

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Career and Technical Education (CTE)—Education and Training

Prepared by the State Board of Education TEKS Review Committees

First Draft, August 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Education and Training Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

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

- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- MV**—multiple viewpoints from within the committee
- VA**—information added, changed, or deleted to increase vertical alignment

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§130.142. Principles of Education and Training (One-Half to One Credit).

TEKS with Edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9 – 10 12 .	The Principles Course is more appropriate for 9 th and 10 th graders. We also wanted to avoid the temptation of students going “backwards” in the sequence... i.e., taking HG and/or IPET/PET then THEN taking the principles. However, we feel that under individual circumstances local districts would still have the option of offering the principles class to 11 th and 12 th graders.
(b)	Introduction	To be in compliance with HB5
(1)	<u>CTE 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.</u>	
(2)	<u>The Education and Training Career Cluster focuses on planning, managing and providing education and training services, and related learning support services.</u>	
(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 <u>as well as</u> and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to 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.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	As instructed
(A)	<u>demonstrate written communication;</u>	Professional standards for ET
(B)	<u>perform job-appropriate numerical and arithmetic application;</u>	Professional standards for ET
(C)	<u>practice oral communication skills;</u>	Professional standards for ET
(D)	<u>exhibit teamwork skills;</u>	Professional standards for ET
(E)	<u>apply decision-making skills;</u>	Professional standards for ET

(F)	<u>implement problem-solving techniques;</u>	Professional standards for ET
(G)	<u>acquire conflict management skills;</u>	Professional standards for ET
(H)	<u>develop leadership skills;</u>	Professional standards for ET
(I)	<u>demonstrate professionalism; and</u>	Professional standards for ET
(J)	<u>develop effective work ethic practices.</u>	
(2)	The student completes career investigations explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. within the education and training career cluster. The student is expected to:	developmentally appropriate (to 9 th and 10 th grader) real world life social skills
(A)	identify and describe the various careers found within the education and training career cluster <u>investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services and Administration and Administrative Support;</u>	To Reflect the three programs of study
(B)	analyze transferable skills among a variety of careers within the education and training career cluster;	
(C)	recognize the impact of career choice on personal lifestyle; and	
(D)	assess <u>develop</u> the importance of productive work habits <u>such as organization, time management, and initiative;</u> attitudes; and	
(E)	<u>analyze self-assessment results, such as personal skills and qualities as relative to those necessary for success in education and training careers.</u>	Makes the application of the above SEs more relevant to the student
(3)	The student understands <u>explains</u> societal impacts within the education and training career cluster. The student is expected to:	Observable
(A)	investigate <u>summarize</u> political trends or issues that have influenced the development of education across the United States, such as historical, societal, cultural and political and historical trends that have influenced the development of education across the United States; <u>;</u> <u>and</u>	Realigned level of expectation with Blooms for a more appropriate level of measurement.
(B)	identify cultural and societal changes that have affected educational systems across the United States; and	
(C)(B)	predict the Education and Training career cluster use <u>job market by using information from sources such as</u> labor market information, knowledge of technology, and societal or economic trends to forecast job profiles within the education and training career cluster.	Enhancement
(5)(4)	The student explores careers in <u>the</u> teaching and training <u>program of study</u> . The student is expected to:	Numbers reordered
(A)	summarize the various roles and responsibilities of professionals in the fields of teaching and training;	
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of	

	teaching and training;	
(C)	investigate education or training alternatives after high school for a career choice within the student's interest areas; and	
(D)	formulate <u>examine</u> education or training degree plans for various occupations within the fields of teaching and training.	clarity
<u>(5)</u>	The student explores careers in <u>the</u> professional support services <u>program of study</u> . The student is expected to:	Numbers reordered/ clarity
(A)	summarize the various roles and responsibilities of professionals in the field of professional support services;	
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;	
(C)	investigate education and training alternatives after high school for a career choice within the student's interest areas; and	
(D)	formulate <u>examine</u> education and training degree plans for various occupations within the field of professional support services.	clarity
(3) <u>(6)</u>	The student explores careers in <u>the</u> administration and administrative support <u>program of study</u> . The student is expected to:	Numbers reordered
(A)	summarize the various roles and responsibilities of professionals in the fields of administration and administrative support;	
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of administration and administrative support;	
(C)	investigate education and training alternatives after high school for a career choice within the student's interest areas; and	
(D)	formulate <u>examine</u> education and training degree plans for various occupations within the fields of administration and administrative support.	Clarity
(6)	The student investigates career opportunities within the education and training career cluster. The student is expected to:	Eliminating due to redundancy
(A)	compare and contrast the specific career options found within each education and training cluster program of study;	Eliminating due to redundancy
(B)	use labor market information, knowledge of technology, and societal and economic trends to forecast job profiles within each cluster program of study; and	Eliminating due to redundancy
(C)	use personal interests and aptitudes to identify a specific cluster program of study as a potential field of study.	Eliminating due to redundancy

