stakeholders

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter E. Education and Training</b>
<b>Course Title</b>	<b>§130.164. Instructional Practices (Two Credits), Adopted 2015</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Students shall be awarded two credits for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(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.</p> <p>(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</p> <p>(3) Instructional Practices is a field-based (practicum) internship 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 complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(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.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate written communication	(i) demonstrate written communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(i) perform job-appropriate numerical application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(ii) perform job appropriate arithmetic application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(i) practice various forms of communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) exhibit teamwork skills	(i) exhibit teamwork skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) apply decision-making skills	(i) apply decision-making skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) implement problem-solving techniques	(i) implement problem-solving techniques
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) acquire conflict management skills	(i) acquire conflict management skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop leadership skills	(i) develop leadership skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) demonstrate professionalism	(i) demonstrate professionalism
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) develop effective work ethic practices	(i) develop effective work ethic practices
(2) 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	(i) demonstrate an understanding of the historical foundations of education in the United States
(2) 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	(ii) demonstrate an understanding of the historical foundations of training in the United States

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the teaching and training profession. The student is expected to:	(B) determine and implement knowledge and skills needed by teaching and training professionals	(i) determine knowledge needed by teaching and training professionals
(2) The student explores the teaching and training profession. The student is expected to:	(B) determine and implement knowledge and skills needed by teaching and training professionals	(ii) determine skills needed by teaching and training professionals
(2) The student explores the teaching and training profession. The student is expected to:	(B) determine and implement knowledge and skills needed by teaching and training professionals	(iii) implement knowledge needed by teaching and training professionals
(2) The student explores the teaching and training profession. The student is expected to:	(B) determine and implement knowledge and skills needed by teaching and training professionals	(iv) implement skills needed by teaching and training professionals
(2) The student explores the teaching and training profession. The student is expected to:	(C) demonstrate and implement personal characteristics needed by teaching and training professionals	(i) demonstrate personal characteristics needed by teaching and training professionals
(2) The student explores the teaching and training profession. The student is expected to:	(C) demonstrate and implement personal characteristics needed by teaching and training professionals	(ii) implement personal characteristics needed by teaching and training professionals
(2) The student explores the teaching and training profession. The student is expected to:	(D) identify qualities of effective schools	(i) identify qualities of effective schools
(2) The student explores the teaching and training profession. The student is expected to:	(E) investigate possible career options in the field of education and training	(i) investigate possible career options in the field of education and training

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the teaching and training profession. The student is expected to:	(F) discuss teaching and training in non-traditional setting such as those in corporations, community outreach, non-profits and government entities	(i) discuss teaching and training in non-traditional setting
(2) The student explores the teaching and training profession. The student is expected to:	(G) formulate a professional philosophy of education based on a personal set of beliefs	(i) formulate a professional philosophy of education based on a personal set of beliefs
(3) 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	(i) relate principles of human development to teaching and training situations
(3) 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	(ii) relate theories of human development to teaching and training situations
(3) 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	(iii) implement principles of human development to teaching and training situations
(3) 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	(iv) implement theories of human development to teaching and training situations
(3) The student understands the learner and the learning process. The student is expected to:	(B) relate and implement principles and theories about the learning process to teaching and training situations	(i) relate principles about the learning process to teaching and training situations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands the learner and the learning process. The student is expected to:	(B) relate and implement principles and theories about the learning process to teaching and training situations	(ii) relate theories about the learning process to teaching and training situations
(3) The student understands the learner and the learning process. The student is expected to:	(B) relate and implement principles and theories about the learning process to teaching and training situations	(iii) implement principles about the learning process to teaching and training situations
(3) The student understands the learner and the learning process. The student is expected to:	(B) relate and implement principles and theories about the learning process to teaching and training situations	(iv) implement theories about the learning process to teaching and training situations
(3) The student understands the learner and the learning process. The student is expected to:	(C) demonstrate and implement behaviors and skills that facilitate the learning process	(i) demonstrate behaviors that facilitate the learning process
(3) The student understands the learner and the learning process. The student is expected to:	(C) demonstrate and implement behaviors and skills that facilitate the learning process	(ii) demonstrate skills that facilitate the learning process
(3) The student understands the learner and the learning process. The student is expected to:	(C) demonstrate and implement behaviors and skills that facilitate the learning process	(iii) implement behaviors that facilitate the learning process
(3) The student understands the learner and the learning process. The student is expected to:	(C) demonstrate and implement behaviors and skills that facilitate the learning process	(iv) implement skills that facilitate the learning process
(3) The student understands the learner and the learning process. The student is expected to:	(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions	(i) explain the relationship between effective instructional practices and learning differences

