

Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations
Education & Training and Human Services Career Clusters

Programs of Study:

Early Learning

Teaching & Training

The document reflects draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for the following programs of study from the Education & Training and Human Services Career Clusters: **Early Learning and Teaching & Training**.

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

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

Skills Gap/Gap Analysis: refers to gap analysis report on essential knowledge and skills aligned to in-demand high-wage occupations
CCRS: refers to the College and Career Readiness Standards
MV: refers to multiple viewpoints expressed by work group members

Table of Contents

Early Learning	Pages	Teaching & Training	Pages
Child Development.....	2–8	Principles of Education and Training.....	25–30
Child Guidance.....	9–13	Human Growth and Development.....	31–36
Child Development Associate Foundations.....	14–16	Instructional Practices.....	37–44
Practicum in Early Learning.....	17–21	Practicum in Education and Training.....	45–50
Extended Practicum in Early Learning.....	22–24		

§130.277. Child Development (One Credit), Adopted 2021 2015.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services <u>or Principles of Education</u> . Students shall be awarded one credit for successful completion of this course.	Recommended adding Principles of Education as a prerequisite option. Rationale: Discussed possible CTE course available in middle school grade range should include 9-12 for program of study sequence access. Committee decided to keep 10-12 grade range for courses due to early opt outs and the age requirements for some certifications. Cost concerns about CDA
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, <u>industry</u> and relevant technical knowledge, and <u>college and career readiness</u> skills for students to further their education and succeed in current or emerging professions.	
(2)	The Human Services <u>and Education and Training</u> Career Clusters focus on preparing individuals for employment in career pathways that relate to families, and human needs, <u>and education and training services, such as counseling and mental health services, family and community services, personal care services, and consumer services.</u>	Group consensus: Because child development is included in two career clusters, the inclusion of education and training is appropriate.
(3)	Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. 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 words <u>"and", "among", and/ or "including"</u> reference content that must be mastered. while Those containing the phrase "such as" are intended as possible illustrative examples. <u>Those statements containing the word "or" signifies to use one or the other (both not necessary).</u>	Revisions add clarity for novice teachers, as well as teachers across the experience continuum.
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	Skills gap analysis (SG) 44, 47
(A)	apply interpersonal communication skills in business and industry settings;	SG 88, 315, 332, 333

(B)	explain <u>the value of</u> and <u>demonstrate</u> recognize <u>the value of</u> collaboration within the <u>work environment</u> workplace ;	Accept with revisions to reflect foundational skills at the course level. SG 314, 342, 338 331; CCRS CD E.1,2
(C)	<u>apply productive work habits, including time management, organization, initiative, and self-direction.</u> examine the importance of time management to succeed in the workforce;	Time management skills are addressed in (2d) Principles are introduced as “develop”, next rigorous level would be the application of skills, per the work group. SG 341, 325, 324, 322, 334 CCRS CD I.F.4
(D)	identify work ethics and professional <u>skills</u> ism <u>needed</u> in a <u>work environment</u> job setting ;	Revision due to standards: “professional skill” is the current term used. SG 183, 333, 337, 314
(E)	develop problem-solving, <u>creativity</u> , and critical-thinking skills.	gap 319: critical thinking CCRS: Cross-Disp. I.A, C SG 319, 318, 323 CCRS CD I.C.1
(2)	The student analyzes roles and responsibilities of <u>caregivers or guardians</u> parenting . The student is expected to:	Accept with revisions; clarity was needed to reflect the professional roles.
(A)	<u>compare and contrast</u> identify <u>parenting styles</u> skills and responsibilities <u>and the potential influence of each style on a child’s development</u> ;	Responsibilities was too vague and to avoid breakouts and a long list. Specificity of language was needed. CCRS: Math IX.C.2c; CD II.D.1; SS II.B.4
(B)	investigate the legal rights and responsibilities of parents;	Accept CCRS SS I.F.1
(C)	analyze <u>positive</u> relationship <u>characteristics</u> and developmentally <u>appropriate</u> communication skills needed for parenting; and	Accept with revisions; clarity was needed. CCRS ELA III.ALL; ELA IV.A ALL
(D)	explore the parental responsibilities of educating children <u>through the continuum of developmental stages</u> .	
(3)	The student examines the protection and safety of children. The student is expected to:	
(A)	<u>analyze the effects of childhood trauma at each developmental stage</u> ; recognize the signs of domestic violence ;	
(B)	<u>describe the counseling and therapeutic services available to children, such as pharmacotherapy, cognitive-behavioral, family, trauma-focused, and play therapy.</u>	Gap skill: 33
(C)(B)	demonstrate first aid and cardiopulmonary resuscitation skills;	
(D)(C)	<u>analyze</u> evaluate community resources relevant to the care and protection of children, including child care services, health care services, and <u>auxiliary service</u> organizations;	Discussion MV: evaluate vs differentiate between; settled unanimously on analyze

(E)(D)	examine <u>suggested preventative</u> health care recommendations for children; <u>such as American Academy of Pediatrics (AAP) and/or Centers for Disease Control and Prevention (CDC) guidelines</u> , including <u>recommended</u> immunizations, <u>physical exams</u> , and <u>oral hygiene</u> ;	Revisions needed to support students' understanding of what health care services are needed and what resources are available. Also, "suggested" and "recommended" were included to be culturally inclusive of various cultural and religious backgrounds. SG 47, 183; CCRS CD I.B.4; ELA II.A ALL
(F)(E)	assess the safety of children's cribs, toys, clothing, and <u>food, and travel safety equipment</u> ; and	
(G)(F)	<u>identify current</u> discuss legislation and public policies affecting children.	CCRS CD I.B.4
(4)	The student investigates components of optimal prenatal care and development. The student is expected to:	accepted
(A)	identify signs and stages of pregnancy;	accepted
(B)	analyze the effect of environmental and hereditary factors on <u>conception and</u> fetal development, including prenatal brain development	
(C)	<u>identify characteristics of, contributing factors to, and treatment of fetal birth defects, including defects of unknown ideology.</u>	Added new skill statement because of the importance and future implications of birth defects. It is valuable to have knowledge for all stages of child development and audience.
(D)(E)	describe nutritional needs prior to and during pregnancy;	accepted
(E)(D)	analyze appropriate medical care and good health practices prior to and during pregnancy;	accepted
(F)(E)	explore technological advances in prenatal care and <u>the impact on</u> development; and	The impact of technology advances on development is important to cover in this knowledge statement.
(G)(F)	analyze the process of labor and delivery <u>methods</u> .	We need to show there are multiple processes for delivery, including possible complications.
(5)	The student investigates strategies for optimizing the development of <u>children ages birth through twelve months</u> infants , including those with special needs. The student is expected to:	Accepted: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. SG 291, 292, 299
(A)	<u>analyze</u> Explain the physical, emotional, social, and intellectual, <u>and moral developmental</u> needs of <u>children ages birth through twelve months</u> the infant ;	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. CCRS: SS II.B.4; CCRS CD I.B.4

(B)	investigate the impact of <u>children ages birth through twelve months</u> the infant on the family in areas such as roles, finances, responsibilities, and relationships; <u>and</u>	Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. CCRS CD I.B.4; CD I.C.3
(C)	identify typical growth and development of children ages newborn through two years such as brain development;	redundant
(C) (D)	identify appropriate nutritional needs, <u>including discuss the advantages of breast feeding, formula feeding, and food allergies</u> for <u>children ages birth through twelve months</u> infants ; <u>and</u>	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. Added breast feeding, formula, and food allergies to address all nutritional needs
(E)	discuss the advantages of breast feeding.	Combine with C as breast feeding is considered nutritional needs.
(6)	The student investigates strategies for optimizing the development of <u>children ages 13 months through 35 months</u> children ages three through five years , including those with special needs. The student is expected to:	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. SG 291, 292, 299
(A)	<u>analyze explain</u> the physical, emotional, social, <u>and</u> intellectual, <u>and moral developmental</u> needs of <u>children ages 13 months through 35 months</u> toddlers ;	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. CCRS: SS II.B.4; CD I.B.4
(B)	create play activities such as <u>pre-literacy, social emotional learning</u> , mathematics, science, physical movement, outdoor play, art, and music that enhance a <u>children ages 13 months through 35 months</u> toddler's growth and development;	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. Pre-literacy was missing. It is a huge component necessary for language development. CCRS: math I. A.1.a; science III.C.1 ; CD I.B.4
(C)	<u>analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months; and</u> identify patterns of typical growth and development of children ages three through five years; and	Gap skill 237 CCRS: Science X.B.2
(D)	prepare <u>developmentally appropriate</u> snacks or meals that meet appropriate nutritional guidelines for <u>children ages 13 months through 35 months</u> .	Gap skill 237 CCRS: Math IV.A.1.b; Science X.B.2

