Introductory Lesson:

Instructional Practices in Education and Training
Copyright © Texas Education Agency, 2012. These Materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts’ and schools’ educational use without obtaining permission from TEA.

2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission of TEA.

3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.

4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-7004; email: copyrights@tea.state.tx.us.
“The beginning is the most important part of the work.”

- Plato
Career and Technical Education (CTE)
Career and Technical Education (CTE)

Definition #1:
Career and technical education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.
Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.
Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

• Arts, AV Technology and Communication (Fashion Design courses)
• Architecture and Construction (Interior Design courses)
• Education and Training
• Hospitality and Tourism
• Human Services
Career and Technical Education (CTE)

• You are currently enrolled in the course *Instructional Practices in Education and Training*

• *Instructional Practices in Education and Training* is a CTE course

• You are a CTE student

• I am a CTE instructor
16 Career Clusters™

Agriculture, Food & Natural Resources
- Processing, production, distribution, and development of agricultural commodities and natural resources

Architecture & Construction
- Designing, managing, building, and maintaining the built environment

A/V Technology & Communications
- Creating, exhibiting, performing, and publishing multimedia content

Business Management & Administration
- Organizing, directing, and evaluating functions essential to productive business operations

Education & Training
- Providing education and training services, and related learning support services

Finance
- Financial and investment planning, banking, insurance, and business financial management

Government & Public Administration
- Executing governmental functions at the local, state, and federal levels

Hospitality & Tourism
- Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services

Health Science
- Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

Human Services
- Providing for families and serving human needs

Information Technology
- Designing, supporting, and managing hardware, software, multimedia, and systems integration

Manufacturing
- Processing materials into intermediate or final products

Marketing
- Performing marketing activities to reach organizational objectives

Transportation, Distribution & Logistics
- Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org

Copyright © Texas Education Agency, 2012. All rights reserved.
16 Career Clusters™

The career clusters icons above are used with permission of the States’ Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org
Instructional Practices in Education and Training

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org
Education and Training

- Principles of Education & Training
- Human Growth & Development
- Instructional Practice in Education & Training
- Practicum in Education & Training

TEA Recommended Coherent Sequence of Courses
Sequence of courses available in our district/campus
Education and Training
Programs of Study

– Administration and Administrative Support

– Professional Support Services

– Teaching and and Training
Career and Technical Education (CTE)

Instructional Practices in Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Planning, managing and providing education and training services, and related learning support services

The Cluster icon is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org
Planning, managing and providing education and training services, and related learning support services.

### Sample Career Specialties / Occupations

- Elementary and Secondary Superintendents, Principals, Administrators
  - Supervisors and Instructional Coordinators
  - Education Researchers, Test Measurement Specialists / Assessment Specialists
  - College Presidents, Deans, Department Chairs, Program Coordinators
  - Post-Secondary Administrators
  - Curriculum Developers
  - Instructional Media Designers
  - Education and Training Technician
  - Labor Relations Managers/Specialists

- Psychologists - Clinical, Developmental, Social
  - Social Workers
  - Parent Educators
  - Counselors
  - Program Advisors
  - Financial Aid Advisors
  - Career Counselors/Advisors
  - Career and Employment Placement Counselors
  - Speech-Language Pathologists and Audiologists
  - Instructional Resources Coordinator
  - Technology Support Administrator
  - Database Administrators/AV Specialists
  - Distance Education Coordinator
  - Human Resources Manager
  - Organization Development Specialist
  - Training Manager/Coordinator
  - Instructional Coordinators
  - Museum Coordinators/Technicians
  - Media Coordinators/Specialists
  - Instructional Media Designer

- Preschool, Kindergarten Teachers, Aides
  - Elementary Teachers, Aides
  - Secondary/CTE Teachers, Aides
  - Special Education Teachers, Aides
  - College/University Lecturers, Professors
  - Human Resource Trainers
  - Physical Trainers
  - Professional Coaches
  - Preschool & Child Care Program Directors
  - Child Care Assistants/Workers
  - Child Life Specialist
  - Nanny
  - Early Childhood Teachers and Assistants
  - Instructional Systems Specialist
  - Corporate Trainers and Educators
  - Adult Literacy Teachers
  - Librarians/Assistants/Technicians

