# Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

## Subchapter G. Education and Training

*Statutory Authority: The provisions of this Subchapter G issued Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a), (b-2), and (b-17), unless otherwise noted.*

### §127.309. Implementation of Texas Essential Knowledge and Skills for Education and Training, Adopted 2015.

(a) The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.

(b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§127.310-127.314 of this subchapter.

(c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§127.310-127.314 of this subchapter shall be implemented beginning with the 2017-2018 school year and apply to the 2017-2018 and subsequent school years.

(d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§127.310-127.314 of this subchapter shall be implemented for the following school year.

*Source: The provisions of this §127.309 adopted to be effective April 7, 2022, 47 TexReg 1677.*

### §127.311. Human Growth and Development (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) 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.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

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

(A) demonstrate written communication;

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

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

(D) exhibit teamwork skills;

(E) apply decision-making skills;

(F) implement problem-solving techniques;

(G) acquire conflict management skills;

(H) develop leadership skills;

(I) demonstrate professionalism; and

(J) develop effective work ethic practices.

(2) 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;

(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:

(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:

(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:

(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.

(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;

(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.

(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;

(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;

(E) summarize strategies for optimizing the development of the adolescent;

(F) determine techniques that promote the health and safety of the adolescent; and

(G) 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 services provided by agencies that protect the rights of children and adolescents;

(B) summarize various resources focusing on children and adolescents;

(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;

(D) analyze forms, causes, effects, prevention, and treatment of child abuse;

(E) explain the impact of appropriate health care and importance of safety for children and adolescents; and

(F) discuss responsibilities of citizens, legislation, and public policies affecting children and 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;

(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.

(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;

(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.

(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;

(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.

(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, including education requirements in the educational field of interest;

(C) propose short-term and long-term education and career goals; and

(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment.

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

(A) update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and

(B) present the portfolio to interested stakeholders.

*Source: The provisions of this §127.311 adopted to be effective April 7, 2022, 47 TexReg 1677.*

**§127.314. Extended Practicum in Education and Training (One Credit), Adopted 2015.**

(a) General requirements. 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.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) 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.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

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

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

(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;

(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency;

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

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

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

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

(B) effectively present information formally and informally;

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

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

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

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

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

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

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

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

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

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

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

(C) develop curriculum and related materials to support instruction that align with the Texas Essential Knowledge and Skills;

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

(E) create lessons plans that meet instructional goals;

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

(G) collect representative work samples.

*Source: The provisions of this §127.314 adopted to be effective April 7, 2022, 47 TexReg 1677.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.

(1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills required by the education profession and related occupations. The student is expected to:

(A) demonstrate written communication skills;

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

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

(D) exhibit teamwork skills;

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

(F) identify and implement problem-solving techniques;

(G) identify conflict-management skills;

(H) describe effective leadership skills;

(I) describe productive work habits such as being organized, managing time, and taking initiative;

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

(K) identify effective work ethic practices.

(2) The student identifies strategies that promote health and wellness to address the unique challenges of educators in balancing work and personal responsibilities. The student is expected to:

(A) explain common signs of stress and anxiety;

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

(C) discuss the impacts of an education career on personal lifestyle such as impacts on time, earning potential, community presence and involvement, health and wellness, and family;

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

(E) discuss strategies to manage health and wellness.

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

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

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

(4) The student investigates the range of employment opportunities in the education and training field. The student is expected to:

(A) identify and investigate career opportunities in education and training;

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

(C) compare transferable skills among a variety of careers in education and; and

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

(5) The student explains societal impacts on the education and training field. The student is expected to:

(A) investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues;

(B) explain pedagogy and andragogy theory;

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

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

(6) The student describes the characteristics of different educational and training environments. The student is expected to:

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

(B) describe different types of schools in urban and rural areas and public and private schools such as academies, Montessori, charter, and magnet schools;

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

(D) discuss factors, including stipends, state and school district initiatives, and level of education, that can impact earning potential; and

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

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

(A) observe educator duties and responsibilities through activities such as assisting, shadowing, or observing;

(B) develop and evaluate instructional materials such as visuals, teacher aids, manipulatives, lessons, and lesson plans;

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

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

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

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

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

(B) analyze effective tools used in classroom management such as classroom expectations, seating charts, classroom set-up, procedures and routines, and teacher organization and preparation;

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

(D) analyze positive behavior intervention techniques, including restorative practices; and

(E) develop a differentiated lesson plan that includes scaffolding for all levels of learners.