(7)	The student analyzes the growth and development of <u>children ages 3 through 5 years</u> preschool , including those with special needs. The student is expected to:	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. SG 291, 292, 299
(A)	analyze the physical, emotional, social, and intellectual, <u>and moral development</u> needs of the <u>children ages 3 through 5 years</u> child ;	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP. CCRS: SS II.B.4; CD I.B.4
(B)	describe the role of play in <u>children ages 3 through 5 years</u> a child's growth and development;	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP.
(C)	develop activities such as physical exercise or group play that meet developmental needs of preschool children <u>ages 3 through 5 years</u> ;	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP.
(D)	prepare <u>developmentally appropriate</u> snacks or meals that meet appropriate nutritional guidelines for preschool children <u>ages 3 through 5 years</u> ; and	Rationale: Age language changed to align with industry standards and provide specificity. Work group referenced WHO and AAP.
(E)	identify <u>minimum standards for appropriate</u> licensing regulations <u>of various</u> preschools <u>and childcare settings, such as in-home, private, public, and religious organizations; and</u> -	Updated to reflect the standard differences in various settings.
(F)	<u>analyze the impact of technology on the growth and development of children ages 3 through 5 years, such as personal usage, assistive technologies, digital citizenship safety.</u>	Gap skill: 254
(8)	The student analyzes the growth and development of school-age children <u>ages 6 through 11 years</u> , including those with special needs. The student is expected to:	SG 264, 291, 292, 299
(A)	analyze the physical, emotional, social, and intellectual, <u>and moral development</u> needs of the children <u>ages 6 through 11 years</u> ;	CCRS: SS II.B.4; CD I.B.4
(B)	assess the role of <u>various</u> the -school environments (e.g. <u>public, private, and home</u>) on the growth and development of the children <u>ages 6 through 11 years</u> ;	
(C)	evaluate the importance of individual and group <u>identity identification such as self-concept theories, learning styles, group dynamics, cultural influences, and societal norms</u> to the growth and development of school-age children ages 6 through 11 years;	Revisions provide more clarity for novice teachers. SG 294

(D)	develop appropriate activities for meeting developmental needs of school-age children <u>ages 6 through 11 years</u> such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;	
(E)	create <u>balanced meal plans that are recipes</u> developmentally appropriate for snacks or meals appropriate for preparation by school-age children ages 6 through 11 years <u>including special dietary needs (e.g. food allergies, type I diabetes, etc.)</u> ;	MV: Surrounding the intent of the SE; Preparation intent student vs the age group. Gap skill 237 CCRS: Science X.B.2
(F)	explore careers involving school-age children <u>ages 6 through 11 years</u> ;	CCRS: ELAR V.A.2
(G)	discuss legislation and public policies affecting school-age children <u>ages 6 through 11 years</u> ; and	CCRS: Cross-Disp. II.A.8a
<u>(H)</u>	<u>analyze the impact of technology on the growth and development of children ages 6 through 11, such as personal usage, assistive technologies, and digital citizenship.</u>	Gap skill 311; Gap skill: 254 CCRS: Cross-Discipline II.E.4a; Math IV.C.3
(H)	<i>propose short and long term career goals in child development.</i>	
<u>(9)</u>	<u>The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:</u>	Rationale: Extended age ranges because this course is also a requirement in Human Services program of study and to add clarity and specificity to coincide with industry standards. SG 291, 292, 299 CD I.B.4
<u>(A)</u>	<u>analyze the physical, emotional, social, intellectual, and moral development needs of children ages 12 - 18 years;</u>	
<u>(B)</u>	<u>assess the role of the various school environments (e.g. public, private, and home) on the growth and development of children ages 12 - 18 years;</u>	
<u>(C)</u>	<u>evaluate the importance of individual and group identity, such as self-concept theories, group dynamics, cultural influences, and societal norms to the growth and development of children ages 12 - 18 years.</u>	
<u>(D)</u>	<u>develop appropriate activities for meeting developmental needs of children ages 12 - 18 years, such as physical exercise, academic skills, professional skills, and social skills;</u>	CCRS: SS V.A.1 ; ELAR IV.B.1,2
<u>(E)</u>	<u>create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 - 18 years; including special dietary needs (e.g. food allergies, type I diabetes, etc.)</u>	Gap skill 237 CCRS: Science X.B.2
<u>(F)</u>	<u>explore careers involving children ages 12 -18 years;</u>	CCRS: ELAR V.A.2
<u>(G)</u>	<u>discuss legislation, child labor laws, and public policies affecting children ages 12 - 18 years;</u>	Gap skill: 24;25;28 CCRS: CD. II.A.8a; CD I.F.3

(H)	<u>analyze the impact of technology on the growth and development of children ages 12 - 18, such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media; and</u>	Gap skill 311; Gap skill: 254 CCRS: Cross-Discipline II.E.4a; Math IV.C.3
(I)	<i>propose short- and long-term career goals in child development.</i>	

DRAFT

§130.278. Child Guidance (Two Credits), Adopted 2021 ~~2015~~.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. Recommended prerequisite or corequisite: Child Development <u>or Child Development Associate Foundations</u> . Students shall be awarded two credits for successful completion of this course.	Age range rationale: the group identified age ranges instead of developmental name classifications (infant, toddler, pre-school, etc.) to provide more specificity. The work group reference CDA, CDC, and American Academy of Pediatrics, and early learning guidelines.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, <u>industry</u> and relevant technical knowledge, and <u>college and career readiness</u> skills for students to further their education and succeed in current or emerging professions.	
(2)	<u>The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</u> The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services	
(3)	Child Guidance is a technical laboratory 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.	
(c)	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;	SG 22
(B)	explain and recognize the value of collaboration within the workplace;	SG 24, 25, 26

(C)	examine the importance of time management to succeed in the workforce;	SG 127, 140
(D)	identify work ethics and professionalism in a job setting; and	SG 39, 40, 42, 43
(E)	develop problem-solving and critical-thinking skills.	SG 164, 165, 166, 167, 177, 182, 183, 184 CCRS 1.C 1-3
(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;	SG 37, 39, 40, 42, 43
(B)	create coherent written communication between parents and childcare staff;	SG 27, 30
(C)	<u>identify</u> regulatory and compliance guidelines for maintaining documentation in childcare settings, including <u>educational, personnel, and public records.</u>	SG: 37-43;130
(D) (E)	Advocate <u>through appropriate means</u> for children when necessary;	SG 24
(E) (D)	comply with laws and regulations related to childcare services;	SG 35, 37, 39, 40
(F) (E)	determine potential uses and management of technology, media, and resources to foster healthy child development; and	SG 14, 26, 50, 67, 68, 70, 72, 73, 189 CCRS 2E1-2
(G) (F)	employ safeguards to prevent misuse and abuse of technology and media with children.	SG 70, 84, 103, 117 CCRS 2E1-2
(3)	The student analyzes childcare options <u>of various ages</u> . The student is expected to:	SG 121-128
(A)	compare childcare options for children of various ages;	
(A) (B)	compare and contrast the financial considerations of childcare options;	SG 114, 116, 118
(B) (C)	examine criteria for selecting quality childcare; and	SG 173-256
(C) (D)	review minimum standards for licensing and regulations for center-based and home-based programs.	SG 130
(4)	The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	
(A)	<u>monitor student behavior for</u> identify signs of good health and symptoms of <u>physical illness and emotional disturbances in children;</u>	SG: 105, 106
(B)	practice child guidance techniques that contribute to the health and wellness of children such as adequate rest, exercise, safety, and sanitation;	SG 14, 43, 46, 105, 106, 08, 127, 128, 132, 133
(C)	apply procedures for creating safe environments for children; <u>and</u>	SG 166, 187, 190