<u>(7)</u>	<u>The student experiences authentic education and training opportunities. The student is expected to:</u>	Align with other courses
<u>(A)</u>	<u>experience educator duties and responsibilities through activities such as assisting, shadowing or observing;</u>	Align with other courses
<u>(B)</u>	<u>develop instructional materials such as visuals, teacher aids, manipulatives, lesson components and mini lessons; and</u>	Align with other courses
<u>(C)</u>	<u>formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education.</u>	Align with other courses
(7) <u>(8)</u>	The student explores options in education and career planning. The student is expected to:	Number change
(A)	develop a graduation plan that leads to a specific career choice in the area of interest;	
(B)	identify high school and dual enrollment courses related to specific career cluster programs of study;	
(C)	identify and compare technical and community college programs that align with interest areas; and	
(D)	identify and compare university programs and institutions that align with interest areas.	
<u>(9)</u>	<u>The student documents technical knowledge and skills. The student is expected to:</u>	Added employability skills - portfolio
<u>(A)</u>	<u>assemble basic professional portfolio to include components such as basic resume, samples of work, service learning log, assessment results and mock scholarship applications; and</u>	Added employability skills - portfolio
<u>(B)</u>	<u>present completed professional portfolio.</u>	Added employability skills - portfolio

§130.143. Human Growth and Development (One Credit).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training.	
(b)	Introduction.	
(1)	<u>CTE 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.</u>	as instructed
(2)	<u>The Education and Training Career Cluster focuses on planning, managing and providing education and training services, and related learning support services.</u>	As instructed
(3)	Human Growth and Development is an examination of human development across the lifespan with emphasis upon 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.	Deleted" upon" added "on" to increase readability.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	As instructed
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Professional standards/employability skills for course
(A)	<u>demonstrate written communication;</u>	
(B)	<u>perform job-appropriate numerical and arithmetic application;</u>	
(C)	<u>practice various forms of communication such as verbal and non-verbal communication skills used in the educational and career settings;</u>	
(D)	<u>exhibit teamwork skills;</u>	
(E)	<u>apply decision-making skills;</u>	
(F)	<u>implement problem-solving techniques;</u>	
(G)	<u>acquire conflict management skills;</u>	
(H)	<u>develop leadership skills; and</u>	
(I)	<u>demonstrate professionalism; and</u>	

(J)	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:	Number change /clarity
(A)	explain the role of theories in understanding human development;	
(B)	describe theoretical perspectives that influence human development throughout the lifespan;	
(C)	summarize historical influences on modern theories of human development;	
(D)	compare and contrast the research methods commonly used to study human development; and	
(E)	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:	Number change
(A)	describe nutritional needs prior to and during pregnancy;	
(B)	analyze reasons for medical care and good health practices prior to and during pregnancy;	
(C)	outline stages of prenatal development;	
(D)	discuss the role of genetics in prenatal development; and	
(E)	determine environmental factors affecting development of the fetus.	
(4)	The student understands the development of children ages newborn through two years. The student is expected to:	Number change
(A)	analyze the physical, emotional, social, and cognitive development of infants and toddlers;	
(B)	analyze various developmental theories relating to infants and toddlers;	
(C)	discuss the influences of the family and society on the infant and toddler;	
(D)	summarize strategies for optimizing the development of infants and toddlers, including those with special needs;	
(E)	determine techniques that promote the health and safety of infants and toddlers; and	
(F)	determine developmentally appropriate guidance techniques for children in the first two years of life.	
(5)	The student understands the development of children ages three through five years. The student is expected to:	Number change
(A)	analyze the physical, emotional, social, and cognitive development of preschoolers;	
(B)	analyze various developmental theories relating to preschoolers;	

