

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter E. Education and Training

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

- (a) General requirements. This course is recommended for students in Grade 12.
Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Instructional Practices in Education and Training.
- (b) Introduction. 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 education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.
- (c) Knowledge and skills.
 - (1) The student explores the teaching and training profession. The student is expected to:
 - (A) assess personal characteristics needed to work in the teaching and training profession;
 - (B) compare schools based on qualities of effectiveness;
 - (C) formulate a personal philosophy of education; and
 - (D) create a personal career plan in preparation for a career in the field of education or training.
 - (2) 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 personal behaviors and skills that facilitate the learning process; and
 - (D) suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions.
 - (3) The student communicates effectively. The student is expected to:
 - (A) assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills;

- (B) communicate effectively in situations with educators and parents or guardians;
 - (C) evaluate the role of classroom communications in promoting student literacy and learning; and
 - (D) integrate effective communication skills in teaching or training.
- (4) The student plans and uses effective instruction. The student is expected to:
- (A) apply principles and theories that impact instructional planning;
 - (B) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS);
 - (C) assess personal planning to meet instructional goals;
 - (D) analyze concepts for developing effective instructional strategies;
 - (E) analyze instructional strategies for effectiveness; and
 - (F) explain how learner feedback has been used to guide selection and adjustment of instructional strategies.
- (5) The student creates and maintains an effective learning environment. The student is expected to:
- (A) create and maintain safe and effective learning environments;
 - (B) integrate teacher or trainer characteristics that promote an effective learning environment;
 - (C) apply classroom management techniques that promote an effective learning environment; and
 - (D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.
- (6) The student assesses instruction and learning. The student is expected to:
- (A) develop and apply assessments to foster student learning; and
 - (B) use assessment strategies to promote personal growth and teaching or training improvement.
- (7) The student understands the relationship between school and society. The student is expected to:
- (A) support learning through advocacy;
 - (B) select school and community resources for professional growth; and
 - (C) design activities to build support of family members, community members, and business and industry to promote learning.
- (8) The student develops technology skills. The student is expected to:
- (A) recommend technology applications appropriate for specific subject matter and student needs; and
 - (B) integrate the skillful use of technology as a tool for instruction, evaluation, and management.
- (9) The student continues development as a teaching or training professional. The student is expected to:

- (A) identify strategies and resources for the professional development of educators or trainers;
- (B) demonstrate teacher or trainer characteristics that promote ongoing professional development;
- (C) use research and assessment to improve teaching or training; and
- (D) develop a professional growth plan.

(10) The student participates in field-based experiences in education or training.

The student is expected to:

- (A) apply instructional strategies and concepts within a local educational or training facility; and
- (B) document, assess, and reflect on instructional experiences.

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

(A) update a professional portfolio to include:

- (i) attainment of technical skill competencies;
- (ii) licensures or certifications;
- (iii) recognitions, awards, and scholarships;
- (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
- (v) abstract of key points of the practicum;
- (vi) resumé;
- (vii) samples of work; and
- (viii) evaluation from the practicum supervisor; and

(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation.