



## 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.

<b>Cluster:</b>	Education and Training
<b>Course Name:</b>	§130.145 Practicum in Education and Training (Two to Three Credit)
<b>Course Description:</b>	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. Student 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.
<b>Course Requirements:</b>	This course is recommended for students in grade 12. Recommended prerequisite: Principles of Education and Training, Human Growth and Development, and Instructional Practices in Education and Training.
<b>Recommended Equipment</b>	Essential resources include Ready, Set, Teach! I & II 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)
<b>I. Course Introduction/Exploring Teaching and Training</b>			
A. Course introduction B. Personal qualities needed C. Philosophy	(1) The student explores the teaching and training profession.	(A) assess personal characteristics needed to work in the teaching and training profession	<ul style="list-style-type: none"> <li>• RSTCG pp. 13-16, (TA 5-12)</li> <li>• RT pp. 160-163,176-178</li> <li>• American Association of Employment in Education <a href="http://www.aeee.org">www.aeee.org</a></li> <li>• National Board for Professional Teaching Standards <a href="http://www.nbpts.org">www.nbpts.org</a></li> <li>• O*Net Online <a href="http://www.onetonline.org">www.onetonline.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> <li>• U.S. Department of Labor-Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a></li> </ul>
		(B) explore school based on qualities of effectiveness	<ul style="list-style-type: none"> <li>• RSTCG pp. 17-20, (TA 13-15)</li> <li>• RT pp. 66-67</li> </ul>
		(C) formulate a personal philosophy of education	<ul style="list-style-type: none"> <li>• RSTCG pp. 20-22</li> <li>• RT pp. 3-22, 267</li> <li>• Family, Career, and Community Leaders of America - TEXAS <a href="http://www.texasfccla.org">www.texasfccla.org</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>II. Communication Skills</b>			
<p>A. Types</p> <ol style="list-style-type: none"> <li>1. Verbal</li> <li>2. Non-verbal</li> <li>3. Written</li> <li>4. Electronic</li> </ol> <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) assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 71-73, (TA 53-56)</li> </ul>
		<p>(D) integrate effective communication skills in teaching or training</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 80-81 (TA 55, 67-68)</li> <li>• RT pp. 339-340</li> </ul>
		<p>(C) evaluate the role of classroom communications in promoting student literacy and learning</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 76-80, 341-344, (TA 63-66)</li> <li>• RT pp. 62-63</li> <li>• Read Write Think <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul>
	<p>(5) The student creates and maintains an effective learning environment.</p>	<p>(D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 95-97 (TA 72, 79-81)</li> <li>• Education Oasis <a href="http://www.educationoasis.org">www.educationoasis.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>III. Principles and Theories of Human Development</b>			
<p>A. Related to teaching</p> <p>B. Related to learning process</p> <p>C. Related to effective instructional practices</p>	(2) The student understands the learner and the learning process.	<p>(A) apply principles and theories of human development appropriate to specific teaching or training situations</p> <p>(B) apply principles and theories about the learning process to specific teaching or training situations</p> <p>(C) analyze personal behaviors and skills that facilitate the learning process</p> <p>(D) suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions</p>	<p>• RSTCG pg 45-51 (TA 24-33)</p> <p>• RT pg 297-298, 306-309, 378-384, 388, 390-391</p> <p>• Texas Center for Bilingual/ESL Education <a href="http://www.tcbee.org">www.tcbee.org</a></p> <p>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></p> <p>• RSTCG pp. 51-54 (TA 34-39)</p> <p>• RT pp. 365-367</p> <p>• RSTCG pp. 58-63 (TA 45-49)</p> <p>• RT pp. 34-35, 72-76</p> <p>• RSTCG pp. 63-64 (TA 50-51)</p> <p>• RT pp. 297-298, 306-309, 378-384</p> <p>• National Association of Special Education Teachers <a href="http://www.naset.org">www.naset.org</a></p> <p>• Texas Center for Bilingual/ESL Education <a href="http://www.tcbee.org">www.tcbee.org</a></p> <p>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></p>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>IV. Effective Learning Environment</b>			