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

(A) investigate degree plans or training alternatives for various occupations within teaching and training and early learning;

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

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

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

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

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

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

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

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

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

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

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

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

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

*Source: The provisions of this §127.316 adopted to be effective April 26, 2022, 47 TexReg 2166.*

**§127.317. Child Development (One Credit), Adopted 2021.**

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.

(1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services or Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

(A) apply interpersonal communication skills in business and industry settings;

(B) explain the value of and demonstrate collaboration within the work environment;

(C) apply productive work habits, including time management, organization, initiative, and self-direction;

(D) identify work ethics and professional skills needed in a work environment; and

(E) identify and demonstrate problem-solving, creativity, and critical-thinking skills needed within the work environment.

(2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:

(A) compare parenting styles and the potential influence of each style on a child's development;

(B) investigate the legal rights and responsibilities of parents;

(C) analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and

(D) analyze the parental responsibilities of educating children through the continuum of developmental stages.

(3) The student examines the care, protection, and safety of children. The student is expected to:

(A) analyze the effects of childhood trauma at each developmental stage;

(B) describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;

(C) demonstrate first aid and cardiopulmonary resuscitation skills;

(D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;

(E) examine suggested preventative health care recommendations for children such as American Academy of Pediatrics (AAP) and Centers for Disease Control and Prevention (CDC) guidelines and recommendations for immunizations, physical exams, and oral hygiene;

(F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and

(G) identify current legislation and public policies affecting the care, protection, and safety of children.

(4) The student investigates components of optimal prenatal care and development. The student is expected to:

(A) identify signs and stages of pregnancy;

(B) analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;

(C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown ideology;

(D) analyze nutritional needs prior to and during pregnancy;

(E) analyze appropriate medical care and good health practices prior to and during pregnancy;

(F) explain how technological advances in prenatal care can impact child development;

(G) explore careers that provide service to those receiving prenatal care; and

(H) analyze the process of labor and delivery methods.

(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months;

(B) investigate the impact of children ages birth through twelve months on the family such as the impact on roles, finances, responsibilities, and relationships in the family;

(C) analyze the impact of technology such as personal usage or exposure and assistive technologies on the growth and development of children ages birth through 12 months;

(D) explore careers that provide service to children ages birth through twelve months; and

(E) identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.

(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months;

(B) create play activities such as pre-literacy, social emotional learning, mathematics, science, physical movement, outdoor play, art, and music activities that enhance the growth and development of children ages 13 months through 35 months;

(C) analyze the impact of technology such as personal usage and assistive technologies on the growth and development of children ages 13 months through 35 months;

(D) analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months;

(E) explore careers that provide service to children ages 13 months through 35 months; and

(F) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months.

(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years;

(B) describe the role of play in the development of children ages 3 through 5 years;

(C) develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years;

(D) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years;

(E) identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations;

(F) explore careers that provide service to children ages 3 through 5 years; and

(G) analyze the impact of technology on the growth and development of children ages 3 through 5 years such as personal usage, assistive technologies, and digital citizenship.

(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years;

(B) compare the roles of various school environments such as public, private, and home settings in the growth and development of children ages 6 through 11 years;

(C) evaluate the importance of and influences on individual and group identity such as self-concept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years;

(D) develop appropriate activities for meeting developmental needs of children ages 6 through 11 years such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;

(E) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type I diabetes;

(F) explore careers that provide service to children ages 6 through 11 years;

(G) discuss legislation and public policies affecting children ages 6 through 11 years; and

(H) analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.