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands the learner and the learning process. The student is expected to:	(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions	(ii) explain the relationship between effective instructional practices and learner exceptionality
(3) The student understands the learner and the learning process. The student is expected to:	(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions	(iii) explain the relationship between effective instructional practices and special-needs conditions
(4) 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	(i) demonstrate effective interaction skills with stakeholders
(4) The student interacts effectively in the role of an educator. The student is expected to:	(B) demonstrate techniques promoting literacy	(i) demonstrate techniques promoting literacy
(5) The student plans and develops effective instruction. The student is expected to:	(A) explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction	(i) explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning instruction
(5) The student plans and develops effective instruction. The student is expected to:	(A) explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction	(ii) explain the role of the Texas Essential Knowledge and Skills (TEKS) in evaluating instruction
(5) The student plans and develops effective instruction. The student is expected to:	(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction	(i) explain the rationale for having a fundamental knowledge of the subject matter in order to plan effective instruction

Knowledge and Skill Statement	Student Expectation	Breakout
5) The student plans and develops effective instruction. The student is expected to:	(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction	(ii) explain the rationale for having a fundamental knowledge of the subject matter in order to prepare effective instruction
(5) The student plans and develops effective instruction. The student is expected to:	(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction	(iii) explain the rationale for having a fundamental knowledge of the subject matter in order to deliver effective instruction
(5) The student plans and develops effective instruction. The student is expected to:	(C) explain the rationale for and process of instructional planning	(i) explain the rationale for instructional planning
(5) The student plans and develops effective instruction. The student is expected to:	(C) explain the rationale and process of instructional planning	(ii) explain the process of instructional planning
(5) The student plans and develops effective instruction. The student is expected to:	(D) describe principles and theories that impact instructional planning	(i) describe principles that impact instructional planning
(5) The student plans and develops effective instruction. The student is expected to:	(D) describe principles and theories that impact instructional planning	(ii) describe theories that impact instructional planning
(5) The student plans and develops effective instruction. The student is expected to:	(E) create clear short-term and long-term learning objectives that are developmentally appropriate for students	(i) create clear short-term learning objectives that are developmentally appropriate for students
(5) The student plans and develops effective instruction. The student is expected to:	(E) create clear short-term and long-term learning objectives that are developmentally appropriate for students	(ii) create clear long-term learning objectives that are developmentally appropriate for students

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student plans and develops effective instruction. The student is expected to:	(F) demonstrate lesson planning to meet instructional goals	(i) demonstrate lesson planning to meet instructional goals
(6) The student creates an effective learning environment. The student is expected to:	(A) describe and implement a safe and an effective learning environment	(i) describe a safe learning environment
(6) The student creates an effective learning environment. The student is expected to:	(A) describe and implement a safe and an effective learning environment	(ii) describe an effective learning environment
(6) The student creates an effective learning environment. The student is expected to:	(A) describe and implement a safe and an effective learning environment	(iii) implement a safe learning environment
(6) The student creates an effective learning environment. The student is expected to:	(A) describe and implement a safe and an effective learning environment	(iv) implement an effective learning environment
(6) The student creates an effective learning environment. The student is expected to:	(B) demonstrate teacher and trainer characteristics that promote an effective learning environment	(i) demonstrate teacher and trainer characteristics that promote an effective learning environment
(6) The student creates an effective learning environment. The student is expected to:	(C) identify classroom-management techniques that promote an effective learning environment	(i) identify classroom-management techniques that promote an effective learning environment
(6) The student creates an effective learning environment. The student is expected to:	(D) demonstrate conflict-management and mediation techniques supportive of an effective learning environment	(i) demonstrate conflict-management techniques supportive of an effective learning environment

