



Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

Cluster:	Education and Training
Course Name:	§130.144 Instructional Practices in Education and Training (One to Two Credits)
Course Description:	Instructional Practices in Education and Training is a field-based 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 education and exemplary educators or trainers in direct instructional roles with elementary school, middle school, and high school aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.
Course Requirements:	This course is recommended for students in grades 11-12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Essential resources include Ready, Set, Teach! I & II
Recommended Equipment:	Curriculum Guide; student textbooks, such as Putting It All Together-Education and Training; field-site and mentoring teacher; and transportation accommodations.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Course Introduction/ Historical Overview			
<p>A. Introduction</p> <p>B. Historical foundations</p> <ol style="list-style-type: none"> 1. Colonial period 2. Revolutionary period 3. State supported common schools 4. Compulsory education 5. Progressive era 6. Post World War II schools to present 	<p>(1) The student explores the teaching and training profession.</p>	<p>(A) demonstrate an understanding of the historical foundations of education and training in the United States</p>	<ul style="list-style-type: none"> • History of Education in The United States www.indiana.edu

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II. Effective Teachers			
<p>A. Needs</p> <ol style="list-style-type: none"> 1. Knowledge of self and students 2. Knowledge of subject 3. Knowledge of educational theories and research <p>B. Characteristics</p>	<p>(1) The student explores the teaching and training profession.</p>	<p>(B) determine knowledge and skills needed by teaching and training professionals</p>	<ul style="list-style-type: none"> • RSTCG pp. 9-12 (TA 1-4) • RT pp. 32-38, 176-178 • National Board for Professional Teaching Standards www.nbpts.org • State Board for Educator Certification www.sbec.state.tx.us
		<p>(C) demonstrate personal characteristics needed by teaching and training professionals</p>	<ul style="list-style-type: none"> • RSTCG pp. 13-16 (TA 5-12) • RT pp. 160-163, 176-178 • American Association for Employment in Education www.aeee.org • O*Net Online www.onecenter.org • State Board for Educator Certification www.sbec.state.tx.us • TEA-Code of Ethics www.tea.state.tx.us/index3.aspx?id=1658 • TEA-Professional Discipline www.tea.state.tx.us/index2.aspx?id=262&menu_id=2147483656 • TEA-Teacher Resources http://www.tea.state.tx.us/index3.aspx?id=948&menu_id=793 • US Department of Labor - Occupational Outlook Handbook www.bls.gov/oco/

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III. Effective Schools			
<p>A. Qualities of Effective Schools</p> <p>B. Education and training career options</p>	<p>(1) The student explores the teaching and training profession.</p>	<p>(D) identify qualities of effective schools</p>	<ul style="list-style-type: none"> • RSTCG pp. 20-22 • RT pp. 3-22
		<p>(E) investigate possible career options in the field of education and training</p>	<ul style="list-style-type: none"> • RSTCG pp. 23-28 (TA 16) • RT pp. 42-47 (TA 183) • American Association for Employment in Education www.aeee.org • Association of Texas Professional Educators www.atpe.org • O*Net Online www.onecenter.org • TEA- Texas Education Agency www.tea.state.tx.us • US Department of Labor - Occupational Outlook Handbook www.bls.gov/oco/
IV. Communication Skills			
<p>A. Types</p> <ol style="list-style-type: none"> 1. Verbal 2. Non-verbal 3. Written 4. Electronic <p>B. Teacher communication</p> <p>C. Promoting literacy</p> <p>D. Conflict management and mediation</p>	<p>(3) The student communicates effectively.</p>	<p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills</p>	<ul style="list-style-type: none"> • RSTCG pp. 76-80, 341-344 (TA 63-66) • RT pp. 62-63 • Read Write Think www.readwritethink.org
		<p>(D) demonstrate effective communication skills in teaching and training</p>	
	<p>(5) The student creates an effective learning environment.</p>	<p>(D) describe conflict-management and mediation techniques supportive of an effective learning environment</p>	<ul style="list-style-type: none"> • RSTCG pp. 95-97 (TA 72, 79-81) • Education Oasis www.educationoasis.org • TEA-Teacher Resources www.tea.state.tx.us/index3.aspx?id=948&menu_id=793

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V. Principles and Theories of Human Development			
<p>A. Related to teaching</p> <p>B. Related to learning process</p> <p>C. Related to effective instructional practices</p>	<p>(2) The student understands the learner and the learning process.</p>	<p>(A) relate principles and theories of human development to teaching and training situations</p>	<ul style="list-style-type: none"> • RSTCG pp. 45-51 (TA 72, 79-81) • RT pp. 297-298, 306-309, 378-391
<p>(B) relate principles and theories about the learning process to teaching and training situations</p>		<ul style="list-style-type: none"> • RSTCG pp. 51-54 (TA 34-39) • RT pp. 365-367 • TEA-Bilingual/ESL Education www.tea.state.tx.us/index2.aspx?id=4098 	
<p>(C) demonstrate behaviors and skills that facilitate the learning process</p>		<ul style="list-style-type: none"> • RSTCG pp. 58-63 (TA 45-49) • RT pp. 34-35, 72-76 	
<p>(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions</p>		<ul style="list-style-type: none"> • RSTCG pp. 63-64 (TA 50-51) • RT pp. 297-298, 306-309, 378-384 • National Association of Special Education Teachers www.naset.org • TEA-Bilingual/ESL Education www.tea.state.tx.us/index2.aspx?id=4098 	

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VI. Effective Learning Environment				
<p>A. Safety issues</p> <p>B. Teacher/Trainer characteristics</p> <p>C. Classroom management</p>	<p>(5) The student creates an effective learning environment.</p>	<p>(A) describe characteristics of safe and effective learning environments</p>	<ul style="list-style-type: none"> • RSTCG pp. 117-120 (TA 95-98) 	
			<p>(B) demonstrate teacher and trainer characteristics that promote an effective learning environment</p>	<ul style="list-style-type: none"> • RSTCG pp. 120-122 (TA 99-100) • RT pp. 60-63
			<p>(C) identify classroom-management techniques that promote an effective learning environment</p>	<ul style="list-style-type: none"> • RSTCG pp. 122-128 (TA 101-104b) • RT pp. 63-72, 240-278 • Association of Texas Professional Educators www.atpe.org • National Education Association www.nea.org • TEA-Teacher Resources www.tea.state.tx.us/index3.aspx?id=948&menu_id=793

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VII. Ethical Conduct of Teachers			
<p>A. Ethical conduct and characteristics</p> <p>B. Ethical standards for the teaching and training profession</p> <p>C. Ethical decisions and consequences</p>	(9) The student understands the ethics and legal responsibilities in teaching and training.	<p>(A) describe teacher and trainer characteristics that promote ethical conduct</p> <p>(B) analyze ethical standards that apply to the teaching and training profession</p> <p>(C) analyze situations requiring decisions based on ethical and legal considerations</p> <p>(D) analyze expected effects of compliance and non-compliance</p>	<ul style="list-style-type: none"> • RSTCG pp. 15 (TA11) • TEA- Texas Education Agency www.tea.state.tx.us • TEA-Code of Ethics www.tea.state.tx.us/index3.aspx?id=1658 • TEA-Educator Certification www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794 • TEA-Texas Administrative Code Part 7 www.info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=3&ti=19&pt=7 • TEA-Texas Administrative Code Title 19 www.ritter.tea.state.tx.us/rules/tac/chapter066/ • TEA-Texas Administrative Code Rule 247.2 www.info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2
VIII. Internship Field-Based Experiences			
<p>A. Application</p> <p>B. Assessment</p>	(10) The student participates in field-based experiences in education and training.	<p>(A) apply instructional strategies and concepts within a local educational or training facility</p> <p>(B) document, assess, and reflect on instructional experiences</p>	<ul style="list-style-type: none"> • Field-site class and mentor • RSRCG • Training plan