A. Safety issues B. Teacher/trainer characteristics C. Classroom management	(5) The student creates and maintains an effective learning environment.	(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	<ul style="list-style-type: none"> <li>• RSTCG pp. 117-1120 (TA 95-98)</li> <li>• RSTCG pp. 120-122 (TA 99-100)</li> <li>• RT pp. 60-63</li> <li>• RSTCG pp. 122-128 (TA 101-104b)</li> <li>• RT pp. 63-72, 240-278</li> <li>• Association of Texas Professional Educators <a href="http://www.atpe.org">www.atpe.org</a></li> <li>• National Education Association <a href="http://www.nea.org">www.nea.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>
<b>V. Internship/Field-Based Experiences</b>			
A. Application of concepts B. Experience assessments	(10) The student participates in field-based experiences in education or training.	(A) apply instructional strategies and concepts within a local educational or training facility (B) document, assess, and reflect on instructional experiences	<ul style="list-style-type: none"> <li>• Field-site class and mentor teacher</li> <li>• Training plan</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>VI. Lesson Planning</b>			
<p>A. Principles and theories that impact planning</p> <p>B. Instruction that aligns to TEKS</p> <p>C. Writing instructional goals</p> <p>D. Planning process, lesson cycle, and instructional strategies</p> <p>E. Communication, feedback, and assessment</p>	(4) The student plans and uses effective instruction.	(A) apply principles and theories that impact instructional planning	<ul style="list-style-type: none"> <li>• RSTCG pp. 91-94 (TA 76-78)</li> <li>• RT pp. 235-236, 359-360</li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> <li>• WebQuest <a href="http://www.webquest.org">www.webquest.org</a></li> <li>• WebQuest Rubrics &amp; Lessons <a href="http://www.webquest.sdsu.edu/rubrics/weblessons.htm">www.webquest.sdsu.edu/rubrics/weblessons.htm</a></li> </ul>
		(B) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS)	<ul style="list-style-type: none"> <li>• RSTCG pp. 85-91 (TA 69-75)</li> <li>• RT pp. 199-232</li> <li>• 4T Teachers <a href="http://www.4teachers.org">www.4teachers.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>
		(C) asses personal planning to meet instructional goals	<ul style="list-style-type: none"> <li>• RSTCG pp. 95-98 (TA 74, 79-81)</li> <li>• RT pp. 228-232</li> <li>• Read Write Think <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul>
		(D) analyze concepts for developing effective instructional strategies	
		(E) analyze instructional strategies for effectiveness	
		(F) explain how learner feedback has been used to guide selection and adjustment of instructional strategies	

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>VII. Technology in Teaching</b>			
<p>A. Appropriate technology applications</p> <p>B. Technology integration in practice</p>	(8) The student develops technology skills.	(A) recommend technology applications appropriate for specific subject matter and student needs	<ul style="list-style-type: none"> <li>• RSTCG pp. 165-172 (TA 127-136)</li> <li>• RT pp. 114-116, 118-119, 129-142</li> <li>• 4T Teachers <a href="http://www.4teachers.org">www.4teachers.org</a></li> <li>• Texas Board for Educator Certification <a href="http://www.tea.state.tx.us/portals.aspx?id=2147484909">www.tea.state.tx.us/portals.aspx?id=2147484909</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> <li>• WebQuest <a href="http://www.webquest.org">www.webquest.org</a></li> <li>• WebQuest Rubrics &amp; Lessons <a href="http://www.webquest.sdsu.edu/rubrics/weblessons.htm">www.webquest.sdsu.edu/rubrics/weblessons.htm</a></li> </ul>