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student creates an effective learning environment. The student is expected to:	(D) demonstrate conflict-management and mediation techniques supportive of an effective learning environment	(ii) demonstrate mediation techniques supportive of an effective learning environment
(7) The student assesses teaching and learning. The student is expected to:	(A) describe the role of assessment as part of the learning process	(i) describe the role of assessment as part of the learning process
(7) The student assesses teaching and learning. The student is expected to:	(B) analyze the assessment process	(i) analyze the assessment process
(7) The student assesses teaching and learning. The student is expected to:	(C) use appropriate assessment strategies for use in an instructional setting	(i) use appropriate assessment strategies for use in an instructional setting
(8) The student understands the relationship between school and society. The student is expected to:	(A) explain the relationship between school and society	(i) explain the relationship between school and society
(8) The student understands the relationship between school and society. The student is expected to:	(B) recognize and use resources for professional growth such as family, school and community resources	(i) recognize resources for professional growth
(8) The student understands the relationship between school and society. The student is expected to:	(B) recognize and use resources for professional growth such as family, school and community resources	(ii) use resources for professional growth
(8) The student understands the relationship between school and society. The student is expected to:	(C) collaborate with stakeholders such as family, school and community to promote learning	(i) collaborate with stakeholders

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops technology skills. The student is expected to:	(A) describe the role of technology in the instructional process	(i) describe the role of technology in the instructional process
(9) The student develops technology skills. The student is expected to:	(B) use technology applications appropriate for specific subject matter and student needs	(i) use technology applications appropriate for specific subject matter
(9) The student develops technology skills. The student is expected to:	(B) use technology applications appropriate for specific subject matter and student needs	(ii) use technology applications appropriate for specific student needs
(9) The student develops technology skills. The student is expected to:	(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management	(i) demonstrate skillful use of technology as a tool for instruction
(9) The student develops technology skills. The student is expected to:	(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management	(ii) demonstrate skillful use of technology as a tool for evaluation
(9) The student develops technology skills. The student is expected to:	(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management	(iii) demonstrate skillful use of technology as a tool for management
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(A) describe teacher and trainer characteristics that promote professional and ethical conduct	(i) describe teacher and trainer characteristics that promote professional conduct
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(A) describe teacher and trainer characteristics that promote professional and ethical conduct	(ii) describe teacher and trainer characteristics that promote ethical conduct

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(B) analyze professional and ethical standards that apply to educators and trainers	(i) analyze professional standards that apply to educators and trainers
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(B) analyze professional and ethical standards that apply to educators and trainers	(ii) analyze ethical standards that apply to educators and trainers
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(C) analyze situations requiring decisions based on professional, ethical and legal considerations	(i) analyze situations requiring decisions based on professional considerations
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(C) analyze situations requiring decisions based on professional, ethical and legal considerations	(ii) analyze situations requiring decisions based on ethical considerations
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(C) analyze situations requiring decisions based on professional, ethical and legal considerations	(iii) analyze situations requiring decisions based on legal considerations
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(D) analyze expected effects of compliance and non-compliance with Texas Teacher Code of Conduct	(i) analyze expected effects of compliance with Texas Teacher Code of Conduct
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct	(ii) analyze expected effects of non-compliance with Texas Teacher Code of Conduct

Knowledge and Skill Statement	Student Expectation	Breakout
(11) 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	(i) apply instructional strategies within a local educational or training facility
(11) 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	(ii) apply instructional concepts within a local educational or training facility
(11) The student participates in field-based experiences in education and training. The student is expected to:	(B) document, assess, and reflect on instructional experiences	(i) document instructional experiences
(11) The student participates in field-based experiences in education and training. The student is expected to:	(B) document, assess, and reflect on instructional experiences	(ii) assess instructional experiences
(11) The student participates in field-based experiences in education and training. The student is expected to:	(B) document, assess, and reflect on instructional experiences	(iii) reflect on instructional experiences
(12) 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	(i) update professional portfolio components
(12) The student documents technical knowledge and skills. The student is expected to:	(B) present the portfolio to interested stakeholders	(i) present the portfolio to interested stakeholders

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter E. Education and Training</b>
<b>Course Title</b>	<b>§130.165. Practicum in Education and Training (Two Credits), Adopted 2015.</b>
<p><b>(a) General Requirements.</b> This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training and Human Growth and Development.</p>	
<p><b>(b) Introduction.</b></p>	
<p>(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.</p> <p>(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</p> <p>(3) Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(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.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate written communication	(i) demonstrate written communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(i) perform job-appropriate numerical application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(ii) perform job appropriate arithmetic application
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(i) practice various forms of communication used in educational settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(ii) practice various forms of communication used in career settings
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) exhibit teamwork skills	(i) exhibit teamwork skills