(D)	prepare nutritious snacks or meals for children following appropriate food guidelines. ; and	SG *135, 235, 237 Rationale for including 135 (which was omitted): group does not understand why it was originally omitted as it is part of the course.
(E)	use resources available for managing the health care of children.	Rationale: unclear
(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	SG 123, 124, 127, 128, 166 CCRS CD 1E.1 & 2
(B)	implement strategies to encourage <u>socially appropriate</u> constructive and creative play, <u>including indoor and outdoor activities</u> .	SG 108, 132, 133 CCRS CD 1E.1 & 2
(6)	The student applies appropriate guidance techniques for children of various ages and developmental levels, <u>including those with special needs</u> . The student is expected to:	Rationale: SG: 200; 230
(A)	discuss the various types of guidance and the effects on children;	SG 205, 207, 214, 230, 236
(B)	determine and apply appropriate guidance techniques; and	SG 230, 231, 234, 236 CCRS CD 1.D.1
(C)	distinguish between guidance techniques and abusive behavior <u>that could be considered inappropriate, harmful, or abusive</u> .	SG 214, 222
(7)	The student will implement appropriate strategies and practices for optimizing the development of <u>children ages birth through twelve months</u> infants , including those with special needs. The student is expected to:	CCRS CD 1.D.1
(A)	create and implement activities for the development of sensory skills;	SG 189, 215, 217, 223, 224, 242, 254
(B)	create and implement activities for the development of language skills;	SG 173, 174, 175, 177, 182, 183, 184, 201, 214, 234, 240, 265
(C)	create and implement activities for the development of physical and motor skills; and	SG 189, 215, 217, 223, 224, 242, 254
(D)	create and implement activities for the development of social skills.	SG 182, 183, 222, 227, 234, 263, 264, 282, 286 CCRS CD 1E.1 & 2
(8)	The student will implement appropriate strategies and practices for optimizing the development of <u>children ages 13 months through 35 months</u> toddlers , including those with special needs. The student is expected to:	CCRS CD 1.D.1
(A)	create and implement lesson plans for the development of physical skills;	SG 189, 215, 217, 224, 238, 242, 254

(B)	create and implement lesson plans for the development of vocabulary and language skills;	SG 173, 174, 175, 177, 182, 183, 184, 201, 214, 234, 240, 265 CCRS 2.B.1-3
(C)	create and implement lesson plans for the development of appropriate mathematics skills; and	SG 295
(D)	create and implement lesson plans for the development of appropriate science skills; and	SG 312
(E)	<u>create and implement lesson plans for the development of social and emotional skills.</u>	SG 182, 183, 222, 227, 234, 263, 264, 282, 286
(9)	The student will implement appropriate strategies and practices for optimizing the development of preschool children <u>ages 3 through 5 years</u> , including those with special needs. The student is expected to:	Rationale: separate TEKS age range was not created because the work group raised the concern about hours spent with ages K-grade 2 would not count for CDA required hours. CCRS CD 1.D.1
(A)	create and implement lesson plans for the development of physical skills;	SG 189, 215, 217, 223, 224, 238, 242, 256; CCRS 2.B.1-3
(B)	create and implement lesson plans for the development of <u>appropriate</u> reading and language skills;	SG 173, 174, 175, 177, 182, 183, 184, 201, 214, 234, 240, 265; CCRS 2.B.1-3
(C)	create and implement lesson plans for the development of appropriate mathematics and problem-solving skills; and	SG 251, 295; CCRS 2.B.1-3
(D)	create and implement lesson plans for the development of appropriate science skills; and-	SG 312; CCRS 2.B.1-3
(E)	<u>create and implement lesson plans for the development of social and emotional skills.</u>	SG 182, 183, 222, 227, 234, 263, 264, 282, 286
(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 <u>personal and family goals</u> care-giving ;	Revisions align better with 10 description. SG *138
(B)	<u>assess personal interests, aptitudes, and abilities needed in the childcare profession;</u> <u>propose short- and long-term career goals;</u>	SG 140
(C)	<u>develop</u> propose short- and long-term career goals; assess personal interests, aptitudes, and abilities needed in the childcare profession;	
(D)	exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;	SG 314-343
(E)	demonstrate effective verbal, nonverbal, written, and electronic communication skills;	SG 314-343; CCRS 2.B.1-3
(F)	demonstrate skills and characteristics of leaders and effective team members; and	SG 314-343

(G)	evaluate employment and entrepreneurial opportunities; and <i>educational requirements for early childhood development and services.</i>	SG 9, 10
(H)	<u>evaluate</u> <i>educational requirements for early childhood development and services.</i>	

DRAFT

§130.XXX Child Development Associate Foundations, Adopted 2021.

TEKS with edits		Work Group Comments/Rationale
(a)	General Requirements. This course is recommended for students in Grade 10, <u>but open for students through grade 12</u> . Recommended prerequisites: Principles of Education and Training or Principles of Human Services. Students shall be awarded one credit for successful completion of this course.	Rationale: Addition allows students to take the courses as upperclassmen or enter as a sophomore on schedule for program completion.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, <u>industry and</u> relevant technical knowledge, and <u>college and career readiness</u> 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.	
(3)	The Child Development Associate (CDA) Foundations course is a laboratory course addressing the knowledge and skills related to applying CDA Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.	
(c)	Knowledge and Skills.	
(1)	The student identifies professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	demonstrate effective written communication;	SG 332 CCRS ELA I.A.2; SS V.A.1
(B)	practice various forms of communication such as verbal and non-verbal communication skills used in education and career settings;	SG 332, 72 CCRS ELA III.A.1
(C)	apply decision-making skills;	SG 321 CCRS SS I.F.1
(D)	exhibit characteristics of professionalism; and	SG 337
(E)	develop effective work ethic practices.	SG 326

(2)	The student understands the need for establishing a safe, healthy learning environment for young children. The student is expected to:	SG 105
(A)	describe a safe physical setting for an indoor classroom environment;	SG 187, 132
(B)	describe a safe physical setting for an outdoor play environment;	SG 133
(C)	<u>compare and contrast the learning environments for childcare settings such as preschool, infant-toddler, family childcare, and home visitor environments;</u>	Rationale: Students should understand the various learning environments approved through the CDA. SG 190
(D) (E)	identify practices that promote health and prevent illness in an early childhood classroom; and	SG 238, 106, 235
(E) (D)	identify components of a learning environment that promotes engagement, play, exploration, and learning of all children, including children with special needs.	SG 190, 200, 299
(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 <u>methods</u> reasons for promoting physical development in young children;	MV: Discussed the use of “reasons”; revised to provide clarity.
(B)	investigate <u>strategies</u> the reasons for promoting cognitive development in young children;	MV: Changed reasons to strategies. SG 231
(C)	investigate <u>techniques</u> the reasons for promoting language and early literacy in young children, including dual-language learners; and	SG 184
(D)	investigate the reasons for promoting creative expression and creative abilities in young children.	SG 318
(4)	The student analyzes social and emotional development in young children. The student is expected to:	SG 108
(A)	summarize the value of developing a warm, positive, supportive, and responsive relationship with each child;	SG 106, 338, 46
(B)	defend the value of helping each child learn about and take pride in the child’s individual and cultural identity; and	SG 214, 265, 234, 314
(C)	research the significance of helping each child function effectively in a group setting, express feelings, and acquire social skills.	SG 108, 227; CCRS ELA V.C.1
(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 <u>a classroom management plan;</u> setting effective rules;	SG 59

(B)	explain the importance of positively addressing challenging behaviors; and	SG 230, 97, 104
(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;	SG 35
(B)	analyze how observations impact curriculum planning and individualized teaching; and	
(C)	describe how objective observations are used to build productive relationships with families.	SG 27
(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;	SG 183
(B)	describe ways to establish partnerships with families; and	SG 27
(C)	describe methods for effectively communicating with families.	SG 22, 27; CCRS SS V.A.1
(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;	SG 24, 258
(B)	research various techniques for navigating disagreements or conflicts among personnel of an early childhood program;	SG 144; CCRS SS IV.B.1
(C)	investigate the qualities of teaching with intentionality; and	
(D)	explain the importance of advocating for early childhood education.	
(9)	<u>The student documents technical knowledge and skills. The student is expected to:</u>	Rationale: CDA requires portfolio completion, as well as the industry expectations for employability skills. These items align with CDA requirements but are also beneficial for students who are not pursuing CDA certification, “such as” statement is used as examples not necessarily requirements.
(A)	<u>assemble professional portfolio components, such as a resume, samples of learning experiences, service-learning log, and assessment results; and</u>	
(B)	<u>present the portfolio to interested stakeholders, such as industry professionals, parents, community members, campus teachers and administrators and peers.</u>	