(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:

(A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;

(B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;

(C) evaluate the importance of and influences on individual and group identity such as self-concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;

(D) develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;

(E) create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;

(F) explore careers that provide service to children ages 12 through 19 years;

(G) discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;

(H) analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and

(I) propose short- and long-term career goals in child development.

*Source: The provisions of this §127.317 adopted to be effective June 14, 2022, 47 TexReg 3460.*

**§127.318. Child Guidance (Two Credits), Adopted 2021.**

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(1) No later than August 31, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Child Development or Child Development Associate Foundations. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Child Guidance is a course that addresses the knowledge and skills related to child growth and guidance, equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) demonstrate effective collaboration skills within the workplace;

(C) identify characteristics of effective leaders and team members;

(D) explain the importance of time management to succeed in the workforce;

(E) apply work ethics and professionalism in a job setting; and

(F) use appropriate problem-solving and critical-thinking skills.

(2) The student practices ethical and legal responsibilities associated with providing childcare services. The student is expected to:

(A) apply ethical codes of conduct in a childcare setting;

(B) create coherent written communication between parents and childcare staff;

(C) identify regulatory and compliance guidelines for maintaining documentation in childcare settings, including educational, personnel, and public records;

(D) advocate through appropriate means for children when necessary;

(E) comply with laws and regulations related to childcare services;

(F) determine potential uses and management of technology, media, and resources to foster healthy child development; and

(G) employ safeguards to prevent misuse and abuse of technology and media with children.

(3) The student analyzes childcare options for children of various ages. The student is expected to:

(A) compare the financial considerations of childcare options;

(B) examine criteria for selecting quality childcare; and

(C) review minimum standards for licensing and regulations for center-based and home-based programs.

(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:

(A) monitor student behavior for signs of physical illness and emotional disturbances in children;

(B) practice child guidance techniques that contribute to the health and wellness of children such as adequate rest, exercise, safety, and sanitation;

(C) apply procedures for creating safe environments for children; and

(D) create a meal plan for children, including nutritious snacks, following appropriate food guidelines.

(5) The student analyzes the effect of play in the development of children. The student is expected to:

(A) create examples of play that promote the physical, intellectual, emotional, and social development of children; and

(B) implement strategies to encourage socially appropriate constructive and creative play, including indoor and outdoor activities.

(6) The student applies appropriate guidance techniques for children of various ages and developmental levels, including those with special needs. The student is expected to:

(A) discuss the various types of guidance and their effects on children;

(B) determine and apply appropriate guidance techniques; and

(C) distinguish between guidance techniques and behavior that could be considered inappropriate, harmful, or abusive.

(7) The student will implement appropriate strategies and practices for optimizing the development of children ages birth through twelve months, including those with special needs. The student is expected to:

(A) create and implement activities for the development of sensory skills;

(B) create and implement activities for the development of language skills;

(C) create and implement activities for the development of physical and motor skills; and

(D) create and implement activities for the development of social skills.

(8) The student will implement appropriate strategies and practices for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:

(A) create and implement lesson plans for the development of physical skills;

(B) create and implement lesson plans for the development of vocabulary and language skills;

(C) create and implement lesson plans for the development of appropriate mathematics skills;

(D) create and implement lesson plans for the development of appropriate science skills; and

(E) create and implement lesson plans for the development of social and emotional skills.

(9) The student will implement appropriate strategies and practices for optimizing the development of children ages 3 through 5 years, including those with special needs. The student is expected to:

(A) create and implement lesson plans for the development of physical skills;

(B) create and implement lesson plans for the development of appropriate reading and language skills;

(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills;

(D) create and implement lesson plans for the development of appropriate science skills; and

(E) create and implement lesson plans for the development of social and emotional skills.

(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:

(A) analyze the impact of career decisions on personal and family goals;

(B) assess personal interests, aptitudes, and abilities needed in the childcare profession;

(C) develop short- and long-term career goals;

(D) evaluate employment and entrepreneurial opportunities; and

(E) evaluate educational requirements for early childhood development and services.