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IX. Lesson Planning			
<p>A. TEKS</p> <p>B. Competent knowledge of subject matter</p> <p>C. Planning process, lesson cycle, and instructional preparation</p> <p>D. Theories that impact planning</p> <p>E. Learning styles</p> <p>F. Special populations</p> <p>G. Objective writing</p>	(4) The student plans and develops effective instruction.	<p>(A) explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction</p> <p>(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan and prepare effective instruction</p> <p>(C) explain the rationale and process of instructional planning</p> <p>(D) describe principles and theories that impact instructional planning</p> <p>(E) create clear short- and long-term learning objectives that are developmentally appropriate for students</p> <p>(F) demonstrate teacher planning to meet instructional goals</p>	<p>• RSTCG pp. 85-87 (TA 69-73)</p> <p>• National Education Association www.nea.org</p> <p>• TEA-Texas Essential Knowledge and Skills www.tea.state.tx.us/index2.aspx?id=6148</p> <p>• Regional Service Centers and/or school district curriculum specialists for various disciplines</p> <p>• RSTCG pp. 87-91 (TA 74-75)</p> <p>• RT pp. 199-232</p> <p>• TEA-Teacher Resources www.tea.state.tx.us/index3.aspx?id=948&menu_id=793</p> <p>• RSTCG pp. 91-94 (TA 76-78)</p> <p>• RT pp. 235-236, 359-360</p> <p>• RSTCG pp. 95-97 (TA 79-81)</p> <p>• RSTCG pp. 97-98 (TA 74)</p> <p>• RT pp. 228-232</p>

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	(2) The student understands the learner and the learning process.	(B) relate principles and theories about the learning process to teaching and training situations (D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions	<ul style="list-style-type: none"> • RSTCG pp. 54-58 (TA 40-44) • RT pp. 375-377 • RSTCG pp. 63-68 (TA 39, 50-52) • RT pp. 375-391 • National Association of Special Education Teachers www.naset.org • TEA-Teacher Resources www.tea.state.tx.us/index3.aspx?id=948&menu_id=793
X. Technology in Teaching			
<p>A. Role of technology</p> <p>B. Applying technology</p>	(8) The student develops technology skills.	<p>(A) describe the role of technology in the instructional process</p> <p>(B) use technology applications appropriate for specific subject matter and student needs</p> <p>(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management</p>	<ul style="list-style-type: none"> • RSTCG pp. 165-167 (TA 127-128) • RT pp. 114-116, 118-119 • State Board for Educator Certification www.tea.state.tx.us/portals.aspx?id=2147484909 • RSTCG pp. 168-172 (TA 129-136) • RT pp. 129-142 • 4Teachers www.4teachers.org • TEA-Educational Technology www.tea.state.tx.us/index2.aspx?id=5096&menu_id=2147483665 • RSTCG pp. 172-174

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XI. Evaluating the Learning Process			
<p>A. Role of assessment</p> <p>B. Assessment process</p> <p>C. Assessment strategies</p>	<p>(6) The student assesses teaching and learning.</p>	<p>(A) describe the role of assessment as part of the learning process</p>	<ul style="list-style-type: none"> • RSTCG pp. 135-137 (TA 70-71, 106-107) • RT pp. 77-78 • TEA-TAKS Resources www.tea.state.tx.us/index3.aspx?id=948&menu_id=793
		<p>(B) analyze the assessment process</p>	<ul style="list-style-type: none"> • RSTCG pp. 137-140 (TA 73, 108-112) • RT pp. 17-18, 77-78
		<p>(C) identify appropriate assessment strategies for use in an instructional setting</p>	<ul style="list-style-type: none"> • RSRCG • RSTCG pp. 140-142 (TA 46, 109, 111) • 4Teachers www.4teachers.org • Curriculum Center for Family and Consumer Sciences www.ccfcs.org • National Education Association www.nea.org • University of Wisconsin Stout - Authentic Assessment www.uwstout.edu/soe/profdev/assess.cfm