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

TEKS with edits		Work Group Comments/Rationale
(a)	<u>General requirements. This course is recommended for students in Grade 12. Required Prerequisite: Child Guidance. Recommended prerequisites: Child Development or CDA Preparation Courses. 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.</u>	MV: on recommended vs required courses.
(b)	<u>Introduction.</u>	
(1)	<u>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 or emerging professions.</u>	
(2)	<u>The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</u>	
(3)	<u>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 classroom teachers, trainers, paraprofessionals, or other educational personnel.</u>	Discussion: Group members recommend the teacher for the course be certified in family and consumer sciences- Certificate: Any home economics or homemaking certificate Family and Consumer Sciences, Composite: Grades 6-12 Human Development and Family Studies: Grades 8-12 Rationale: Same certification for all four courses in the program of study.
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	SK: 327, 332 CCRS>ELA> I.A.2,3
(A)	<u>demonstrate written communication;</u>	SG 88, 315, 332, 333
(B)	<u>perform job-appropriate mathematical applications;</u>	SK: 330; 295; CCRS MATH 1 & 2

(C)	<u>practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;</u>	SK: 332, 320, 338 CCRS>ELA> III; IV: all
(D)	<u>exhibit teamwork skills;</u>	SK: 342, 314 CCRS> Cross-Dis> I.E.2a-b
(E)	<u>apply decision-making skills;</u>	SK: 321, 324, 333, 335, 339
(F)	<u>implement problem-solving techniques;</u>	SK: 315, 318, 341
(G)	<u>acquire conflict management skills;</u>	SK: 317
(H)	<u>develop leadership skills;</u>	SK: 322, 325, 328
(I)	<u>demonstrate professionalism, including time management skills; and</u>	SK: 331, 315, 322, 329, 333, 337, 340
(J)	<u>develop effective work ethic practices.</u>	SK: 315, 326, 334, 336 CCRS>Cross-Dis> II.C.7b CCRS>Cross-Dis> I.F.4b
(2)	<u>The student explores the early childhood education profession. The student is expected to:</u>	
(A)	<u>analyze current trends and issues that impact early childhood education such as political, societal, and economic trends and issues;</u>	CCRS>ELA> V.B-all
(B)	<u>demonstrate, implement, and reflect on the knowledge and skills needed for the early childhood education profession;</u>	CCRS>ELA>I.A.2; 3
(C)	<u>update assessment of personal characteristics needed to work in the early childhood education profession;</u>	
(D)	<u>explore qualities of effective early childhood education programs;</u>	
(E)	<u>refine a written summary of professional beliefs and values about early childhood education, how young children learn, and your role as an early educator;</u>	Required for CDA portfolio; CCRS ELA I.A.2
(F)	<u>explore the educational/academic requirements and possible degree/certifications available in early childhood education;</u>	CCRS>ELA> V.A.2
(G)	<u>refine personal career plan in preparation for a career in the field of early childhood development or education;</u>	
(H)	<u>explore early childhood development or education in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and</u>	CCRS>ELA> V.A.2
(I)	<u>explore educational high-needs and teacher-specialty areas, such as special education, bilingual, and English as a second language education programs.</u>	CCRS>ELA> V.A.2

(3)	<u>The student understands the learner and learning process. The student is expected to:</u>	
(A)	<u>apply principles and theories of human development appropriate to specific teaching or training situations and reflect on the application thereof;</u>	SG 193
(B)	<u>apply principles and theories about the learning process to specific teaching or training situations and reflect on the application thereof;</u>	SG 193, 194
(C)	<u>analyze the dynamics of personal and student behaviors that facilitate the learning process;</u>	SG 108, 230
(D)	<u>analyze teaching skills that facilitate the learning process and document the field-learning experiences; and</u>	SG 194, 199
(E)	<u>demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations.</u>	SG 173, 174, 200
(4)	<u>The student plans and implements effective instruction. The student is expected to:</u>	SG 178, 179, 182, 183, 184, 293, 294
(A)	<u>demonstrate and evaluate techniques promoting early childhood growth and development skills, such as language, literacy, numeracy, motor learning, and cross-disciplinary content areas;</u>	SG 202, 215, 298, 301
(B)	<u>develop age-appropriate lesson plans and instructional materials that align to student learning goals;</u>	SG 197, 198, 199, 201, 204, 221, 249
(C)	<u>evaluate the effectiveness of lessons plans and instructional strategies; and</u>	SG 217
(D)	<u>explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.</u>	SG 208
(5)	<u>The student creates and maintains an effective learning environment. The student is expected to:</u>	
(A)	<u>create and maintain a safe and an effective learning environment;</u>	SG 104, 109, 188, 205
(B)	<u>integrate teacher or trainer characteristics that promote an effective learning environment;</u>	SG 190
(C)	<u>apply classroom management techniques that promote an effective learning environment; and</u>	SG 20, 59, 206, 207, 268
(D)	<u>demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.</u>	SG 97, 230
(6)	<u>The student assesses instruction and learning. The student is expected to:</u>	
(A)	<u>develop and apply formal and informal assessments to track student learning and progress; and</u>	SG: 103, 195, 218, 226, 248, 252
(B)	<u>analyze assessment data to inform and modify instruction.</u>	SG 11, 43, 176, 191, 208, 209, 217, 231 CCRS Math V-all; CCRS CD II.D.3

(7)	<u>The student understands the relationship between school, families, and community. The student is expected to:</u>	
(A)	<u>select family services, school, and community resources to promote student growth;</u>	SG 339
(B)	<u>promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry; and</u>	SG: 22, 33, 45, 47, 48
(C)	<u>collaborate with professional learning community members to meet the needs of students and families.</u>	SG:24-30 CCRS ELA III.A.1; IV. A.2
(8)	<u>The student develops technology skills. The student is expected to:</u>	
(A)	<u>utilize current technology applications age-appropriate for specific student learning needs, including those with special needs; and</u>	SG 224, 254, 311
(B)	<u>integrate the skillful use of technology as a tool for instruction, evaluation, communication, and management.</u>	SG: 343 CCRS CD II.E.4a
(9)	<u>The student understands the professional, ethical, and legal responsibilities of an early childhood professionals. The student is expected to:</u>	CCRS CD I.F.4
(A)	<u>demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals;</u>	SG 140, 141
(B)	<u>analyze professional and ethical standards that apply to early childhood professionals; and</u>	SG 326
(C)	<u>analyze situations requiring decisions based on professional, ethical, and legal considerations.</u>	SG 326
(10)	<u>The student explores the need and opportunities for continued professional development for early education professionals. The student is expected to:</u>	
(A)	<u>identify strategies and resources for the professional development of early education professionals such as research and assessment; and</u>	SG 213
(B)	<u>create a plan for professional career growth, including short-term and long-term goals.</u>	SG: 258; SG 337 Work group considered industry feedback and made relevant changes.
(11)	<u>The student understands facility operations, including nutrition, program management, and safety guidelines. The student is expected to:</u>	
(A)	<u>explain the importance of accurate record maintenance such as personnel, student, incident, and facility documentation;</u>	SK: 37, 39, 40, 42, 86, 123, 126, 148, 157-162, 277
(B)	<u>create a meal plan that promotes good nutrition and wellness;</u>	SK: 235, 237, 238 CCRS Science X.B.2

(C)	<u>explain the importance of allocation of facility resources and budget management; and</u>	SK: 50, 67, 70, 115-120, 266 CCRS Math IX.B.1
(D)	<u>explain the importance of safety procedures and regulations.</u>	SK: 165-167
(12)	<u>The student continues to participate in field-based experiences in early childhood settings. The student is expected to:</u>	SG 110, 132, 133 Work group considered industry-based feedback but decided on-campus experiences constitute “field-based”.
(A)	<u>apply instructional strategies and concepts within a local educational or training facility; and</u>	SG 196
(B)	<u>document, assess, and reflect on instructional experiences.</u>	SG 208; CCRS ELA I.A.1
(13)	<u>The student documents technical knowledge and skills. The student is expected to:</u>	
(A)	<u>gather artifacts and documentation that support attainment of technical skill competencies;</u>	Rationale: required for CDA portfolio
(B)	<u>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 CDA requirements; and</u>	Rationale: required for CDA portfolio
(C)	<u>present the portfolio to interested stakeholders.</u>	SG 22, 75; CCRS ELA III.A.2

§130.XXX Extended Practicum in Early Learning (Two Credits), Adopted 2021.

TEKS with edits		Work Group Comments/Rationale
(a)	<u>General requirements. This course is recommended for students in Grade 12. Required Prerequisite: Child Guidance. Recommended prerequisites: Child Development or Child Development Associate Preparation Courses. 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.</u>	MV: on recommended vs required courses.
(b)	<u>Introduction.</u>	
(1)	<u>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 or emerging professions.</u>	
(2)	<u>The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.</u>	
(3)	<u>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 classroom teachers, trainers, paraprofessionals, or other educational personnel.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to early childhood education professions;</u>	
(B)	<u>participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;</u>	

(C)	<u>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;</u>	
(D)	<u>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</u>	
(E)	<u>employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.</u>	
(2)	<u>The student applies professional communications strategies. The student is expected to:</u>	
(A)	<u>demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;</u>	
(B)	<u>effectively present information formally and informally;</u>	
(C)	<u>analyze, interpret, and effectively communicate information; and</u>	
(D)	<u>apply active listening skills to obtain and clarify information.</u>	
(3)	<u>The student implements advanced problem-solving methods. The student is expected to:</u>	
(A)	<u>employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.</u>	
(4)	<u>The student understands the professional, ethical, and legal responsibilities in early childhood education professions. The student is expected to:</u>	
(A)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(B)	<u>show integrity by choosing the ethical course of action when making decisions;</u>	
(C)	<u>demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet; and</u>	
(D)	<u>comply with all applicable rules, laws, and regulations in a consistent manner.</u>	
(5)	<u>The student continues to participate in field-based experiences in early childhood education professions education and training. The student is expected to:</u>	
(A)	<u>apply instructional strategies and concepts with increased fluency within a local educational or training facility;</u>	
(B)	<u>apply principles and theories that impact instructional planning;</u>	

(C)	<u>develop curriculum and related materials to support instruction that align with current child development industry standards;</u>	
(D)	<u>demonstrate competency in foundation and enrichment subject areas;</u>	
(E)	<u>create lesson plans that meet instructional goals;</u>	
(F)	<u>document, assess, and reflect on instructional experiences; and</u>	
(G)	<u>collect representative work samples.</u>	

DRAFT

§130.162. Principles of Education and Training (One Credit), Adopted ~~2015~~ 2021.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry and relevant technical knowledge, and <u>college and career readiness</u> skills for students to further their education and succeed in current <u>and</u> 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)	Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. <u>Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator.</u> Students will develop a graduation plan that leads to a specific career choice in the student's interest area.	Increased instructional focus on classroom educator responsibilities.
(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 <u>the education profession and related occupations</u> business and industry . The student is expected to:	Related to Education and Training occupations; more specific than business and industry.
(A)	demonstrate written communication;	Add such as examples specific to education and training. CCRS: 2.B.1 – 2.B.2 – 2.B.3
(B)	perform job-appropriate numerical and arithmetic application;	CCRS: 2.D.2
(C)	practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;	CCRS: 1.A.1

(D)	exhibit teamwork skills;	CCRS: 1.E.2
(E)	<u>analyze the impact of current</u> apply decision-making skills; <u>on short- and long-term career plans;</u>	CCRS: 2.D.1 – 2.D.2
(F)	implement problem-solving techniques;	CCRS: 1.C.2 – 2.C.3
(G)	acquire conflict management skills;	CCRS: 1.A.1 – 1.A.2 – 1.F.3 – 1.2.1
(H)	develop leadership skills;	CCRS: 1.A.1 – 1.A.2
(I)	demonstrate professionalism <u>to include appropriate attire expected of professionals in educational settings;</u> and	Added additional specificity.
(J)	develop effective work ethic practices.	CCRS: 1.F.1 – 1.F.2 – 1.F.3 – 1.F.4
(2)	<u>The student will identify strategies that promote health and wellness in balancing the unique challenges of educator and lifestyle responsibilities. The student is expected to:</u>	Committee opinion that it's essential for students to understand teacher quality of life and to recognize possibility of teacher burnout. CCRS: 1.E.1 – 1.E.2
(A)	<u>explain typical signs of personal stress and anxiety;</u>	CCRS: 1.D.1 – 1.D.2
(B)	<u>describe appropriate boundaries for a healthy work life balance; and</u>	CCRS: 1.D.1 – 1.D.2
(C)	<u>implement strategies to manage health and wellness.</u>	CCRS: 1.D.1 – 1.D.2
(3)	<u>The student recognizes the impact of social media and web-based applications on the education process. The student is expected to</u>	Added new knowledge statements related to social media; more commonly used too today than during last revision.
(A)	<u>demonstrate appropriate use of social media for educational purposes;</u>	CCRS: 2.E.4
(B)	<u>identify web-based resources useful in the education process.</u>	CCRS: 2.E.1 – 2.E.2 – 2.E.3
(4)(2)	The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. The student is expected to:	CCRS: 1.A.1 – 1.D.1
(A)	identify and investigate the opportunities in three Education and Training Programs of Study: Teaching/Training and Early Learning Professional Support Services, and Administration and Administrative Support;	Removed outdated programs of study and replaced with current statewide programs of study. CCRS: 2.C.1- 2.A.3

(B)	<u>investigate additional occupations in education and training such as professional support services, and administration and administrative support, county extension agent, and corporate trainer;</u>	Added student expectation that allows for students to explore additional education and training occupations aside from those aligned with the statewide program of study.
(C)(B)	<u>compare and contrast</u> analyze -transferable skills among a variety of careers within the Education and Training Career Cluster;	
(D)(C)	recognize the impacts of <u>an education</u> career choice -on personal lifestyle <u>such as time commitment, earning potential, community presence and involvement, health and wellness, and family impact;</u>	Added “such as” examples to guide instruction. CCRS: 1.D.1
(E)(D)	<u>demonstrate</u> develop productive work habits such as organization, time management, and initiative; and	Increased verb rigor. CCRS: 1.D.4
(F)(E)	analyze assessment results such as an interest and ability inventory <u>ies</u> as <u>they relate to skills relative to those</u> necessary for success in education and training <u>occupations.</u>	Slight edit to verbiage.
(5)(3)	The student explains societal impacts within the education and training career cluster. The student is expected to:	CCRS: 2.D.3
(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; and	CCRS: 2.C.1 - 2.C.2
(B)	<u>explain pedagogy and andragogy theory;</u>	Added missing essential instruction.
(C)(B)	predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends; and.	CCRS: 2.D.2
(D)	<u>summarize the role of family/caregiver in education.</u>	Added family engagement as a factor in educational success; to support early learning program of study.
(6)(4)	The student explores careers in the teaching and training <u>and early learning</u> programs of study. The student is expected to:	Updated to current statewide POS.
(A)	summarize the various roles and responsibilities of professionals <u>in teaching and training and early learning.</u> the fields of teaching and training including ethical behaviors in educational settings;	Updated to current statewide POS and added the educational ethics element. CCRS: 1.B.2
(B)	describe typical personal characteristics, qualities, and aptitudes of <u>professionals in teaching and training and early learning</u> the field of teaching and training;	Updated to current statewide POS.
(C)	investigate education or training alternatives after high school for a career choice within the student's interest areas; and	CCRS: 1.B.3

(D)	<u>describe the different school models such as Montessori, public, private, charter, magnet, and academy in urban and rural areas;</u>	Added content to support creating an early learning foundation.
(E)	<u>compare and contrast teacher salary schedules among different school models such as public, private, and charter schools within rural and urban areas of the state; possible stipends available; state and school district initiatives that impact earning potential; and earning potential based on level of education;</u>	Added a student expectation to address education and training salary variations and potential increases related to advanced education and additional duties. CCRS: 2.C.4
(F)	<u>identify sources of information related to education careers such as requirements to become a teacher, curriculum standards, and structures and roles of state and federal governing bodies;</u>	Added student expectation to allow for students to explore state requirements that must be met to become a teacher and gain an understanding of the state education agency's role in education. CCRS: 2.C.2
(G)(D)	examine education or training degree plans for various occupations within <u>teaching and training and early learning</u> the field of teaching and training.	Updated to current statewide program of study.
(S)	The student explores careers in the professional support services program of study. The student is expected to:	Deleted reference to occupations in former programs of study.
(A)	summarize the various roles and responsibilities of professionals in the field of professional support services;	Deleted reference to occupations in former programs of study.
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;	Deleted reference to occupations in former programs of study.
(C)	investigate education and training alternatives after high school for a career choice within the student's interest areas; and	Deleted reference to occupations in former programs of study.
(D)	examine education and training degree plans for various occupations within the field of professional support services.	Deleted reference to occupations in former programs of study.
(6)	The student explores careers in the administration and administrative support program of study. The student is expected to:	Deleted reference to occupations in former programs of study.
(A)	summarize the various roles and responsibilities of professionals in the field of administration and administrative support;	Deleted reference to occupations in former programs of study.
(B)	describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support;	Deleted reference to occupations in former programs of study.
(C)	investigate education and training alternatives after high school for a career choice within the student's interest areas; and	Deleted reference to occupations in former programs of study.

