Communication and Technology in Education

Subject: Career Development and Career and Technical Education
Grade: 10
Expectations: 41
Breakouts: 65

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

2. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

3. Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing, and training services needed to provide learning support services in Kindergarten-Grade 12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; students will also understand laws and pedagogical justifications regarding classroom technology use. Students will develop knowledge of developmentally appropriate practice for age level when technology is used by learners. This course provides an opportunity for students to participate in training related to standards set by the International Society for Technology in Education.

4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate written communication skills;

(i) demonstrate written communication skills

(B) perform job-appropriate numerical and arithmetic application;

(i) perform job-appropriate numerical application

(ii) perform job-appropriate arithmetic application

(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings;

(i) practice various forms of communication used in educational settings

(ii) practice various forms of communication used in career settings

(D) exhibit teamwork skills;

(i) exhibit teamwork skills

(E) apply decision-making skills;

(i) apply decision-making skills

(F) identify and implement problem-solving techniques;

(i) identify problem-solving techniques

(ii) implement problem-solving techniques

(G) describe conflict-management skills;

(i) describe conflict-management skills

(H) describe and demonstrate professionalism;

(i) describe professionalism

(ii) demonstrate professionalism

(I) describe effective work ethic practices;

(i) describe effective work ethic practices

(J) demonstrate appreciation for diversity;

(i) demonstrate appreciation for diversity

(K) participate in training, education, or certification for employment;

(i) participate in training, education, or certification for employment

(L) demonstrate skills related to seeking and applying for employment; and

(i) demonstrate skills related to seeking employment

(ii) demonstrate skills related to applying for employment

(M) create a resume and cover letter to document information such as work experience, licenses, certifications, and work samples.

(i) create a resume to document information

(ii) create a cover letter to document information

(2) The student understands the professional, ethical, and legal responsibilities when communicating in the educational field. The student is expected to:

(A) apply communication standards that promote professional, ethical, and legal conduct;

(i) apply communication standards that promote professional conduct

(ii) apply communication standards that promote ethical conduct

(iii) apply communication standards that promote legal conduct

(B) identify times when communication between school and parents/community is necessary;

(i) identify times when communication between school and parents/community is necessary

(C) distinguish between appropriate and inappropriate uses of social media and other communication platforms and methods; and

(i) distinguish between appropriate and inappropriate uses of social media

(ii) distinguish between appropriate and inappropriate uses of other communication platforms

(iii) distinguish between appropriate and inappropriate uses of other communication methods

(D) cite sanctions and consequences for educator misconduct such as those stemming from inappropriate relationships.

(i) cite sanctions for educator misconduct

(ii) cite consequences for educator misconduct

(3) The student understands multiple forms of communication necessary for effective teaching. The student is expected to:

(A) demonstrate effective verbal communication skills with various stakeholders such as students, educators, parents/guardians, community members, and other professionals;

(i) demonstrate effective verbal communication skills with various stakeholders

(B) demonstrate active listening skills to obtain and clarify information;

(i) demonstrate active listening skills to obtain information

(ii) demonstrate active listening skills to clarify information

(C) identify various forms of digital communication for educators such as email, blogs, wikis, podcasts, vlogs, digital streaming, infographics, digital portfolios, or social media;

(i) identify various forms of digital communication for educators

(D) construct effective and professional electronic communication with parents and stakeholders such as newsletters, emails, and websites;

(i) construct effective electronic communication with parents

(ii) construct effective electronic communication with stakeholders

(iii) construct professional electronic communication with parents

(iv) construct professional electronic communication with stakeholders

(E) demonstrate effective professional collaboration and communication such as participation in professional learning communities, peer-coaching, and mentoring;

(i) demonstrate effective professional collaboration

(ii) demonstrate effective professional communication

(F) demonstrate effective student-teacher communication such as assignment feedback and one-on-one interaction;

(i) demonstrate effective student-teacher communication

(G) facilitate effective student group work and multiple strategies for student engagement; and

(i) facilitate effective student group work

(ii) facilitate multiple strategies for student engagement

(H) differentiate between approaches to communication based on student needs, including considerations for special populations and nonverbal communication.

(i) differentiate between approaches to communication based on student needs, including considerations for special populations

(ii) differentiate between approaches to communication based on student needs, including considerations for nonverbal communication

(4) The student applies digital literacy concepts to communication with students and stakeholders. The student is expected to:

(A) apply digital literacy practices in communications to students and stakeholders such as desktop publishing, elements of art and design, and design thinking;

(i) apply digital literacy practices in communications to students

(ii) apply digital literacy practices in communications to stakeholders

(B) demonstrate appropriate search strategies for finding resources on the internet such as Boolean searches;

(i) demonstrate appropriate search strategies for finding resources on the internet

(C) compare various digital media technologies such as digital books, databases, websites, interactive games, and digital videos; and

(i) compare various digital media technologies

(D) evaluate and select appropriate software for specific purposes such as communication and research.

(i) evaluate appropriate software for specific purposes

(ii) select appropriate software for specific purposes

(5) The student evaluates technology and applications for classroom use. The student is expected to:

(A) demonstrate understanding of laws regarding classroom technology use such as Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), end-user license agreements (EULAs), and age restrictions;

(i) demonstrate understanding of laws regarding classroom technology use

(B) apply laws related to the legal use of electronic materials such as copyright, fair use, public domain, and open source;

(i) apply laws related to the legal use of electronic materials

(C) evaluate usage of classroom technology using a model such as substitution augmentation modification redefinition (SAMR) and technological pedagogical content knowledge (TPaCK);

(i) evaluate usage of classroom technology using a model

(D) describe methods for approval of technology use in the district such as inventorying, licensing, and budgeting; and

(i) describe methods for approval of technology use in the district

(E) identify classroom management strategies appropriate for technology use in the classroom.

(i) identify classroom management strategies appropriate for technology use in the classroom

(6) The student creates engaging lessons and lesson plans incorporating technology. The student is expected to:

(A) analyze the relationship between technology and student engagement in the classroom;

(i) analyze the relationship between technology and student engagement in the classroom

(B) design learning experiences that incorporate 21st century learning skills such as creativity, collaboration, critical thinking, communication, and resiliency;

(i) design learning experiences that incorporate 21st century learning skills

(C) create lessons using different types of technology such as presentation software, spreadsheet software, image editing software, video creation software, polling software, and word processing software;

(i) create lessons using different types of technology

(D) apply technology to assess student learning at the beginning of, during, and at the end of a lesson;

(i) apply technology to assess student learning at the beginning of a lesson

(ii) apply technology to assess student learning during a lesson

(iii) apply technology to assess student learning at the end of a lesson

(E) design authentic learning experiences that align with content-area Texas Essential Knowledge and Skills and use technology to maximize active, deep learning across grade levels to show appropriate use based on age;

(i) design authentic learning experiences that align with content-area Texas Essential Knowledge and Skills

(ii) design authentic learning experiences that use technology to maximize active learning across grade levels to show appropriate use based on age

(iii) design authentic learning experiences that use technology to maximize deep learning across grade levels to show appropriate use based on age

(F) create an interactive lesson that utilizes appropriate technology; and

(i) create an interactive lesson that utilizes appropriate technology

(G) create a differentiated lesson that incorporates the appropriate use of technology.

(i) create a differentiated lesson that incorporates the appropriate use of technology