(C)	discuss the influences of the family and society on preschoolers;	
(D)	summarize strategies for optimizing the development of preschoolers, including those with special needs;	
(E)	determine techniques that promote the health and safety of preschoolers; and	
(F)	determine developmentally appropriate guidance techniques for preschoolers.	
<u>(6)</u>	The student understands the development of children ages six through ten years. The student is expected to:	Number change
(A)	analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;	
(B)	analyze various developmental theories relating to children in the early to middle childhood stage of development;	
(C)	discuss the influences of the family and society on children in the early to middle childhood stage of development;	
(D)	summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;	
(E)	determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and	
(F)	determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.	
<u>(7)</u>	The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	Number change
(A)	analyze the biological and cognitive development of adolescents;	
(B)	analyze the emotional and social development of adolescents;	
(C)	discuss various theoretical perspectives relevant to adolescent growth and development;	
(D)	discuss the influences of the family and society on adolescents; and	
<u>(E)</u>	<u>summarize strategies for optimizing the development during adolescence, including those with special needs;</u>	To broaden the lens of viewing development for the adolescent to mirror that of other stages.
<u>(F)</u>	<u>determine techniques that promote the health and safety of the adolescent; and</u>	To broaden the lens of viewing development for the adolescent to mirror that of other stages.
(E) <u>(G)</u>	determine <u>developmentally</u> appropriate guidance techniques for adolescents.	To broaden the lens of viewing development for the adolescent to mirror

		that of other stages.
<u>(8)</u>	The student understands the importance of care and protection of children <u>and adolescents</u> . The student is expected to:	Number change /To broaden the lens of viewing development for the adolescent to mirror that of other stages
(A)	determine agencies and services that protect the rights of children <u>and adolescents</u> ;	To broaden the lens of viewing development for the adolescent to mirror that of other stages
(B)	summarize various resources focusing on children <u>and adolescents</u> ;	To broaden the lens of viewing development for the adolescent to mirror that of other stages
(C)	predict the impact of changing demographics and cultural diversity on the health and welfare of children <u>and adolescents</u> ;	To broaden the lens of viewing development for the adolescent to mirror that of other stages
(D)	analyze forms, causes, effects, prevention, and treatment of child abuse;	
(E)	explain the impact of appropriate health care and safety of children <u>and adolescents</u> ; and	To broaden the lens of viewing development for the adolescent to mirror that of other stages
(F)	discuss responsibilities of citizens, legislation, and public policies affecting children <u>and adolescents</u> .	To broaden the lens of viewing development for the adolescent to mirror that of other stages
<u>(9)</u>	The student understands the development of adults ages 20 through 39 years. The student is expected to:	Number change
(A)	analyze various development theories relating to early adults, including biological and cognitive development;	
(B)	analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;	
(C)	discuss the influences of society and culture on early adults; and	
(D)	discuss the importance of family, human relationships, and social interaction for early adults.	
<u>(10)</u>	The student understands the development of adults ages 40 through 65 years. The student is expected to:	Number change
(A)	analyze various development theories relating to middle adults, including biological and cognitive development;	
(B)	analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;	
(C)	discuss the influences of society and culture on middle adults; and	

(D)	discuss the importance of family, human relationships, and social interaction for middle adults.	
(10) (11)	The student understands the development of adults ages 66 years and older. The student is expected to:	Number change
(A)	analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;	
(B)	analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;	
(C)	discuss the influences of society and culture on those within the stage of late adulthood; and	
(D)	discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.	
(11)	The student understands the skills necessary for career preparation. The student is expected to:	Moved to intro
(A)	demonstrate skills, characteristics, and responsibilities of leaders and effective team members;	
(B)	demonstrate effective methods and obligations for securing, maintaining, and terminating employment;	
(C)	practice human relation skills; and	
(D)	demonstrate effective verbal, non-verbal, written, and electronic communication skills.;	
(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;	
(B)	evaluate employment and entrepreneurial opportunities and education requirements in the educational field of interest; and	
(C)	propose short- and long-term education and career goals.;	
<u>(D)</u>	<u>demonstrate effective methods and obligations for securing, maintaining, and terminating employment;</u>	
<u>(13)</u>	<u>The student documents technical knowledge and skills. The student is expected to:</u>	Added employability skills - portfolio
<u>(A)</u>	<u>update professional portfolio including components such as resume, samples of work, service learning log, assessment results and mock scholarship applications; and</u>	
<u>(B)</u>	<u>present completed professional portfolio to stakeholders.</u>	