*Source: The provisions of this §127.318 adopted to be effective June 14, 2022, 47 TexReg 3460.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(1) No later than August 31, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Education and Training or Principles of Human Services. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) The Child Development Associate Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

(A) demonstrate effective written communication;

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

(C) apply decision-making skills;

(D) identify and exhibit characteristics of professionalism; and

(E) develop effective work ethic practices.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(D) identify and discuss adverse childhood experiences and their potential impact.

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

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

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

(C) compare various positive guidance techniques.

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

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

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

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

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

(A) investigate and describe different family structures;

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

(C) describe methods for effectively communicating with families.

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

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

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

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

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

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

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

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

*Source: The provisions of this §127.319 adopted to be effective April 26, 2022, 47 TexReg 2166.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.

(1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Child Guidance. Recommended prerequisites: Child Development or Child Development Associate Foundations. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Practicum in Early Learning is a field-based course that provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning teachers, trainers, paraprofessionals, or other educational personnel.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

(A) demonstrate advanced written communication skills;

(B) perform job-appropriate mathematical applications;

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

(D) promote and exhibit teamwork skills;

(E) analyze and apply decision-making skills;

(F) implement problem-solving techniques effectively;

(G) analyze and demonstrate conflict-management skills;

(H) assess personal leadership skills;

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

(J) analyze and demonstrate effective work ethic practices.

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

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

(B) analyze qualities of effective early childhood education professionals and programs;

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

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

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

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

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

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

(A) apply and reflect on the application of principles and theories of human development appropriate to early learning situations;

(B) apply and reflect on the application of principles and theories about the learning process to specific early learning situations;

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

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

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

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

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

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

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

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

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

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

(B) integrate teacher or trainer practices that promote an effective learning environment;

(C) apply classroom management techniques that promote an effective learning environment; and

(D) demonstrate specific conflict-management and mediation techniques supportive of an effective learning environment.

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

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

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

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

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

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

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

(8) The student develops technology skills appropriate for effectively supporting students in the classroom. The student is expected to:

(A) utilize a variety of assistive technologies that are age-appropriate for specific student learning needs, including for early learners with special needs; and

(B) integrate various educational technologies as tools for instruction, evaluation, communication, and management.

(9) The student understands the professional, ethical, and legal responsibilities of early childhood professionals. The student is expected to:

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

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

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

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

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

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

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

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

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

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

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

(12) The student continues to participate in field-based experiences in early childhood settings. The student is expected to:

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

(B) document, assess, and reflect on instructional experiences.

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

(A) gather artifacts and documentation that support attainment of technical skill competencies;

(B) update a professional portfolio to include components such as a resume, samples of work, service-learning log, recognitions, awards, scholarship essays, letters of recommendation, certifications, evaluations, and Child Development Associate (CDA) requirements; and

(C) present a portfolio to interested stakeholders.

*Source: The provisions of this §127.320 adopted to be effective April 26, 2022, 47 TexReg 2166.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.

(1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Child Guidance. Recommended prerequisites: Child Development or Child Development Associate Foundations. Corequisite: Practicum in Early Learning. This course must be taken concurrently with Practicum in Early Learning and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Extended Practicum in Early Learning is a field-based internship that provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning teachers, trainers, paraprofessionals, or other educational personnel.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

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

(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;

(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, appreciation of diversity, conflict-management, work ethic, and adaptability with increased fluency;

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

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

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

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

(B) present information formally and informally;

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

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

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

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

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

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

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

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

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

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

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

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

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

(E) create lesson plans that meet instructional goals;

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

(G) collect representative work samples.