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) apply decision-making skills	(i) apply decision-making skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) implement problem-solving techniques	(i) implement problem-solving techniques
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) acquire conflict management skills	(i) acquire conflict management skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop leadership skills	(i) develop leadership skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) demonstrate professionalism	(i) demonstrate professionalism
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) develop effective work ethic practices	(i) develop effective work ethic practices
(2) The student explores the teaching and training profession. The student is expected to:	(A) analyze current trends and issues that impact education such as political, societal and economic	(i) analyze current trends that impact education

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the teaching and training profession. The student is expected to:	(A) analyze current trends and issues that impact education such as political, societal and economic	(ii) analyze current issues that impact education
(2) The student explores the teaching and training profession. The student is expected to:	(B) demonstrate and implement knowledge and skills needed by the teaching and training profession	(i) demonstrate knowledge needed by the teaching and training profession
(2) The student explores the teaching and training profession. The student is expected to:	(B) demonstrate and implement knowledge and skills needed by the teaching and training profession	(ii) demonstrate skills needed by the teaching and training profession
(2) The student explores the teaching and training profession. The student is expected to:	(B) demonstrate and implement knowledge and skills needed by the teaching and training profession	(iii) implement knowledge needed by the teaching and training profession
(2) The student explores the teaching and training profession. The student is expected to:	(B) demonstrate and implement knowledge and skills needed by the teaching and training profession	(iv) implement skills needed by the teaching and training profession
(2) The student explores the teaching and training profession. The student is expected to:	(C) update assessment of personal characteristics needed to work in the teaching and training profession	(i) update assessment of personal characteristics needed to work in the teaching and training profession
(2) The student explores the teaching and training profession. The student is expected to:	(D) explore qualities of effective schools	(i) explore qualities of effective schools
(2) The student explores the teaching and training profession. The student is expected to:	(E) refine professional philosophy of education based on a personal set of beliefs	(i) refine professional philosophy of education based on a personal set of beliefs

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the teaching and training profession. The student is expected to:	(F) explore the educational/academic requirements and possible degrees/certifications available in education	(i) explore the educational/academic requirements in education
(2) The student explores the teaching and training profession. The student is expected to:	(F) explore the educational/academic requirements and possible degrees/certifications available in education	(ii) explore the possible degrees/certifications available in education
(2) The student explores the teaching and training profession. The student is expected to:	(G) refine personal career plan in preparation for a career in the field of education or training	(i) refine personal career plan in preparation for a career in the field of education or training
(2) The student explores the teaching and training profession. The student is expected to:	(H) continue to explore teaching and training in non-traditional setting such as those in corporations, community outreach, non-profits and government entities	(i) continue to explore teaching and training in non-traditional setting
(2) The student explores the teaching and training profession. The student is expected to:	(I) explore educational high needs and teacher shortage areas	(i) explore educational high needs areas
(2) The student explores the teaching and training profession. The student is expected to:	(I) explore educational high needs and teacher shortage areas	(ii) explore teacher shortage areas
(3) 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	(i) apply principles of human development appropriate to specific teaching or training situations

Knowledge and Skill Statement	Student Expectation	Breakout
(3) 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	(ii) apply theories of human development appropriate to specific teaching or training situations
(3) The student understands the learner and learning process. The student is expected to:	(B) apply principles and theories about the learning process to specific teaching or training situations	(i) apply principles about the learning process to specific teaching or training situations
(3) The student understands the learner and learning process. The student is expected to:	(B) apply principles and theories about the learning process to specific teaching or training situations	(ii) apply theories about the learning process to specific teaching or training situations
(3) The student understands the learner and learning process. The student is expected to:	(C) analyze the dynamics of personal and student behaviors that facilitate the learning process	(i) analyze the dynamics of personal behaviors that facilitate the learning process
(3) The student understands the learner and learning process. The student is expected to:	(C) analyze the dynamics of personal and student behaviors that facilitate the learning process	(ii) analyze the dynamics of student behaviors that facilitate the learning process
(3) The student understands the learner and learning process. The student is expected to:	(D) analyze teaching skills that facilitate the learning process	(i) analyze teaching skills that facilitate the learning process
(3) The student understands the learner and learning process. The student is expected to:	(E) demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations	(i) demonstrate effective instructional practices to accommodate diversity