§130.144. ~~Instructional Practices in Education and Training~~ Experiences in Teaching Practicum I (Two credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development.	
(b)	Introduction.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Education and Training Career Cluster focuses on planning, managing and providing education and training services, and related learning support services.</u>	
(3)	Instructional Practices in Education and Training <u>Experiences in Teaching</u> is a field-based (<u>practicum</u>) 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, <u>middle childhood and adolescence</u> 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.	Recommend course name change to reflect course content
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Per instructions
(A)	<u>demonstrate written communication;</u>	Professional standard for ET
(B)	<u>perform job-appropriate numerical and arithmetic application;</u>	Professional standard for ET
(C)	<u>practice various forms of communication such as verbal and non-verbal communication skills used in the educational and career settings;</u>	Professional standard for ET
(D)	<u>exhibit teamwork skills;</u>	Professional standard for ET

(E)	<u>apply decision-making skills;</u>	Professional standard for ET
(F)	<u>implement problem-solving techniques;</u>	Professional standard for ET
(G)	<u>acquire conflict management skills;</u>	Professional standard for ET
(H)	<u>develop leadership skills;</u>	Professional standard for ET
(I)	<u>demonstrate professionalism; and</u>	Professional standard for ET
(J)	<u>develop effective work ethic practices.</u>	
(H) (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;	
(B)	determine <u>and implement</u> knowledge and skills needed by teaching and training professionals;	Better represents classroom and field-based experience
(C)	demonstrate <u>and implement</u> personal characteristics needed by teaching and training professionals;	Better represents classroom and field-based experience
(D)	identify qualities of effective schools; and	
(E)	investigate possible career options in the field of education and training;	
(F)	<u>discuss teaching and training in non-traditional setting such as those in corporations, community outreach, non-profits and government entities; and</u>	
(G)	<u>formulate a professional philosophy of education based on a personal set of beliefs.</u>	alignment
(E) (3)	The student understands the learner and the learning process. The student is expected to:	
(A)	relate <u>and implement</u> principles and theories of human development to teaching and training situations;	Better represents classroom and field-based experience
(B)	relate <u>and implement</u> principles and theories about the learning process to teaching and training situations;	Better represents classroom and field-based experience
(C)	demonstrate <u>and implement</u> behaviors and skills that facilitate the learning process; and	Better represents classroom and field-based experience
(D)	explain <u>and implement</u> the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.	Better represents classroom and field-based experience
(3) (4)	The student communicates <u>interacts</u> effectively <u>in the role of an educator</u> . The student is expected to:	
(A)	demonstrate effective verbal, non-verbal, written, and electronic communication skills;	in intro

(B) (A)	communicate <u>interact</u> effectively in situations with <u>students</u> , educators and parents or guardians;	
(C) (B)	evaluate the role of classroom communications in <u>demonstrate techniques</u> promoting student literacy and learning; and	Clarity
(D) (C)	demonstrate effective communication <u>interaction</u> skills in teaching and training.	Clarity
(4) (5)	The student plans and develops effective instruction. The student is expected to:	renumbered
(A)	explain the role of the Texas Essential Knowledge and Skills (TEKS) in <u>planning</u> and evaluating instruction;	
(B)	explain the rationale for having a fundamental knowledge of the subject matter in order to plan and prepare effective instruction;	
(C)	explain the rationale and process of instructional planning;	
(D)	describe principles and theories that impact instructional planning;	
(E)	create clear short- and long-term learning objectives that are developmentally appropriate for students; and	
(F)	demonstrate teacher planning to meet instructional goals.	
<u>(6)</u>	The student creates an effective learning environment. The student is expected to:	
(A)	describe <u>and implement</u> characteristics of safe and effective learning environments;	Better represents classroom and field-based experience
(B)	demonstrate teacher and trainer characteristics that promote an effective learning environment;	
(C)	identify classroom-management techniques that promote an effective learning environment; and	
(D)	describe conflict-management and mediation techniques supportive of an effective learning environment.	
<u>(7)</u>	The student assesses teaching and learning. The student is expected to:	
(A)	describe the role of assessment as part of the learning process;	
(B)	analyze the assessment process; and	
(C)	identify appropriate assessment strategies for use in an instructional setting.	
<u>(8)</u>	The student understands the relationship between school and society. The student is expected to:	
(A)	explain the relationship between school and society;	

