

# Practicum in Education and Training

## Career and Technical Education Program Skills Inventory

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### Course Rationale:

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.

### Directions:

Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

### Rating Scale:

- 3 Mastered** – can work independently with no supervision
- 2 Requires Supervision** – can perform job completely with limited supervision
- 1 Not Mastered** – requires instruction and close supervision
- N No Exposure** – no experience or knowledge in this area

3	2	1	N	Teaching and Training Profession	Notes:
				(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	
				(D) create a personal career plan in preparation for a career in the field of education and training	

3	2	1	N	Learning Process	Notes:

				(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	
				(D) suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions	

3	2	1	N	Communication	Notes:
				(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	
				(D) integrate effective communication skills in teaching or training	

3	2	1	N	Effective Instruction	Notes:
				(4) The student plans and uses effective instruction. The student is expected to:	
				(A) apply principles and theories that impact instructional goals	
				(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	
				(F) explain how learner feedback has been used to guide selection and adjustment of instructional strategies	

3	2	1	N	Effective Learning Environment	Notes:
				(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	
				(D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment	

3	2	1	N	Instruction and Learning	Notes:
				(6) The student assesses instruction and learning. The student is expected to:	
				(A) develop and apply assessments to foster student learning	
				(B) use assessment strategies to promote personal growth and teaching or training improvement	

3	2	1	N	Relationship between School and Society	Notes:
				(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	
				(C) design activities to build support of family members, community members and business and	

				industry to promote learning	
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3	2	1	N	Technology Skills	Notes:
				(8) The student develops technology skills. The student is expected to:	
				(A) recommend technology applications appropriate for specific subject matter and student needs	
				(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management	

3	2	1	N	Continued Development	Notes:
				(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	
				(D) develop a professional growth plan	

3	2	1	N	Field-Based Experiences	Notes:
				(10) The student participates in field-based experiences in education and training. The student is expected to:	
				(A) apply instructional strategies and concepts within a local educational or training facility	
				(B) document, assess, and reflect on instructional experiences	

3	2	1	N	Documentation	Notes:
				(11) The student documents technical knowledge and skills. The student is expected to:	

				<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) résumé</li> <li>(vii) samples of work</li> <li>(viii) evaluation from the practicum supervisor</li> </ul>	
				<p>(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation</p>	