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student understands the learner and learning process. The student is expected to:	(E) demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations	(ii) evaluate effective instructional practices to accommodate diversity
(4) 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	(i) demonstrate effective interaction skills with stakeholders
(4) 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	(ii) evaluate effective interaction skills with stakeholders
(4) The student interacts effectively in the role of an educator. The student is expected to:	(B) demonstrate and evaluate techniques promoting literacy	(i) demonstrate techniques promoting literacy
(4) The student interacts effectively in the role of an educator. The student is expected to:	(B) demonstrate and evaluate techniques promoting literacy	(ii) evaluate techniques promoting literacy
(5) The student plans and uses effective instruction. The student is expected to:	(A) apply principles and theories that impact instructional planning	(i) apply principles that impact instructional planning
(5) The student plans and uses effective instruction. The student is expected to:	(A) apply principles and theories that impact instructional planning	(ii) apply theories that impact instructional planning

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student plans and uses effective instruction. The student is expected to:	(B) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS)	(i) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS)
(5) The student plans and uses effective instruction. The student is expected to:	(C) demonstrate competency in core and non-core subject areas	(i) demonstrate competency in core subject areas
(5) The student plans and uses effective instruction. The student is expected to:	(C) demonstrate competency in core and non-core subject areas	(ii) demonstrate competency in non-core subject areas
(5) The student plans and uses effective instruction. The student is expected to:	(D) create lessons plans that meet instructional goals	(i) create lessons plans that meet instructional goals
(5) The student plans and uses effective instruction. The student is expected to:	(E) analyze concepts for developing effective instructional strategies	(i) analyze concepts for developing effective instructional strategies
(5) The student plans and uses effective instruction. The student is expected to:	(F) evaluate and analyze effectiveness of lessons plans and instructional strategies	(i) evaluate effectiveness of lessons plans
(5) The student plans and uses effective instruction. The student is expected to:	(F) evaluate and analyze effectiveness of lessons plans and instructional strategies	(ii) analyze effectiveness of lessons plans
(5) The student plans and uses effective instruction. The student is expected to:	(F) evaluate and analyze effectiveness of lessons plans and instructional strategies	(iii) evaluate effectiveness of instructional strategies
(5) The student plans and uses effective instruction. The student is expected to:	(F) evaluate and analyze effectiveness of lessons plans and instructional strategies	(iv) analyze effectiveness of instructional strategies

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student plans and uses effective instruction. The student is expected to:	(G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies	(i) explain how learner feedback is used to guide selection of instructional strategies
(5) The student plans and uses effective instruction. The student is expected to:	(G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies	(ii) explain how learner feedback is used to guide adjustment of instructional strategies
(5) The student plans and uses effective instruction. The student is expected to:	(G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies	(iii) explain how professional feedback is used to guide selection of instructional strategies
(5) The student plans and uses effective instruction. The student is expected to:	(G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies	(iv) explain how professional feedback is used to guide adjustment of instructional strategies
(6) 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	(i) create a safe learning environment
(6) 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	(ii) create an effective learning environment
(6) 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	(iii) maintain a safe learning environment
(6) 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	(iv) maintain an effective learning environment

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student creates and maintains an effective learning environment. The student is expected to:	(B) integrate teacher or trainer characteristics that promote an effective learning environment	(i) integrate teacher or trainer characteristics that promote an effective learning environment
(6) The student creates and maintains an effective learning environment. The student is expected to:	(C) apply classroom management techniques that promote an effective learning environment	(i) apply classroom management techniques that promote an effective learning environment
(6) The student creates and maintains an effective learning environment. The student is expected to:	(D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment	(i) demonstrate specific conflict management techniques supportive of an effective learning environment
(6) The student creates and maintains an effective learning environment. The student is expected to:	(D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment	(ii) demonstrate specific mediation techniques supportive of an effective learning environment
(7) The student assesses instruction and learning. The student is expected to:	(A) develop and apply assessments to foster student learning	(i) develop assessments to foster student learning
(7) The student assesses instruction and learning. The student is expected to:	(A) develop and apply assessments to foster student learning	(ii) apply assessments to foster student learning
(7) The student assesses instruction and learning. The student is expected to:	(B) use assessment strategies to promote personal growth and teaching or training improvement	(i) use assessment strategies to promote personal growth
(7) The student assesses instruction and learning. The student is expected to:	(B) use assessment strategies to promote personal growth and teaching or training improvement	(ii) use assessment strategies to promote teaching or training improvement

