

# Instructional Practices

Subject: Career Development and Career and Technical Education

Grade: 11

Expectations: 78

Breakouts: 170

## (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. Instructional Practices is a field-based (practicum) course 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, middle childhood, and adolescence 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 perform other duties of teachers, trainers, paraprofessionals, or other educational personnel.
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 the education profession and other related occupations. The student is expected to:
  - (A) demonstrate written communication;
    - (i) demonstrate written communication
  - (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 and appropriate uses of social media in educational and career settings;
    - (i) practice various forms of communication in educational settings
    - (ii) practice various forms of communication in career settings
    - (iii) practice appropriate uses of social media in educational settings
    - (iv) practice appropriate uses of social media in career settings

- (D) exhibit teamwork skills;
    - (i) exhibit teamwork skills
  - (E) apply decision-making skills;
    - (i) apply decision-making skills
  - (F) implement problem-solving techniques;
    - (i) implement problem-solving techniques
  - (G) acquire conflict-management skills;
    - (i) acquire conflict-management skills
  - (H) develop leadership skills;
    - (i) develop leadership skills
  - (I) demonstrate professionalism to include appropriate attire expected of professionals in educational settings; and
    - (i) demonstrate professionalism to include appropriate attire expected of professionals in educational settings
  - (J) develop effective work ethic practices.
    - (i) develop effective work ethic practices
- (2) The student identifies strategies that promote health and wellness by balancing the unique challenges of being an educator with personal responsibilities. The student is expected to:
- (A) identify signs of personal stress and anxiety;
    - (i) identify signs of personal stress
    - (ii) identify signs of anxiety
  - (B) choose appropriate boundaries for a healthy work-life balance; and
    - (i) choose appropriate boundaries for a healthy work-life balance
  - (C) implement strategies to manage health and wellness.
    - (i) implement strategies to manage health
    - (ii) implement strategies to manage wellness
- (3) 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;
    - (i) demonstrate an understanding of the historical foundations of education and training in the United States
  - (B) summarize and apply acquired pedagogical knowledge and skills needed by teaching and training professionals;
    - (i) summarize acquired pedagogical knowledge needed by teaching professionals
    - (ii) summarize acquired pedagogical knowledge needed by training professionals
    - (iii) summarize acquired pedagogical skills needed by teaching professionals
    - (iv) summarize acquired pedagogical skills needed by training professionals
    - (v) apply acquired pedagogical knowledge needed by teaching professionals

- (vi) apply acquired pedagogical knowledge needed by training professionals
- (vii) apply acquired pedagogical skills needed by teaching professionals
- (viii) apply acquired pedagogical skills needed by training professionals
- (C) identify qualities of effective schools;
  - (i) identify qualities of effective schools
- (D) discuss non-traditional settings for teaching and training careers such as those in corporations, community outreach programs, nonprofits, and government entities; and
  - (i) discuss non-traditional settings for teaching careers
  - (ii) discuss non-traditional settings for training careers
- (E) formulate a professional philosophy of education based on a personal set of beliefs.
  - (i) formulate a professional philosophy of education based on a personal set of beliefs
- (4) The student understands the learner and the learning process. The student is expected to:
  - (A) relate and implement principles and theories of human development to teaching and training situations;
    - (i) relate principles of human development to teaching situations
    - (ii) relate principles of human development to training situations
    - (iii) relate theories of human development to teaching situations
    - (iv) relate theories of human development to training situations
    - (v) implement principles of human development to teaching situations
    - (vi) implement principles of human development to training situations
    - (vii) implement theories of human development to teaching situations
    - (viii) implement theories of human development to training situations
  - (B) relate and implement principles and theories about the learning process to teaching and training situations;
    - (i) relate principles about the learning process to teaching situations
    - (ii) relate principles about the learning process to training situations
    - (iii) relate theories about the learning process to teaching situations
    - (iv) relate theories about the learning process to training situations
    - (v) implement principles about the learning process to teaching situations
    - (vi) implement principles about the learning process to training situations
    - (vii) implement theories about the learning process to teaching situations
    - (viii) implement theories about the learning process to training situations