### Pathways

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

#### Cluster Knowledge and Skills
- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems
- Safety, Health and Environmental
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

2008-2009
Education and Training
Possible Programs of Study
TEACHER
## Teaching/Training

**Career Goal (O*NET Code):** Teacher, Elementary School (25-2021); Middle School (25-2022); Career & Technical Education (25-2023/25-2032); Secondary School (25-2031); Special Education (25-2041/25-2043); Coach (27-2022); Postsecondary (25-1000).

### SUGGESTED COURSEWORK

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8th</strong></td>
<td><strong>9th</strong></td>
<td><strong>10th</strong></td>
</tr>
<tr>
<td><strong>HS Courses:</strong></td>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>Local districts may list high school credit courses here</td>
<td>English I, Algebra I, Biology</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td></td>
<td>World Geography, Languages other than English I, Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>11th</strong></td>
<td><strong>12th</strong></td>
<td><strong>13th</strong></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>English II, Geometry, Chemistry</td>
<td>English IV, AP Statistics, AP Environmental Science</td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
</tr>
<tr>
<td>World History, Languages other than English II</td>
<td>Government/Economics, Fine Arts</td>
<td></td>
</tr>
<tr>
<td><strong>Career-Related Electives:</strong></td>
<td></td>
<td>Practicum in Education and Training or Problems and Solutions or Languages other than English IV</td>
</tr>
</tbody>
</table>

### EXTENDED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curricular Experiences:</strong></td>
<td><strong>Curricular Experiences:</strong></td>
<td><strong>Career Options:</strong></td>
</tr>
<tr>
<td>English Immersion Programs, Language Immersion Programs</td>
<td>Family, Career and Community Leaders of America</td>
<td>Bilingual Education, Early Childhood Education, Higher Education</td>
</tr>
<tr>
<td></td>
<td>Texas Association of Future Educators</td>
<td>Education Instructional Technology, Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Education, Special Education</td>
</tr>
<tr>
<td><strong>Extracurricular Experiences:</strong></td>
<td><strong>Career Learning Experiences:</strong></td>
<td></td>
</tr>
<tr>
<td>Language Immersion Programs</td>
<td>Career Preparation, Internship</td>
<td></td>
</tr>
<tr>
<td>4-H Youth Development</td>
<td>Job Shadowing, Internship</td>
<td></td>
</tr>
<tr>
<td>School Newspaper</td>
<td>OSHA CareerSafe, OSHA CareerSafe</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Debate Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UIL Academic Competitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service Learning Experiences:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before/After-School Aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Service Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service Volunteer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutoring/Peer Mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ready, Set, Read!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer-Camp Counselor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COLLEGE CREDIT OPPORTUNITIES -- High School

Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible. List those courses that count for college credit on your campus.

### Notes:

- Students may select other elective courses for personal enrichment purposes.
- This plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on the most recent information as of 2009. All plans meet high school graduation requirements as well as college entrance requirements.
Sample Career Options

• Adult Educator
• Coach
• Cooperative Extension Agent
• Elementary Teacher
• Secondary Teacher
• Special Education Teacher
EDUCATIONAL ADMINISTRATOR
Administration & Administrative Support

Career Goal (O*NET Code): Elementary/Secondary Education Administrator (11-9032), Postsecondary Education Administrator (11-9033), Instructional Coordinator (25-9031).

Cluster Overview: Planning, managing and providing education and training services, and related learning support services.