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student assesses instruction and learning. The student is expected to:	(C) use reflective techniques to promote personal growth and teaching or training improvement	(i) use reflective techniques to promote personal growth
(7) The student assesses instruction and learning. The student is expected to:	(C) use reflective techniques to promote personal growth and teaching or training improvement	(ii) use reflective techniques to promote teaching or training improvement
(8) The student understands the relationship between school and society. The student is expected to:	(A) identify and support learning through advocacy	(i) identify learning
(8) The student understands the relationship between school and society. The student is expected to:	(A) identify and support learning through advocacy	(ii) support learning through advocacy
(8) The student understands the relationship between school and society. The student is expected to:	(B) select family, school and community resources for professional growth	(i) select family resources for professional growth
(8) The student understands the relationship between school and society. The student is expected to:	(B) select family, school and community resources for professional growth	(ii) select school resources for professional growth
(8) The student understands the relationship between school and society. The student is expected to:	(B) select family, school and community resources for professional growth	(iii) select community resources for professional growth
(8) The student understands the relationship between school and society. The student is expected to:	(C) promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities and business/industry	(i) promote learning through positive school partnership activities with stakeholders

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the relationship between school and society. The student is expected to:	(C) promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities and business/industry	(ii) build support through positive school partnership activities with stakeholders
(9) The student develops technology skills. The student is expected to:	(A) access and utilize current technology applications appropriate for specific subject matter and student needs	(i) access current technology applications appropriate for specific subject matter
(9) The student develops technology skills. The student is expected to:	(A) access and utilize current technology applications appropriate for specific subject matter and student needs	(ii) access current technology applications appropriate for specific student needs
(9) The student develops technology skills. The student is expected to:	(A) access and utilize current technology applications appropriate for specific subject matter and student needs	(iii) utilize current technology applications appropriate for specific subject matter
(9) The student develops technology skills. The student is expected to:	(A) access and utilize current technology applications appropriate for specific subject matter and student needs	(iv) utilize current technology applications appropriate for specific student needs
(9) The student develops technology skills. The student is expected to:	(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management	(i) integrate the skillful use of technology as a tool for instruction
(9) The student develops technology skills. The student is expected to:	(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management	(ii) integrate the skillful use of technology as a tool for evaluation

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops technology skills. The student is expected to:	(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management	(iii) integrate the skillful use of technology as a tool for management
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(A) develop teacher and trainer characteristics that promote professional and ethical conduct	(i) develop teacher and trainer characteristics that promote professional conduct
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(A) develop teacher and trainer characteristics that promote professional and ethical conduct	(ii) develop teacher and trainer characteristics that promote ethical conduct
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(B) analyze professional and ethical standards that apply to educators and trainers	(i) analyze professional standards that apply to educators and trainers
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(B) analyze professional and ethical standards that apply to educators and trainers	(ii) analyze ethical standards that apply to educators and trainers
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(C) analyze situations requiring decisions based on professional, ethical, and legal considerations	(i) analyze situations requiring decisions based on professional considerations
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(C) analyze situations requiring decisions based on professional, ethical, and legal considerations	(ii) analyze situations requiring decisions based on ethical considerations

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(C) analyze situations requiring decisions based on professional, ethical, and legal considerations	(iii) analyze situations requiring decisions based on legal considerations
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct	(i) analyze expected effects of compliance with Texas teacher code of conduct
(10) The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to:	(D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct	(ii) analyze expected effects of non-compliance with Texas teacher code of conduct
(11) 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	(i) identify strategies for the professional development of educators or trainers
(11) 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	(ii) identify resources for the professional development of educators or trainers
(11) The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:	(B) demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning	(i) demonstrate teacher or trainer characteristics that promote ongoing professional development
(11) The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:	(B) demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning	(ii) demonstrate teacher or trainer characteristics that promote lifelong learning

