End of Course Project Options
Practicum in Education and Training
Teacher note: The next six slides will reflect the lesson terms and definitions found in the lesson Word Wall.
Has anyone ever heard the term critical thinking? Phrase the definition in your own words. Have students give examples of when critical thinking would be necessary.
Your END OF COURSE project will be cumulative. What does that mean?
What information did you learn in this course that you would consider ESSENTIAL?
When do we use problem solving skills? Why is it important to be able to find solutions or solve problems on our own?
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Practicum in Education and Training
(3) The student identifies the importance of a well-written business plan. The student is expected to:
(A) categorize a business plan and the need for a well-orchestrated business plan;
(B) research business plan outlines, resources, and templates using web search engines;
(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
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(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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
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(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.
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(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) résumé;
   (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.
Distribute End of Course Project Options Map. Inform students that they will be viewing several End of Course Project Options, but will only be required to complete one project before the end of the school year.
A Week in the Life of .......

- A high school teacher
- A middle school principal
- A student teacher
- Create a scenario for a fictitious _______________________
  - Lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours

Brainstorm other careers and lifestyle specifics.
• Design 12 bulletin boards
  – For this course
  – For internship grade level
Career College Readiness Resource Kit

- Select a career
- Determine degree
  - degree plans
  - specialized certifications
- Investigate colleges/universities
  - Applications
  - Entrance exam fees
- Personal goals/timelines

Project format may vary.
Have students brainstorm format and criteria for this project.
Course Time Capsule

- To be opened by next year’s (semester’s) new students
- Include “Artifacts” that reflect the course TEKS/contents of the course.
  - photos
  - favorite class projects
  - course syllabus
- Written log and justification for each included items

What are some other “artifacts” that can be included?
What resources can be used to create the time capsule?
Have students brainstorm other ideas, format and criteria for this project. Example: agency name, address, phone number, services provided and contact information.
Have students brainstorm ideas for this project.
Determine criteria- test must be typed, formatted and ORIGINAL questions.
Entrepreneurship Project /Extensive Business Plan

- Investigate business plan formats
- Develop a business plan for owning your own business
- If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
- See FCCLA Star Event
  [Link](http://www.fcclainc.org/assets/files/star/entrepreneurship.pdf)
- See SkillsUSA Event
  [Link](http://rolla.k12.mo.us/fileadmin/rpsweb/home/RTIRT/C/SkillsUSA_Tech_Standards_-_Skills/Occupationally_Related/Entrepreneurship.pdf)
Determine project criteria such number of individuals to interview and length of documentary. Students can discuss script and sample interview questions.
Brainstorm assessment criteria for this project.
Have students brainstorm technology and presentation format, number of required quotes of this project.
What would this project look like?
Where would you find quotes?
See FCCLA Career Investigations
http://www.fcclainc.org/assets/files/career_investigation.pdf
School-to-Work Project

• Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  – explore one career field
  – explore a variety of career fields
  – format can vary- story board, multi-media
  – may include interviews or video clips

Pages

This could even include a job shadowing or internship/training experience.
Series of Video Clips/ Documentary

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
- Video tape segments
- Create a documentary

What are some careers in this cluster?
What are some technical skills that we’ve learned?
Service Learning Project

- Develop a Service Learning Project along with a Service-Learning Project Evaluation
- Emphasize our course TEKS
- For additional information on service learning, see: [http://www.servicelearningtexas.org](http://www.servicelearningtexas.org)

Teacher note: Student ideas may be carried out the following school year.
Student as Researcher

- Conduct research on a topic, information or questions of personal interest related to the course TEKS
- Include a five+ page typed paper with cited resources and references.
- Check with English teacher for suggested style—APA, MLA
What other items could be included in this memory book?
Develop a Web Page or Newsletter Template with examples, for this class.

Make sure to follow district/campus technology guidelines.
Allow students to generate additional project options that are not on this slide presentation.
Are there any questions?
Websites:

- **AchieveTexas**
  - A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics and relevant career education.
  - [http://www.achievetexas.org](http://www.achievetexas.org)

- **Texas Education Agency**
  - Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  - [http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html](http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html)