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XII. Relationship Between School and Society			
<p>A. Relationship between school and society</p> <p>B. Resources for professional growth</p> <p>C. Learning support networks</p>	(7) The student understands the relationship between school and society.	(A) explain the relationship between school and society	<ul style="list-style-type: none"> • RSTCG pp. 147-150 (TA 114) • RT pp. 91-101
		(B) use school and community resources for professional growth	<ul style="list-style-type: none"> • RSTCG pp. 155-157 (TA 122) • State Board for Educator Certification www.tea.state.tx.us/portals.aspx?id=2147484909 • TEA- Texas Education Agency www.tea.state.tx.us
		(C) use the support of family members, community members, and business and industry to promote learning	<ul style="list-style-type: none"> • RSRCG • RSTCG pp. 158-162 (TA 123-126b) • RT pp. 13-14, 324-326,334-335
	(3) The student communicates effectively.	(B) communicate effectively in situations with educators and parents or guardians	<ul style="list-style-type: none"> • RSTCG pp. 177-179 (TA 137) • RT pp. 49-52, 154-157, 190-192 • National Education Association www.nea.org

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XIII. Career Planning			
<p>A. Teaching and training profession</p> <p>B. Career options</p>	<p>(1) The student explores the teaching and training profession.</p>	<p>(A) investigate possible career options in the field of education and training</p>	<ul style="list-style-type: none"> • RSTCG pp. 23-28 (TA 16) • RT pp. 42-47 (TA 183) • American Association for Employment in Education www.aeee.org • O*Net Online www.onecenter.org • TEA- Texas Education Agency www.tea.state.tx.us • TEA-Educator Certification www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794 • US Department of Labor - Occupational Outlook Handbook www.bls.gov/oco/

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Resources: Books			
RSRCG	Ready, Set, Read Coordinator Guide		www.depts.ttu.edu/hs/ccfcs
RSTCG	Ready, Set, Teach! I and II Curriculum Guide, Curriculum Center for FCS, 2003		www.depts.ttu.edu/hs/ccfcs
RT	Reaching to Teach, Curriculum Center for FCS, 2005		www.depts.ttu.edu/hs/ccfcs
Resources: Websites			
4 Teachers	www.4teachers.org		
American Association for Employment in Education	www.aeee.org		
Association of Texas Professional Educators	www.atpe.org		
Curriculum Center for Family and Consumer Sciences	www.ccfcs.org		
Education Oasis	www.educationoasis.org		
History of Education in The United States	http://www.indiana.edu/~reading/ieo/bibs/histedus.html		
National Association of Special Education Teachers	www.naset.org		
National Board for Professional Teaching Standards	www.nbpts.org		
National Education Association	www.nea.org		
O*Net Online	www.onecenter.org		
Read Think Write	http://www.readwritethink.org/student_mat/index.asp		
State Board for Educator Certification	www.sbec.state.tx.us		

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Texas Education Agency	www.tea.state.tx.us		
Texas Education Agency - Bilingual/ESL Education	http://www.tea.state.tx.us/index2.aspx?id=4098		
Texas Education Agency - Code of Ethics	http://www.tea.state.tx.us/index3.aspx?id=1658		
Texas Education Agency - Educator Certification	http://www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794		
Texas Education Agency - Educational Technology	http://www.tea.state.tx.us/index2.aspx?id=5096&menu_id=2147483665		
Texas Education Agency - Professional Discipline	http://www.tea.state.tx.us/index2.aspx?id=262&menu_id=2147483656		
Texas Education Agency - Texas Administrative Code Part 7	http://info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=3&ti=19&pt=7		
Texas Education Agency - Texas Administrative Code Title 19	http://ritter.tea.state.tx.us/rules/tac/chapter066/		
Texas Education Agency - Texas Administrative Code Rule 247.2	http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2		
Texas Education Agency - TAKS Resources	http://www.tea.state.tx.us/index3.aspx?id=948&menu_id=793		
Texas Education Agency - Texas Essential Knowledge and Skills	http://www.tea.state.tx.us/index2.aspx?id=6148		
Texas Education Agency - Teacher Resources	http://www.tea.state.tx.us/portals.aspx?id=2147484909&menu_id=771&menu_id2=794&cid=2147483659		
US Department of Labor - Occupational Outlook Handbook	www.bls.gov/oco		
University of Wisconsin Stout - Authentic Assessment	http://www.uwstout.edu/soe/profdev/assess.shtml		