

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter E. Education and Training

§130.144. Instructional Practices in Education and Training (One to Two Credits).

- (a) General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development.
- (b) Introduction. 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-, 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.
- (c) Knowledge and skills.
 - (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.

- (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.
- (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.