(B)	<u>recognize and utilize resources for professional growth such as use family, school and community resources for professional growth;</u> and	clarity
(C)	use the support of family members, community members, and business and industry to promote learning. <u>collaborate with stakeholders such as family, school and community to promote learning.</u>	Eliminated redundancy/clarity
(9)	The student develops technology skills. The student is expected to:	
(A)	describe the role of technology in the instructional process;	
(B)	use technology applications appropriate for specific subject matter and student needs; and	
(C)	demonstrate skillful use of technology as a tool for instruction, evaluation, and management.	
(10)	The student understands the <u>professional, ethical</u> s and legal responsibilities in teaching and training. The student is expected to:	clarity
(A)	describe teacher and trainer characteristics that promote <u>professional and</u> ethical conduct;	clarity
(B)	analyze <u>professional and</u> ethical standards that apply to <u>educators and trainers;</u> the teaching and training profession;	clarity
(C)	analyze situations requiring decisions based on <u>professional,</u> ethical and legal considerations; and	clarity
(D)	analyze expected effects of compliance and non-compliance <u>with Texas Teacher Code of Conduct.</u>	clarity
(10) (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; and	
(B)	document, assess, and reflect on instructional experiences.	
(12)	<u>The student documents technical knowledge and skills. The student is expected to:</u>	Added employability skills - portfolio
(A)	<u>update professional portfolio including components such as resume, samples of work, service learning log, assessment results and mock scholarship applications; and</u>	alignment
(B)	<u>present updated professional portfolio to stakeholders.</u>	alignment

§130.145. Experiences in Teaching Practicum II in Education and Training (Two to Three Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grade 12. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Instructional Practices in Education and Training.	
(b)	Introduction.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Education and Training Career Cluster focuses on planning, managing and providing education and training services, and related learning support services.</u>	
(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, <u>middle childhood and adolescence</u> 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.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Per instructions
(A)	<u>demonstrate written communication;</u>	
(B)	<u>perform job-appropriate numerical and arithmetic application;</u>	
(C)	<u>practice various forms of communication such as verbal and non-verbal communication skills used in the educational and career settings;</u>	
(D)	<u>exhibit teamwork skills;</u>	
(E)	<u>apply decision-making skills;</u>	
(F)	<u>implement problem-solving techniques;</u>	
(G)	<u>acquire conflict management skills;</u>	
(H)	<u>develop leadership skills;</u>	

(I)	<u>demonstrate professionalism; and</u>	
(J)	<u>develop effective work ethic practices.</u>	
(2)	The student explores the teaching and training profession. The student is expected to:	
(A)	<u>analyze current trends and issues that impact education such as political, societal and economic;</u>	Better alignment with previous course
(B)	<u>demonstrate and implement knowledge and skills needed by the teaching and training profession;</u>	Better alignment with Previous course
(C)	assess <u>update assessment of</u> personal characteristics needed to work in the teaching and training profession;	Process was started in Principles of Education
(B)-(D)	compare schools based on qualities of effectiveness; <u>explore qualities of effective schools;</u>	Clarity, critical thinking
(C)-(E)	<u>refine professional philosophy of education based on a personal set of beliefs;</u> formulate a personal philosophy of education; and	Clarity
(F)	<u>explore the educational/academic requirements and possible certifications available in education;</u>	Fills a gap
(D)-(G)	create a <u>refine</u> personal career plan in preparation for a career in the field of education or training; and	clarity
(H)	<u>continue to explore teaching and training in non-traditional setting such as those in corporations, community outreach, non-profits and government entities.</u>	Fills a gap
(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;	
(B)	apply principles and theories about the learning process to specific teaching or training situations;	
(C)	analyze <u>the dynamics of</u> personal <u>and student</u> behaviors and skills that facilitate the learning process; and	Clarity
(D)	<u>analyze teaching skills that facilitate the learning process.</u>	Fills a gap
(D)-(E)	suggest <u>demonstrate</u> effective instructional practices to accommodate <u>diversity such as</u> learning differences, learner exceptionality, and special-needs <u>considerations</u> conditions .	Clarity, alignment with Texas Teacher competencies
(4)	The student communicates <u>interacts</u> effectively <u>in the role of an educator</u> . The student is expected to:	
(A)	assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills;	In intro
(A)	communicate <u>interacts</u> effectively in situations with <u>students</u> , educators and parents or guardians;	clarity
(B)	evaluate the role of classroom communications in <u>demonstrate techniques</u> promoting student literacy and learning; and	More inclusive