		(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management	<ul style="list-style-type: none"> <li>• RSTCG pp. 172-174</li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>VIII. Assessing the Learning Process</b>			
<p>A. Learning assessments</p> <p>B. Assessment strategy applications</p>	<p>(6) The student assesses instruction and learning.</p>	<p>(A) develop and apply assessments to foster student learning</p> <p>(B) use assessment strategies to promote personal growth and teaching or training improvement</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 135-142 (TA 46, 70-71, 73, 106-112)</li> <li>• RT pp. 17-18, 77-78</li> <li>• 4T Teachers <a href="http://www.4teachers.org">www.4teachers.org</a></li> <li>• Curriculum Center for Family and Consumer Sciences <a href="http://www.ccfcs.org">www.ccfcs.org</a></li> <li>• Center for Educator Development in Fine Arts <a href="http://finearts.esc20.net/art/art_assessment/art_as_perform.html">http://finearts.esc20.net/art/art_assessment/art_as_perform.html</a></li> <li>• Read Write Think <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li>• Technology Applications Center for Educator Development <a href="http://www.tcet.unt.edu">www.tcet.unt.edu</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> <li>• University of Wisconsin-Stout <a href="http://www.uwstout.edu/soe/profdev/assessment.cfm">www.uwstout.edu/soe/profdev/assessment.cfm</a></li> </ul>



Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>IX. Creating Positive Relationships Between School and Society</b>			
<p>A. Learning in society</p> <p>B. Learning activities</p> <p>C. Effective communication</p>	<p>(7) The student understands the relationship between school and society.</p>	<p>(A) support learning through advocacy</p> <p>(B) select school and community resources for professional growth</p> <p>(C) design activities to build support of family members, community members, and business and industry to promote learning</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 177-179 (TA 137)</li> <li>• RT pp. 49-52, 154-160, 190-192</li> <li>• Association of Texas Professional Educators <a href="http://www.atpe.org">www.atpe.org</a></li> <li>• It's Up To You <a href="http://www.dfps.state.tx.us/itsuptoyou/default.asp">www.dfps.state.tx.us/itsuptoyou/default.asp</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul> <ul style="list-style-type: none"> <li>• RSTCG pp. 180-181 (TA 134,138)</li> <li>• RT pp. 154-157, 160-163, 166-169</li> <li>• Texas Department of Family and Protective Services <a href="http://www.dfps.state.tx.us">www.dfps.state.tx.us</a></li> </ul>
	<p>(3) The student communicates effectively.</p>	<p>(B) communicate effectively in situations with educators and parents or guardians</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 182-183 (TA 139)</li> <li>• RT pp. 163-166</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>X. Professional Development</b>			
<p>A. Educator development strategies</p> <p>B. Professional development characteristics</p> <p>C. Teaching improvements</p> <p>D. Professional growth plan</p>	(9) The student continues development as a teaching or training professional.	<p>(A) identify strategies and resources for the professional development of educators or trainers</p> <p>(B) demonstrate teacher or trainer characteristics that promote ongoing professional development</p> <p>(C) use research and assessment to improve teaching or training</p> <p>(D) develop a professional growth plan</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 177-179 (TA 137)</li> <li>• RT pp. 49-52, 154-160, 190-192</li> <li>• Association of Texas Professional Educators <a href="http://www.atpe.org">www.atpe.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> <li>• WebQuest Rubrics &amp; Lessons <a href="http://www.webquest.sdsu.edu/rubrics/weblessons.htm">www.webquest.sdsu.edu/rubrics/weblessons.htm</a></li> </ul> <ul style="list-style-type: none"> <li>• RSTCG pp. 180-181 (TA 134-138)</li> <li>• RT pp. 154-157, 160-163, 166-169</li> </ul> <ul style="list-style-type: none"> <li>• RSTCG pp. 182-183 (TA 139)</li> <li>• RT pp. 163-166</li> </ul> <ul style="list-style-type: none"> <li>• RSTCG pp. 183-184 (TA 140)</li> <li>• RT pp. 148-149</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>XI. Documenting Success</b>			