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:	(C) plan for professional growth	(i) plan for professional growth
(12) The student continues to participate in field-based experiences in education or training. The student is expected to:	(A) apply instructional strategies and concepts within a local educational or training facility	(i) apply instructional strategies within a local educational or training facility
(12) The student continues to participate in field-based experiences in education or training. The student is expected to:	(A) apply instructional strategies and concepts within a local educational or training facility	(ii) apply instructional concepts within a local educational or training facility
(12) The student continues to participate in field-based experiences in education or training. The student is expected to:	(B) document, assess, and reflect on instructional experiences	(i) document instructional experiences
(12) The student continues to participate in field-based experiences in education or training. The student is expected to:	(B) document, assess, and reflect on instructional experiences	(ii) assess instructional experiences
(12) The student continues to participate in field-based experiences in education or training. The student is expected to:	(B) document, assess, and reflect on instructional experiences	(iii) 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	(i) gather artifacts that support attainment of technical skill competencies

Knowledge and Skill Statement	Student Expectation	Breakout
(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	(ii) gather documentation that support[s] attainment of technical skill competencies
(13) The student documents technical knowledge and skills. The student is expected to:	(B) update a professional portfolio to include components such as a resume, samples of work, service learning log, recognitions, awards, scholarship essays, letters of recommendation, certifications, and evaluations	(i) update a professional portfolio to include [various] components
(13) The student documents technical knowledge and skills. The student is expected to:	(C) present the portfolio to interested stakeholders	(i) present the portfolio to interested stakeholders

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter E. Education and Training</b>
<b>Course Title</b>	<b>§130.166. Extended Practicum in Education and Training (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Education and Training Career Cluster. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Corequisite: Practicum in Education and Training. This course must be taken concurrently with Practicum in Education and Training 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.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(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.</p> <p>(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</p> <p>(3) Extended Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(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.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(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 education and training	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to education and training
(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 education and training	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to education and training
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(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	(i) demonstrate technology applications skills with increased fluency to enhance work products
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to 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	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(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	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student applies professional communications strategies. The student is expected to:	(B) effectively present information formally and informally	(i) effectively present information formally
(2) The student applies professional communications strategies. The student is expected to:	(B) effectively present information formally and informally	(ii) effectively present information informally

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and effectively communicate information	(i) analyze information
(2) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and effectively communicate information	(ii) interpret information
(2) The student applies professional communications strategies. The student is expected to:	(C) analyze, interpret, and effectively communicate information	(iii) effectively communicate information
(2) The student applies professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student applies professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to 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.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency independently to solve problems
(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.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency in groups to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(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.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills with increased fluency independently to make decisions
(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.	[A] employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills with increased fluency in groups to make decisions
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(B) show integrity by choosing the ethical course of action when making decisions	(i) show integrity by choosing the ethical course of action when making decisions
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(C) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet	(i) demonstrate proper etiquette when using networks, especially resources on the Internet
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(C) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet	(ii) demonstrate proper etiquette when using networks, especially resources on the intranet

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(C) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet	(iii) demonstrate knowledge of acceptable-use policies when using networks, especially resources on the Internet
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(C) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet	(iv) demonstrate knowledge of acceptable-use policies when using networks, especially resources on the intranet
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner
(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:	(D) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(A) apply instructional strategies and concepts with increased fluency within a local educational or training facility	(i) apply instructional strategies with increased fluency within a local educational or training facility
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(A) apply instructional strategies and concepts with increased fluency within a local educational or training facility	(ii) apply instructional concepts with increased fluency within a local educational or training facility

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(B) apply principles and theories that impact instructional planning	(i) apply principles that impact instructional planning
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(B) apply principles and theories that impact instructional planning	(ii) apply theories that impact instructional planning
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(C) develop curriculum and related materials to support instruction that align with the Texas Essential Knowledge and Skills	(i) develop curriculum that align[s] with the Texas Essential Knowledge and Skills
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(C) develop curriculum and related materials to support instruction that align with the Texas Essential Knowledge and Skills	(ii) develop related materials to support instruction that align[s] with the Texas Essential Knowledge and Skills
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(D) demonstrate competency in foundation and enrichment subject areas	(i) demonstrate competency in foundation subject areas
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(D) demonstrate competency in foundation and enrichment subject areas	(ii) demonstrate competency in enrichment subject areas
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(E) create lessons plans that meet instructional goals	(i) create lessons plans that meet instructional goals

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(F) document, assess, and reflect on instructional experiences	(i) document instructional experiences
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(F) document, assess, and reflect on instructional experiences	(ii) assess instructional experiences
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(F) document, assess, and reflect on instructional experiences	(iii) reflect on instructional experiences
(5) The student continues to participate in field-based experiences in education and training. The student is expected to:	(G) collect representative work samples	(i) collect representative work samples