(C)	integrate effective communication <u>interaction</u> skills in teaching or training.	clarity
(5)	The student plans and uses effective instruction. The student is expected to:	renumbered
(A)	apply principles and theories that impact instructional planning;	
(B)	develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS);	
(C)	<u>demonstrate competency in core and non-core subject areas;</u>	Draw attention to importance of the relationship between academic success and success as an educator
(C) (D)	assess personal planning <u>create lessons plans that</u> to meet instructional goals;	clarity
(D) (E)	analyze concepts for developing effective instructional strategies;	
(E) (F)	<u>evaluate and analyze effectiveness of lessons plans and</u> analyze instructional strategies; for effectiveness; and	clarity
(F) (G)	explain how learner <u>and professional</u> feedback has been <u>is</u> used to guide selection and adjustment of instructional strategies.	Emphasize collaborative efforts of educators
(6)	The student creates and maintains an effective learning environment. The student is expected to:	
(A)	create and maintain safe and effective learning environments;	
(B)	integrate teacher or trainer characteristics that promote an effective learning environment;	
(C)	apply classroom management techniques that promote an effective learning environment; and	
(D)	demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.	
(7)	The student assesses instruction and learning. The student is expected to:	
(A)	develop and apply assessments to foster student learning; and	
(B)	use assessment strategies to promote personal growth and teaching or training improvement.	
(C)	<u>use reflective techniques to promote personal growth and teaching or training improvement</u>	Enhancement – reflection was not clearly addressed
(8)	The student understands the relationship between school and society. The student is expected to:	
(A)	<u>identify and</u> support learning through advocacy	clarity
(B)	select <u>family,</u> school and community resources for professional growth; and	enhancement
(C)	<u>promote learning and build support through positive school partnership activities with stake holders such as</u> design activities to build support of families, schools, communities <u>family members, community members,</u> and business/_ and_ industry_ to promote learning	More inclusive

(9)	The student develops technology skills. The student is expected to:	
(A)	recommend <u>access and utilize current</u> technology applications appropriate for specific subject matter and student needs; and	clarity
(B)	<u>continue integrating</u> integrate the skillful use of technology as a tool for instruction, evaluation, and management.	Suggest alignment
(10)	<u>The student understands the professional, ethical and legal responsibilities in teaching and training. The student is expected to</u>	Align with previous course
(A)	<u>continue developing teacher and trainer characteristics that promote professional and ethical conduct;</u>	Align with previous course
(B)	<u>continue to analyze professional and ethical standards that apply to educators and trainers;</u>	Align with previous course
(C)	<u>continue to analyze situations requiring decisions based on professional, ethical and legal considerations; and</u>	Align with previous course
(D)	<u>continue to analyze expected effects of compliance and non-compliance with Texas teacher code of conduct.</u>	Align with previous course
(9) 11	The student <u>explores the need and opportunities for continued professional development for educators and trainers.</u> continues development as a teaching or training professional. The student is expected to:	Fill a gap
(A)	identify strategies and resources for the professional development of educators or trainers <u>such as research and assessment;</u>	Enhancement
(B)	demonstrate teacher or trainer characteristics that promote ongoing professional development <u>and lifelong learning; and</u>	Enhancement
(C)	use research and assessment to improve teaching or training; and	redundancy
(D) (C)	develop a plan for professional growth. plan.	clarity
(10) 12	The student <u>continues to</u> participates in field-based experiences in education or training. The student is expected to:	
(A)	apply instructional strategies and concepts within a local educational or training facility; and	
(B)	document, assess, and reflect on instructional experiences.	
(11) (13)	The student documents technical knowledge and skills. The student is expected to:	
(A)	<u>gather artifacts and documentation that support attainment of technical skill competencies;</u>	
(B)	update a professional portfolio to include <u>components such as a résumé, samples of work, service learning log, recognitions, awards, scholarship essays, letters of recommendation, certifications and evaluations; and</u>	

(i)	attainment of technical skill competencies;	
(ii)	licenses or certifications;	
(iii)	recognitions, awards, and scholarships;	
(iv)	extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;	
(v)	abstract of key points of the practicum;	
(vi)	resumé;	
(vii)	samples of work; and	
(viii)	evaluation from the practicum supervisor; and	
(C)	present the professional portfolio to all interested stakeholders such as educators, community members and business/industry partners in a professional setting. in a slide or poster presentation.	clarification

DRAFT