(D)	examine education and training degree plans for various occupations within the fields of administration and administrative support.	Deleted reference to occupations in former programs of study.
(7)	The student experiences authentic education and training opportunities. The student is expected to:	CCRS: 1.A.1
(A)	experience educator duties and responsibilities through activities such as assisting, shadowing, or observing;	CCRS: 1.B.3
(B)	develop <u>and evaluate</u> instructional materials such as visuals, teacher aids, manipulatives, lesson components , and <u>lesson plans mini-lessons</u> ; and	CCRS: 2.C.6
<u>(C)</u>	<u>define lesson plan components, including objectives, direct instruction, guided practice, independent practice, and formative and summative assessments;</u>	Added introduction of lesson plan components to the course.
<u>(D)</u>	<u>identify and discuss methods to adapt lessons to meet student needs; and</u>	Added introduction to adapting lesson plans for students with special needs. CCRS: 1.C.2
(E) (C)	formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education.	CCRS: 1.B.3
<u>(8)</u>	<u>The student identifies elements of an effective classroom environment. The student is expected to:</u>	Previous knowledge statement had a large variety of student expectations; divided into two categories: effective classroom environment and authentic education and training opportunities.
<u>(A)</u>	<u>use available classroom equipment and technology for effective instruction;</u>	Added to classroom environment. CCRS: 2.E.2 - 2.E.3
<u>(B)</u>	<u>analyze effective tools and strategies used in classroom management such as classroom expectations, seating charts, classroom set-up, procedures and routines, and teacher organization and preparation; and</u>	Added to classroom environment.
<u>(C)</u>	<u>explain characteristics of an effective learning environment, including universally accessible classroom design.</u>	Added to classroom environment.
(9) (8)	The student explores options in education and career planning. The student is expected to:	CCRS: 1.B.3
(A)	develop a graduation plan that leads to a specific career choice in the area of interest;	
(B)	<u>investigate and</u> identify high school and dual enrollment <u>opportunities courses</u> related to <u>education and training choices</u> specific career cluster programs of study ;	Focus on preparation that may occur in high school.
<u>(C)</u>	<u>investigate and identify scholarships, grants, and financial incentives related to interest areas;</u>	Focus on preparation that may occur in high school to prepare for postsecondary.

(D) (E)	identify and compare technical and community college programs that align with interest areas; and	CCRS: 2.C.1
(E) (D)	identify and compare university programs and institutions that align with interest areas.	CCRS: 2.D.2
(10) (9)	The student documents technical knowledge and skills. The student is expected to:	CCRS: 2.E.1 - 2.E.2 - 2.E.3 - 2.E.4
(A)	assemble basic professional portfolio components such as basic resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and	CCRS: 2.C.6
(B)	present the portfolio to interested stakeholders <u>such as teachers, school administrators, career and technical education administrator, curriculum specialist, or human resources personnel.</u>	CCRS: 2.C.6
<u>(11)</u>	<u>The student understands how classroom observations (video and/or in person) inform and improve instruction. The student is expected to:</u>	Observation instruction missing in the current course. This instruction provides an opportunity for students to experience the classroom environment from the educator perspective. The experience may “entice” the student to persist in an education and training. POS. CCRS: 2.E.2
<u>(A)</u>	<u>apply knowledge gained in the course to conduct targeted observations;</u>	CCRS: 1.D.2
<u>(B)</u>	<u>record objective observations of student behavior and teacher interaction;</u>	CCRS: 1.F.2
<u>(C)</u>	<u>explain how observations can influence philosophy of education and delivery of instruction; and</u>	CCRS: 1.B.3
<u>(D)</u>	<u>identify qualities of an effective classroom.</u>	CCRS: 1.D.1

§130.163. Human Growth and Development (One Credit), Adopted ~~2015~~ 2021.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, industry and relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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;	CCRS: I.E.1, II.B.2
(B)	perform job-appropriate numerical and arithmetic application;	CCRS: 1.E.1
(C)	practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;	CCRS: I.E.1
(D)	exhibit teamwork skills;	CCRS: I.E.2
(E)	apply decision-making skills;	CCRS: I.B.1, IB.2

(F)	implement problem-solving techniques;	CCRS: I.C.1, 1.C.2, 1.C.3
(G)	acquire conflict management skills;	CCRS: I.C.1, 1.C.2, 1.C.3
(H)	develop leadership skills;	
(I)	<u>update professional portfolio with portfolio components such as resume and samples of work;</u>	Added to encourage student portfolio development at an earlier level course.
(J)(+)	demonstrate professionalism; and	CCRS: I.E.1, I.E.2, I.F.4
(K)(+)	develop effective work ethic practices.	CCRS: I.F.1
(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;	CCRS: II.C.2
(B)	describe theoretical perspectives that influence human development throughout the lifespan;	CCRS: I.F.2
(C)	summarize <u>how</u> historical <u>theories</u> influences on modern theories of human development;	CCRS: I.B.4
(D)	compare and contrast the research methods commonly used to study human development; and	CCRS: I.F.3
(E)	compare and contrast pedagogy and andragogy.	CCRS: I.A.1
(3)	The student understands the importance of prenatal care in the development of a child. The student is expected to:	CCRS: I.A.1
(A)	describe nutritional needs prior to and during pregnancy;	
(B)	analyze reasons for medical care and good health practices prior to and during pregnancy;	CCRS: I.B.3
(C)	outline stages of prenatal development;	
(D)	discuss the role of genetics in prenatal development; and	CCRS: I.B.1
(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:	CCRS: I.A.1
(A)	analyze the physical, emotional, social, and cognitive development of infants and toddlers;	CCRS: I.B.3
(B)	analyze various developmental theories relating to infants and toddlers;	CCRS: I.B.3
(C)	<u>investigate</u> discuss the influences of the family and society on the infant and toddler;	CCRS: I.B.1 Increased verb rigor

(D)	summarize strategies for optimizing the development of infants and toddlers, including those with special needs;	CCRS: I.B.4
(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;	CCRS: I.A.1, I.B.3
(B)	analyze various developmental theories relating to preschoolers;	CCRS: I.B.3
(C)	<u>investigate</u> discuss the influences of the family and society on preschoolers;	Change made based on stakeholder input; increased verb rigor.
(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:	CCRS: I.A.1
(A)	analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;	CCRS: I.B.3
(B)	analyze various developmental theories relating to children in the early to middle childhood stage of development;	CCRS: I.B.3
(C)	<u>investigate</u> discuss the influences of the family and society on children in the early to middle childhood stage of development;	CCRS: I.B.1 Change made based on stakeholder input; increased verb rigor.
(D)	summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;	CCRS: I.B.4
(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:	CCRS: I.A.1
(A)	analyze the biological and cognitive development of adolescents;	CCRS: I.A.1
(B)	analyze the emotional and social development of adolescents;	CCRS: I.B.3
(C)	discuss various theoretical perspectives relevant to adolescent growth and development;	CCRS: I.B.1
(D)	<u>investigate</u> discuss the influences of the family and society on adolescents;	CCRS: I.B.1 Change made based on stakeholder input; increased verb rigor.
(E)	summarize strategies for optimizing the development of the adolescent;	CCRS: I.B.4
(F)	determine techniques that promote the health and safety of the adolescent; and	CCRS: I.F.2
(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:	CCRS: I.A.1
(A)	determine services provided by agencies that protect the rights of children and adolescents;	
(B)	summarize various resources focusing on children and adolescents;	CCRS: I.B.4
(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;	CCRS: I.B.3
(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.	CCRS: 1.B.1
(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;	CCRS: I.B.3
(B)	analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;	CCRS: I.B.3
(C)	<u>investigate</u> discuss the influences of society and culture on early adults; and	CCRS: I.B.1 Change made based on stakeholder input; increased verb rigor.