*Source: The provisions of this §127.321 adopted to be effective April 26, 2022, 47 TexReg 2166.*

**§127.323. Human Growth and Development (One Credit), Adopted 2021.**

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(1) No later than August 31, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training or Principles of Human Services. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) 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. Students use the knowledge and skills gained in this course to prepare for a career path working with children in an educational or service learning setting. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

(A) demonstrate written communication skills;

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

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

(D) exhibit teamwork skills;

(E) apply decision-making skills;

(F) implement problem-solving techniques;

(G) describe and apply conflict management skills;

(H) describe and demonstrate effective leadership skills;

(I) update a professional portfolio with portfolio components such as a resume and samples of work;

(J) demonstrate professionalism; and

(K) describe 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;

(B) describe theoretical perspectives regarding influences on human development throughout the lifespan;

(C) summarize how historical theories influence modern theories of human development;

(D) compare research methods commonly used to study human development; and

(E) compare 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;

(B) explain 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) identify 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:

(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers;

(B) analyze various developmental theories relating to infants and toddlers;

(C) investigate 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 3 through 5 years. The student is expected to:

(A) analyze the physical, emotional, social, and cognitive development of preschoolers;

(B) analyze various developmental theories relating to preschoolers;

(C) investigate 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) compare and suggest developmentally appropriate guidance techniques for preschoolers.

(6) The student understands the development of children ages 6 through 11 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;

(B) analyze various developmental theories relating to children in the early to middle childhood stage of development;

(C) investigate 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) compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.

(7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:

(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) investigate the influences of the family and society on adolescents;

(E) summarize strategies for optimizing the development of adolescents, including those with special needs;

(F) determine techniques that promote the health and safety of adolescents; and

(G) compare and suggest 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 services provided by agencies that protect the rights of children and adolescents;

(B) summarize various resources focusing on the care and protection of children and adolescents;

(C) discuss the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;

(D) analyze forms, causes, effects, prevention, and treatment of child abuse;

(E) explain the impact of appropriate health care and importance of safety for children and adolescents; and

(F) discuss responsibilities of community members, legislation, and public policies related to care and protection of children and 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;

(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;

(C) investigate the influences of society and culture on early adults; and

(D) discuss the importance of family, human relationships, and 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;

(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;

(C) investigate the influences of society and culture on middle adults; and

(D) discuss the importance of family, human relationships, and 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;

(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;

(C) investigate 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.

(12) The student explores career opportunities available in education and training and human services. The student is expected to:

(A) assess personal interests, aptitudes, and abilities as related to the various occupations within education and training and human services;

(B) evaluate employment and entrepreneurial opportunities, including education requirements in a field of interest; and

(C) identify effective methods for securing part-time or entry-level employment in positions that prepare students for careers in education and training or human services.

*Source: The provisions of this §127.323 adopted to be effective June 14, 2022, 47 TexReg 3460.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(1) No later than August 31, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection (a), the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing, and training services needed to provide learning support services in Kindergarten-Grade 12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; students will also understand laws and pedagogical justifications

regarding classroom technology use. Students will develop knowledge of developmentally appropriate practice for age level when technology is used by learners. This course provides an opportunity for students to participate in training related to standards set by the International Society for Technology in Education.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

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

(A) demonstrate written communication skills;

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

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

(D) exhibit teamwork skills;

(E) apply decision-making skills;

(F) identify and implement problem-solving techniques;

(G) describe conflict-management skills;

(H) describe and demonstrate professionalism;

(I) describe effective work ethic practices;

(J) demonstrate appreciation for diversity;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Source: The provisions of this §127.324 adopted to be effective April 26, 2022, 47 TexReg 2166.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.

(1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: At least one credit in a course from the education and training career cluster. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, or Child Development. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Instructional Practices is a field-based (practicum) course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and perform other duties of teachers, trainers, paraprofessionals, or other educational personnel.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by the education profession and other related occupations. The student is expected to:

(A) demonstrate written communication;

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

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

(D) exhibit teamwork skills;

(E) apply decision-making skills;

(F) implement problem-solving techniques;

(G) acquire conflict-management skills;

(H) develop leadership skills;

(I) demonstrate professionalism to include appropriate attire expected of professionals in educational settings; and

(J) develop effective work ethic practices.