Suggested Coursework

High School

**9th Grade**
- **Core Courses:**
  - English I
  - Algebra I
  - Biology
  - World Geography
  - Languages other than English I
  - Health/PE or Equivalent
- **Career-Related Electives:** Principles of Education and Training

**10th Grade**
- **Core Courses:**
  - English II
  - Geometry
  - Chemistry
  - World History
  - Languages other than English II
  - Technology Applications
- **Career-Related Electives:**
  - Human Growth and Development

**11th Grade**
- **Core Courses:**
  - English III
  - Algebra II
  - Physics
  - United States History
  - Communication Applications
  - PE or Equivalent
- **Career-Related Electives:**
  - Instructional Practices in Education and Training or Languages other than English III

**12th Grade**
- **Core Courses:**
  - English IV
  - AP Statistics
  - AP Environmental Science
  - Government/Economics
  - Fine Arts
- **Career-Related Electives:**
  - Practicum in Education and Training or Languages other than English IV

Community Youth Services Aide, Preschool Aide/Worker, School Office Assistant, Summer-Camp Counselor, Teachers Assistant, Library Aide, Preschool Aide/Worker, Educational Aide I, Educational Aide II.

**Postsecondary**

- **Associate’s Degrees:**
  - Teaching: Specialization in EC4; 4-8; 8-12; EC12 Education
  - Education Aide Teacher Assistant/Aide
- **Bachelor’s Degrees:**
  - Multidisciplinary Studies: Specialization in Bilingual, English Second Language, Middle Level, or Special Education
  - Subject Specific Degree with Teacher Certification: Early Childhood
  - Higher Education Research

- **Graduate Degrees:**
  - Administration/Principal: Adult, Prof, and Community Ed
  - Curriculum and Instruction: Administrative Principal

**Career Options:**
- College President, Dean
- Educational Researcher
- Principal/Supervisor
- Supervisor and Instruction Coord.

**Professional Associations:**
- Association of Texas Professional Educators
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- Texas Classroom Teachers Association
- Texas Community College Teachers Association
- Texas State Teachers Association

**On-the-Job Training:**
- Community Youth Services Aide
- Educational Aide I
- Library Aide
- Preschool Aide/Worker
- Summer-Camp Counselor
- Teachers Assistant

**Career Learning Experiences:**
- Career Preparation (Paid/Unpaid)
- Internship
- Job Shadowing

**Service Learning Experiences:**
- Campus Service Organizations
- Community Service Volunteer
- Dynamic Leadership
- Peer Tutoring / Peer Mentoring
- STOP the Violence

**Curricular Experiences:**
- Family, Career and Community Leaders of America
- Future Association of Future Educators

**Extended Learning Experiences:**
- Language Immersion Programs
- Oil Youth Development
- Junior Government
- School Newspaper
- Speech & Debate Team
- UIL Academic Competitions
- Yearbook

**Extracurricular Experiences:**
- Language Immersion Programs
- Oil Youth Development
- Junior Government
- School Newspaper
- Speech & Debate Team
- UIL Academic Competitions
- Yearbook

**NOTE:** These experiences may be tested and/or completed as part of the high school experience.

NOTE: Students may earn all or part of these certificates as part of the high school experience.

NOTE: Students may earn all or part of these certificates as part of the high school experience.

Additional information includes:
- Students should take a support course in 9th grade if needed.
- Students may select other elective courses for personal enrichment purposes.
PROFESSIONAL SUPPORT SERVICES
# Professional Support Services

**Career Goal (O*NET Code):** Educational, Vocational, & School Counselor (21-1012), Child, Family & School Social Worker (21-1021).

## SUGGESTED COURSEWORK

<table>
<thead>
<tr>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8th</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>English I</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>Languages other than English I</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>9th</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>English II</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
</tr>
<tr>
<td>Languages other than English II</td>
<td></td>
</tr>
<tr>
<td><strong>10th</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>Human Growth and Development or Child Development</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td>or Interpersonal Studies or Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>11th</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>English III</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>United States History</td>
<td></td>
</tr>
<tr>
<td>Professional Communications</td>
<td></td>
</tr>
<tr>
<td><strong>12th</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td><strong>Career-Related Electives:</strong></td>
</tr>
<tr>
<td>English IV</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td>AP Statistics</td>
<td></td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Government/Economics</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Curricular Experiences:**
- Family, Career and Community Leaders of America
- Texas Association of Future Educators