(D)	discuss the importance of family, human relationships, and social interaction for early adults.	CCRS: I.B.1
(10)	The student understands the development of adults ages 40 through 65 years. The student is expected to:	CCRS: I.A.1
(A)	analyze various development theories relating to middle adults, including biological and cognitive development;	CCRS: I.B.3
(B)	analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;	CCRS: I.B.3
(C)	<u>investigate</u> discuss the influences of society and culture on middle adults; and	CCRS: I.B.1 Change made based on stakeholder input; increased verb rigor.
(D)	discuss the importance of family, human relationships, and social interaction for middle adults.	CCRS: I.B.1
(11)	The student understands the development of adults ages 66 years and older. The student is expected to:	CCRS: I.A.1
(A)	analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;	CCRS: I.B.3
(B)	analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;	CCRS: I.B.3
(C)	<u>investigate</u> discuss the influences of society and culture on those within the stage of late adulthood; and	CCRS: I.B.1 Change made based on stakeholder input; increased verb rigor.
(D)	discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.	CCRS: I.B.1
(12)	The student explores <u>career</u> opportunities available in education and training <u>and human services career clusters</u> . The student is expected to:	CCRS: I.A.2, 1.B.1 Added Human Services because the HGD course is a level one course for both of the Human Services programs of study.
(A)	assess personal interests, aptitudes, and abilities as related to the various <u>occupations stages within the education and training and human services career clusters</u> growth and development ;	CCRS: I.D.1, I.D.2, I.E.1 Added Human Services because the HGD course is a level one course for both of the Human Services programs of study.
(B)	evaluate employment and entrepreneurial opportunities, including education requirements in the educational field of interest; <u>and</u>	CCRS: I.E.1 Removed specificity to the Education field in the event a student is interested in something other than a career in the education field. This course is included in various programs of study.

(C)	propose short-term and long-term education and career goals; and	This is completed in preceding and following courses.
(C)(D)	demonstrate effective methods and obligations for securing <u>parttime employment in positions that prepare students for careers in education and training or human services career clusters.</u> ; maintaining, and terminating employment.	Preparing students to obtain employment in areas that prepare them for the future careers.
(13)	The student documents technical knowledge and skills. The student is expected to:	Not necessary for students enrolled in this course to present to stakeholders; moved a portion of 13A to 1I.
(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.	

DRAFT

§130.164. Instructional Practices (Two credits), Adopted 2021.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Education and Training, and Human Growth and Development, <u>or Child Development</u> . Students shall be awarded two credits for successful completion of this course.	Added additional recommended prerequisites to increase flexibility for smaller schools.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, <u>industry</u> and relevant technical knowledge, and <u>college and career readiness</u> skills for students to further their education and succeed in current <u>and</u> 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)	Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and <u>perform complete</u> other <u>duties responsibilities</u> of teachers, trainers, paraprofessionals, or other educational personnel.	Students should not be asked to complete teacher responsibilities.
(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 <u>the education profession and other related occupations</u> business and industry . The student is expected to:	Related to education and training occupations, more specific than business and industry.
(A)	demonstrate written communication;	1.B.2

(B)	perform job-appropriate numerical and arithmetic application;	8.C.1
(C)	practice various forms of communication such as verbal and non-verbal communication skills <u>and appropriate uses of social media</u> used in educational and career settings;	3.A.2 , 3.B.1 Added social media at the recommendation of an industry stakeholder.
(D)	exhibit teamwork skills;	1.E.2
(E)	apply decision-making skills;	
(F)	implement problem-solving techniques;	1.C.2
(G)	acquire conflict management skills;	1.A.1, 1.A.2, 1.C.3, 1.D.3
(H)	develop leadership skills;	1.A.1, 1.A.2 Recognize ways to demonstrate leadership in the profession
(I)	demonstrate professionalism <u>to include appropriate attire expected of professionals in educational settings</u> ; and	
(J)	develop effective work ethic practices.	1.E.1, 1.D.2, 1.D.3, 1.D.4
<u>(2)</u>	<u>The student will identify strategies that promote health and wellness in balancing the unique challenges of educator and lifestyle responsibilities. The student is expected to:</u>	Added knowledge statement on health and wellness to promote self-care strategies.
<u>(A)</u>	<u>identify signs of personal stress and anxiety</u>	1.D.1, 1.D.2
<u>(B)</u>	<u>choose appropriate boundaries for a healthy work life balance; and</u>	1.D.1, 1.D.2
<u>(C)</u>	<u>implement strategies to manage health and wellness</u>	1.D.1, 1.D.2
<u>(3)</u> (2)	The student explores the teaching and training profession. The student is expected to:	
(A)	demonstrate an understanding of the historical foundations of education and training in the United States;	
(B)	determine and implement <u>pedagogical</u> knowledge and skills <u>learned in this course and</u> needed by teaching and training professionals;	
(C)	demonstrate and implement personal characteristics needed by teaching and training professionals;	

(D)	identify qualities of effective schools;	
(E)	investigate possible career options in the field of education and training;	Students should know they are interested in Education and Training professions by the time they are enrolled in this course; not enough time to provide career exploration instruction in the course.
(E) (F)	discuss teaching and training in non-traditional settings such as those in corporations, community outreach, nonprofits, and government entities; and	
(F) (G)	formulate a professional philosophy of education based on a personal set of beliefs.	2.B.1, 2.B.2, 2.B.3
(4) (3)	The student understands the learner and the learning process. The student is expected to:	
(A)	relate and implement principles and theories of human development to teaching and training situations;	
(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; and	
(D)	explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs learners conditions .	
(E)	<u>evaluate backgrounds, strengths, and skills of students when planning instruction</u>	Increased rigor; gap analysis driven.
(F)	<u>demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction</u>	Increased rigor; gap analysis driven.
(5) (4)	The student interacts effectively in the role of an educator. The student is expected to:	
(A)	demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and	Provide student collaboration opportunities.
(B)	demonstrate methods techniques for promoting <u>stakeholder partnerships in improving educational outcomes; and</u>	More than just literacy; clarified the statement.
(C)	<u>describe the procedure for handling and reporting physical or emotional abuse.</u>	Increased rigor; gap analysis driven.

(6) (5)	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 <u>components such as vertical alignment and scope and sequence</u> ;	Increased rigor.
(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) (6)	The student creates an effective learning environment. The student is expected to:	
(A)	describe and implement a safe and an effective learning environment <u>that incorporates the principles of universal design</u> ;	Increased rigor; gap analysis driven.
(B)	<u>analyze and evaluate strategic student grouping techniques that result in effective instruction</u> ;	Increased rigor; gap analysis driven.
(C) (B)	demonstrate teacher and trainer characteristics that promote an effective learning environment;	
(D)	<u>evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners</u> ;	Increased rigor; gap analysis driven
(E) (C)	identify classroom-management techniques that promote an effective learning environment; and	
(F) (D)	demonstrate <u>communication</u> , conflict-management, and mediation techniques supportive of an effective learning environment.	3.B.3, 3.B.2, 4.A.2, 4.A.3, 4.B.3, 1.A.2
(8) (7)	The student assesses teaching and learning. The student is expected to:	
(A)	describe the role of assessment as part of the learning process;	
(B)	<u>create assessments to measure student learning</u> ;	Increased focus on the value of assessment.

(C)(B)	analyze the assessment process; and	
(D)(C)	use appropriate assessment strategies in an instructional setting; and-	
(E)	<u>use assessment data to evaluate and revise lesson plans.</u>	Increased focus on the value of assessment.2.D.3
(9)(8)	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.	1.E.2
(10)(9)	The student develops technology skills. The student is expected to:	II.E.1-4
(A)	describe the role of technology in the instructional process;	
(B)	use technology applications appropriate for specific subject matter and student needs; and	2.E.3
(C)	demonstrate skillful use of technology as a tool for instruction, evaluation, and management.	2.E.4
(11)(10)	The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	I.B.1-4
(A)	describe teacher and trainer characteristics that promote professional and ethical conduct;	1.F.4
(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 Texas teacher code of conduct.	
(12)(11)	The student participates in field-based experiences in education and training. The student is expected to:	I.E.1-2
(A)	apply instructional strategies and concepts within a local educational or training facility; and	