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

(A) identify signs of personal stress and anxiety;

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

(C) implement strategies to manage health and wellness.

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

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

(B) summarize and apply acquired pedagogical knowledge and skills needed by teaching and training professionals;

(C) identify qualities of effective schools;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(F) demonstrate lesson planning to meet instructional goals.

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

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

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

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

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

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

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

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

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

(B) create assessments to measure student learning;

(C) analyze the assessment process;

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

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

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

(A) explain the relationship between school and society;

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

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

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

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

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

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

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

(A) describe teacher and trainer practices that promote professional and ethical conduct;

(B) analyze professional and ethical standards that apply to educators and trainers;

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

(D) analyze expected effects of compliance and non-compliance with the Code of Ethics and Standard Practices for Texas Educators.

(12) The student participates in field-based experiences in education and training. The student is expected to:

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

(B) document, assess, and reflect on instructional experiences.

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

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

(B) present the portfolio to interested stakeholders.

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

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

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

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

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

(E) apply questioning strategies to facilitate student discussion.

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

(A) identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;

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

(C) explain the structure and components of a Section 504 Plan; and

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

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

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

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

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

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

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

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

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

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

(B) seek out and foster mentorship opportunities.

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

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

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

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

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

*Source: The provisions of this §127.325 adopted to be effective April 26, 2022, 47 TexReg 2166.*

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

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.

(1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Child Development. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Practicum in Education and Training is a field-based course that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and perform other duties of classroom teachers, trainers, paraprofessionals, or other educational personnel.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by teaching and training profession. The student is expected to:

(A) demonstrate advanced written communication skills;

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

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

(D) promote and exhibit teamwork skills;

(E) analyze and apply decision-making skills;

(F) implement problem-solving techniques effectively;

(G) analyze and demonstrate conflict-management skills;

(H) assess personal leadership skills in education settings;

(I) describe and demonstrate professionalism; and

(J) analyze and demonstrate effective work ethic practices.

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

(A) examine signs of personal stress and anxiety;

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

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

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

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

(B) analyze practices of effective teaching and training professionals;

(C) analyze qualities of effective schools;

(D) develop a written summary of professional beliefs and values about education and training;

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

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

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

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

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

(A) apply principles and theories of human development appropriate to specific teaching or training situations;

(B) apply principles and theories about the learning process to specific teaching or training situations;

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

(D) analyze teaching skills that facilitate the learning process; and

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

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

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

(B) demonstrate and evaluate techniques that promote literacy and numeracy.

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

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

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

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

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

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

(F) analyze the development of effective instructional strategies;

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

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

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

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

(B) integrate teacher or trainer practices that promote an effective learning environment;

(C) apply classroom management techniques that promote an effective learning environment; and

(D) demonstrate specific conflict-management and mediation techniques supportive of an effective learning environment.

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

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

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

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

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

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

(A) identify ways to support learning through advocacy;

(B) identify and select family, school, and community resources that support learning; and

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

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

(A) access and use current technology applications appropriate for specific subject matter and student needs; and

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

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

(A) analyze teacher and trainer practices that promote professional and ethical conduct;

(B) analyze professional and ethical standards that apply to educators and trainers;

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

(D) analyze potential consequences related to non-compliance with the Code of Ethics and Standard Practices for Texas Educators.

(12) The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:

(A) identify strategies and resources for the professional development of educators or trainers such as research and assessment;

(B) demonstrate teacher or trainer practices that promote ongoing professional development and lifelong learning; and

(C) develop a plan for professional growth.

(13) The student participates in field-based experiences in education or training. The student is expected to:

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

(B) document, assess, and reflect on instructional experiences.

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

(A) gather artifacts and documentation that support attainment of technical skill competencies;

(B) update a professional portfolio to include components such as a resume, samples of work, service-learning logs, recognitions, awards, scholarship essays, letters of recommendation, certifications, and evaluations; and

(C) present a professional portfolio to interested stakeholders.

*Source: The provisions of this §127.326 adopted to be effective April 26, 2022, 47 TexReg 2166.*