## EXTENDED LEARNING EXPERIENCES

**Extracurricular Experiences:**
- Language Immersion Program
- School Newspaper
- Speech & Debate Team
- Student Government
- UIL Academic Competitions
- Yearbook

**Career Learning Experiences:**
- Career Preparation Internship
- Job Shadowing

## COLLEGE CREDIT OPPORTUNITIES – High School

**Career Options:**
- Educational Aide I

**Professional Associate Degrees:**
- Association of Texas A&M Universities
- National Association of State Boards of Education
- PHI DELTA KAPPA
- Texas Classroom Teachers
- Texas Community College
- Texas Counseling Association
- Texas School Counselors
- Texas State Teachers
- Discipline-Specific Postsecondary Certificates

**Students may select other elective courses for personal enrichment purposes.**
(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;
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(1) The student explores the teaching and training profession. The student is expected to:
(A) demonstrate an understanding of the historical foundations of education and training in the United States;
(B) determine knowledge and skills needed by teaching and training professionals;
(C) demonstrate personal characteristics needed by teaching and training professionals;
(D) identify qualities of effective schools; and
(E) investigate possible career options in the field of education and training.
(2) The student understands the learner and the learning process. The student is expected to:

(A) relate principles and theories of human development to teaching and training situations;
(B) relate principles and theories about the learning process to teaching and training situations;
(C) demonstrate behaviors and skills that facilitate the learning process; and
(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Instructional Practices in Education and Training

(3) The student communicates effectively. The student is expected to:
(A) demonstrate effective 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) demonstrate effective communication skills in teaching and training.
(4) The student plans and develops effective instruction. The student is expected to:

(A) explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;
(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan and prepare effective instruction;
(C) explain the rationale and process of instructional planning;
(D) describe principles and theories that impact instructional planning;
(E) create clear short- and long-term learning objectives that are developmentally appropriate for students; and
(F) demonstrate teacher planning to meet instructional goals.
(5) The student creates an effective learning environment. The student is expected to:
(A) describe characteristics of safe and effective learning environments;
(B) demonstrate teacher and trainer characteristics that promote an effective learning environment;
(C) identify classroom-management techniques that promote an effective learning environment; and
(D) describe conflict-management and mediation techniques supportive of an effective learning environment.
(6) The student assesses teaching and learning. The student is expected to:

(A) describe the role of assessment as part of the learning process;

(B) analyze the assessment process; and

(C) identify appropriate assessment strategies for use in an instructional setting.
(7) The student understands the relationship between school and society. The student is expected to:
(A) explain the relationship between school and society;
(B) use school and community resources for professional growth; and
(C) use the 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) describe the role of technology in the instructional process;
(B) use technology applications appropriate for specific subject matter and student needs; and
(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.
(9) The student understands the ethics and legal responsibilities in teaching and training. The student is expected to:
(A) describe teacher and trainer characteristics that promote ethical conduct;
(B) analyze ethical standards that apply to the teaching and training profession;
(C) analyze situations requiring decisions based on ethical and legal considerations; and
(D) analyze expected effects of compliance and non-compliance.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) Instructional Practices in Education and Training

(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; and

(B) document, assess, and reflect on instructional experiences.
End of Course Project Options-
Instructional Practices in Education and Training
Next Lesson

Overview of Instructional Practices in Education and Training course topics.
Career and Technical Education (CTE)

Course Title
Career Cluster
Programs of Study
- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Description
Planning, managing and providing education and training services, and related learning support services

The Cluster icon is used with permission of the State's Career Clusters Initiative, 2007. For more information visit www.careerclusters.org
Resources and References

* AchieveTexas
  Education initiative designed to prepare students for a lifetime of success.
  http://www.achievetexas.org

* Learning that Works for America sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org/career-clusters/glance/at-a-glance.html

* 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