(B)	document, assess, and reflect on instructional experiences.	
(13) (12)	The student documents technical knowledge and skills. The student is expected to:	II.C.1-8
(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.	2.C.8
(14)	<u>The student will demonstrate 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:</u>	Increased rigor; gap analysis driven addition. II.D.1-3
(A)	<u>explain the role feedback plays in the learning process;</u>	
(B)	<u>provide guidance and feedback to motivate student behavior and outcomes;</u>	
(C)	<u>demonstrate methods of providing feedback to students such as checklists, classroom processes, and written documentation;</u>	
(D)	<u>demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes; and</u>	1.A.2
(E)	<u>apply questioning strategies to facilitate student discussion.</u>	
(15)	<u>The student is expected to demonstrate knowledge and understanding of teacher responsibility with regard to accommodations and modifications for students with special needs. The student is expected to:</u>	Increased rigor and approach to Special Education supports. II.A.1-8
(A)	<u>explain the structure and components of an Individualized Education Plan (IEP);</u>	
(B)	<u>explain the structure and components of a 504 Plan; and</u>	
(C)	<u>compare and contrast accommodations and modifications for students with special needs.</u>	

(16)	<u>The student demonstrates proper record keeping strategies needed by teachers to demonstrate evidence of student progress. The student is expected to:</u>	Increased rigor of instruction on teacher record keeping to drive student outcomes. II.D.1-3, E.1-4
(A)	<u>understand and demonstrate the use of learning management systems and recordkeeping tools;</u>	
(B)	<u>outline school district policies related to teacher record keeping; and</u>	
(C)	<u>identify the essential components of behavioral and academic records according to state and school district policy.</u>	
(17)	<u>The student will use standard observation techniques to observe a variety of educational settings. The student is expected to:</u>	Added knowledge statement; missing in current TEKS; essential instruction for students. II.C.1-5
(A)	<u>evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other observation and evaluation tools; and</u>	
(B)	<u>use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement.</u>	
(18)	<u>The student assesses the benefits of how a mentor relationship impacts a teaching career. The student is expected to:</u>	Added to encourage self-care and longevity in education occupations. I.B.1-4, C1-3
(A)	<u>recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance and coaching; and</u>	
(B)	<u>seek out and foster mentorship opportunities.</u>	
(19)	<u>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:</u>	Added for student planning of postsecondary decisions. I.A.1, II.E.1-4
(A)	<u>describe required education needed to become a certified teacher;</u>	
(B)	<u>explain the steps for becoming a certified teacher in Texas;</u>	
(C)	<u>compare certification requirements for various content and grade level areas of interest; and</u>	

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

DRAFT

§130.165. Practicum in Education and Training (Two Credits), Adopted ~~2015~~ 2021.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training, and Human Growth and Development, <u>and Child Development</u> . 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.	Added an additional recommended prerequisite to increase potential enrollment in the course.
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards, <u>industry</u> and relevant technical knowledge, and <u>college and career readiness</u> skills for students to further their education and succeed in current <u>and</u> 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)	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 <u>perform</u> complete other <u>duties</u> responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.	Students should not be expected to complete teacher responsibilities.
(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 <u>teaching and training profession</u> business and industry . The student is expected to:	Increased specificity to Education and Training sector.
(A)	demonstrate written communication;	
(B)	perform job-appropriate numerical and arithmetic application;	CCRS: VII A1,A2,A3,A4 and A5 IX B3
(C)	practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;	CCRS: III A1,A2,A3,A4 and A5 IV A1,A2,A3, and A4
(D)	exhibit teamwork skills;	
(E)	apply decision-making skills;	
(F)	implement problem-solving techniques;	CCRS: VII A1,A2,A3,A4 and A5 VII B1 VII C1-C2 VII D1-D2
(G)	acquire conflict management skills;	
(H)	develop leadership skills;	
(I)	demonstrate professionalism; and	
(J)	develop effective work ethic practices.	
(2)	<u>The student will identify strategies that promote health and wellness in balancing unique challenges of educator and lifestyle responsibilities. The student is expected to:</u>	Added to increase teacher profession longevity and to address self-care strategies specific to a career in education.
(A)	<u>examine signs of personal stress and anxiety;</u>	Self-care strategies
(B)	<u>develop appropriate boundaries for a healthy work life balance; and</u>	Self-care strategies
(C)	<u>implement strategies to manage health and wellness.</u>	Self-care strategies
(3)(2)	The student explores the teaching and training profession. The student is expected to:	
(A)	analyze current trends and issues that impact education such as political, societal, and economic trends and issues;	
(B)	demonstrate and implement knowledge and skills needed by the teaching and training profession;	

(C)	update assessment of personal characteristics needed to work in the teaching and training profession;	
(D)	explore qualities of effective schools;	
(E)	refine professional philosophy of education based on a personal set of beliefs;	
(F)	<u>determine</u> explore the educational/academic requirements and possible degree/certifications <u>necessary for a profession of interest in teaching and training available in education;</u>	Decision not to list EA1 because the “such as” list would be too long if all degrees/certifications were addressed; benefits of EA1 certification were highlighted in the Instructional Practices TEKS.
(G)	refine personal career plan in preparation for a career in the field of education or training;	
(H)	<u>research</u> explore teaching and training in non-traditional settings such as those in corporations, community outreach, nonprofits, and government entities; and	Increased verb rigor.
(I)	<u>research</u> explore educational high-needs and teacher-shortage areas.	Increased verb rigor.
(4) (3)	The student understands the learner and learning process. The student is expected to:	
(A)	apply principles and theories of human development appropriate to specific teaching or training situations;	
(B)	apply principles and theories about the learning process to specific teaching or training situations;	
(C)	analyze the dynamics of personal and student behaviors that facilitate the learning process;	
(D)	analyze teaching skills that facilitate the learning process; and	
(E)	demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations.	
(5) (4)	The student interacts effectively in the role of an educator. The student is expected to:	
(A)	demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and	
(B)	demonstrate and evaluate techniques promoting literacy.	
(6) (5)	The student plans and uses effective instruction. The student is expected to:	
(A)	apply principles and theories that impact instructional planning;	

(B)	<u>utilize lesson planning tools and concepts such as scope and sequence, unit plans, and vertical alignment;</u>	Added elements to increase rigor of instruction and emphasize the importance of lesson planning.
(C)(B)	develop instructional materials that align with the Texas Essential Knowledge and Skills;	
(D)(C)	demonstrate competency in core and non-core subject areas;	
(E)(D)	<u>apply research to</u> create lessons plans that meet instructional goals;	Added the importance of research-based strategies in lesson planning.
(F)(E)	analyze concepts for developing effective instructional strategies;	
(G)(F)	evaluate and analyze effectiveness of lessons plans and instructional strategies; and	
(H)(G)	explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.	
(7)(6)	The student creates and maintains an effective learning environment. The student is expected to:	
(A)	<u>apply principles of</u> create and maintain a safe, <u>universal design to create and maintain a safe</u> and an effective learning environment;	Addition resulted from gap analysis input.
(B)	integrate teacher or trainer characteristics that promote an effective learning environment;	
(C)	apply classroom management techniques that promote an effective learning environment; and	
(D)	demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.	
(8)(7)	The student assesses instruction and learning. The student is expected to:	
(A)	develop and apply <u>formative and summative</u> assessments to foster student learning;	Additional specificity of knowledge and skill expectations.
(B)	use assessment strategies to promote personal growth and teaching or training improvement; and	
(C)	use reflective techniques to promote personal growth and teaching or training improvement; <u>and</u> ;	
(D)	<u>use classroom and standardized test assessment data to drive instructional strategy.</u>	Added focus on assessment to drive student outcomes.
(9)(8)	The student understands the relationship between school and society. The student is expected to:	
(A)	identify and support learning through advocacy;	
(B)	select family, school, and community resources for professional growth; and	

(C)	promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry.	
(10) ⁽⁹⁾	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	CCRS: II E1A,E1B and E1C
(B)	integrate the skillful use of technology as a tool for instruction, evaluation, and management.	CCRS: II E4A,E4B and E4C
(11) ⁽¹⁰⁾	The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	
(A)	develop teacher and trainer characteristics that promote professional and ethical conduct;	
(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 Texas teacher code of conduct.	
(12) ⁽¹¹⁾	The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:	
(A)	identify strategies and resources for the professional development of educators or trainers such as research and assessment;	
(B)	demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning; and	
(C)	plan for professional growth.	
(13) ⁽¹²⁾	The student continues to participate in field-based experiences in education or training. The student is expected to:	
(A)	apply instructional strategies and concepts within a local educational or training facility; and	
(B)	document, assess, and reflect on instructional experiences.	CCRS: 1A2,1A3,1A4
(14) ⁽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, and evaluations; and	
(C)	present the portfolio to interested stakeholders.	CCRS: II 6A II 8A and 8B

DRAFT