<p>A. Evidence of professional skills</p> <p>B. Career plan</p> <p>C. Presentation of portfolio</p>	(11) The student documents technical knowledge and skills.	<p>(A) update a professional portfolio to include</p> <ul style="list-style-type: none"> <li>(i) attainment of technical skill competencies</li> <li>(ii) licensures or certifications</li> <li>(iii) recognitions, awards, and scholarships</li> <li>(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations</li> <li>(v) abstract of key points of the practicum</li> <li>(vi) resumé</li> <li>(vii) samples of work</li> <li>(viii) evaluation from the practicum supervisor</li> </ul> <p>(D) create a personal career plan in preparation for a career in the field of education or training</p>	<ul style="list-style-type: none"> <li>• RST CG pp. 24</li> <li>• RT pp. 148-148</li> <li>• Family, Career, and Community Leaders of America - TEXAS <a href="http://www.texasfccla.org">www.texasfccla.org</a></li> </ul>
	(1) The student explores the teaching and training profession.	(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation	<ul style="list-style-type: none"> <li>• RSTCG pp. 23-28, (TA 16)</li> <li>• RT pp. 42-47, 183</li> <li>• American Association of Employment in Education <a href="http://www.aeee.org">www.aeee.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>Resources: Books</b>			
RSTCG	Ready, Set, Teach! I & II Curriculum Guide, Curriculum Center for FCS, 2003		<a href="http://www.depts.ttu.edu/hs/ccfcs">www.depts.ttu.edu/hs/ccfcs</a>
RT	Reaching to Teach, Curriculum Center for FCS, 2005		<a href="http://www.depts.ttu.edu/hs/ccfcs">www.depts.ttu.edu/hs/ccfcs</a>
<b>Resources: Websites</b>			
4 Teachers	<a href="http://www.4teachers.org/">www.4teachers.org/</a>		
American Association of Employment in Education	<a href="http://www.aaee.org">www.aaee.org</a>		
Association of Texas Professional Educators	<a href="http://www.atpe.org/">www.atpe.org/</a>		
Curriculum Center for Family and Consumer Sciences	<a href="http://www.ccfcs.org">www.ccfcs.org</a>		
Fine Arts	<a href="http://finearts.esc20.net/art/art_assessment/art_as_perform.html">http://finearts.esc20.net/art/art_assessment/art_as_perform.html</a>		
Education Oasis	<a href="http://www.educationoasis.org">www.educationoasis.org</a>		
Family, Career, and Community Leaders of America - TEXAS	<a href="http://www.texasfccla.org">www.texasfccla.org</a>		
It's Up To You	<a href="http://www.itsuptoyou.org">www.itsuptoyou.org</a>		
National Association of Special Education Teachers	<a href="http://www.naset.org">www.naset.org</a>		
National Board for Professional Teaching Standards	<a href="http://www.nbpts.org">www.nbpts.org</a>		
National Education Association	<a href="http://www.nea.org">www.nea.org</a>		
O*Net Online	<a href="http://www.onetonline.org">www.onetonline.org</a>		
Read Write Think	<a href="http://www.readwritethink.org">www.readwritethink.org</a>		
Technology Applications Center for Educator Development	<a href="http://www.tcet.unt.edu">www.tcet.unt.edu</a>		
Texas Board for Educator Certification	<a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a>		
Texas Center for Bilingual/ESL Education	<a href="http://www.tcbee.org">www.tcbee.org</a>		
Protective Services	<a href="http://www.tdprs.state.tx.us">www.tdprs.state.tx.us</a>		
Texas Education Agency	<a href="http://www.tea.state.tx.us/">www.tea.state.tx.us/</a>		
U.S. Department of Labor - Occupational Outlook Handbook	<a href="http://www.bls.gov/oco">www.bls.gov/oco</a>		
University of Wisconsin-Stout	<a href="http://www.uwstout.edu/soe/profdev/assess.shtml">http://www.uwstout.edu/soe/profdev/assess.shtml</a>		
WebQuest	<a href="http://www.webquest.org">www.webquest.org</a>		
WebQuest Rubrics & Lessons	<a href="http://webquest.sdsu.edu/rubrics/weblessons.htm">http://webquest.sdsu.edu/rubrics/weblessons.htm</a>		