- (C) demonstrate and implement behaviors and skills that facilitate the learning process;
    - (i) demonstrate behaviors that facilitate the learning process
    - (ii) demonstrate skills that facilitate the learning process
    - (iii) implement behaviors that facilitate the learning process
    - (iv) implement skills that facilitate the learning process
  - (D) explain the relationship between effective instructional practices and providing support for learning differences, learner exceptionality, and learners with special needs;
    - (i) explain the relationship between effective instructional practices and providing support for learning differences
    - (ii) explain the relationship between effective instructional practices and providing support for learner exceptionality
    - (iii) explain the relationship between effective instructional practices and providing support for learners with special needs
  - (E) evaluate backgrounds, strengths, and skills of students when planning instruction; and
    - (i) evaluate backgrounds of students when planning instruction
    - (ii) evaluate strengths of students when planning instruction
    - (iii) evaluate skills of students when planning instruction
  - (F) demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction.
    - (i) demonstrate techniques for developing effective relationships with students that foster mutual respect
    - (ii) demonstrate techniques for developing effective relationships with students that foster mutual rapport
    - (iii) demonstrate techniques for developing effective relationships with students that result in effective instruction
- (5) The student interacts effectively in the role of an educator. The student is expected to:
- (A) demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals;
    - (i) demonstrate effective interaction skills with stakeholders
  - (B) demonstrate methods for promoting stakeholder partnerships in improving educational outcomes; and
    - (i) demonstrate methods for promoting stakeholder partnerships in improving educational outcomes
  - (C) describe the procedure for handling and reporting physical or emotional abuse.
    - (i) describe the procedure for handling physical or emotional abuse
    - (ii) describe the procedure for reporting physical or emotional abuse
- (6) The student plans and develops effective instruction. The student is expected to:
- (A) explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;
    - (i) explain the role of the Texas Essential Knowledge and Skills in planning instruction
    - (ii) explain the role of the Texas Essential Knowledge and Skills in evaluating instruction

- (B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;
    - (i) explain the rationale for having a fundamental knowledge of the subject matter in order to plan effective instruction
    - (ii) explain the rationale for having a fundamental knowledge of the subject matter in order to prepare effective instruction
    - (iii) explain the rationale for having a fundamental knowledge of the subject matter in order to deliver effective instruction
  - (C) explain the rationale for and process of instructional planning components such as vertical alignment and scope and sequence;
    - (i) explain the rationale for instructional planning components
    - (ii) explain the process of instructional planning components
  - (D) describe principles and theories that impact instructional planning;
    - (i) describe principles that impact instructional planning
    - (ii) describe theories that impact instructional planning
  - (E) create clear short-term and long-term learning objectives that are developmentally appropriate for students; and
    - (i) create clear short-term learning objectives that are developmentally appropriate for students
    - (ii) create clear long-term learning objectives that are developmentally appropriate for students
  - (F) demonstrate lesson planning to meet instructional goals.
    - (i) demonstrate lesson planning to meet instructional goals
- (7) The student creates an effective learning environment. The student is expected to:
- (A) describe and implement a safe and an effective learning environment that incorporates the principles of universal design;
    - (i) describe a safe learning environment that incorporates the principles of universal design
    - (ii) describe an effective learning environment that incorporates the principles of universal design
    - (iii) implement a safe learning environment that incorporates the principles of universal design
    - (iv) implement an effective learning environment that incorporates the principles of universal design
  - (B) analyze and evaluate strategic student grouping techniques that result in effective instruction;
    - (i) analyze strategic student grouping techniques that result in effective instruction
    - (ii) evaluate strategic student grouping techniques that result in effective instruction
  - (C) demonstrate teacher and trainer practices that promote an effective learning environment;
    - (i) demonstrate teacher practices that promote an effective learning environment
    - (ii) demonstrate trainer practices that promote an effective learning environment

- (D) evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners;
    - (i) evaluate materials to determine age appropriateness
    - (ii) evaluate materials to determine grade level appropriateness
    - (iii) evaluate equipment to determine age appropriateness
    - (iv) evaluate equipment to determine grade level appropriateness
    - (v) evaluate materials to meet the needs of diverse learners
    - (vi) evaluate equipment to meet the needs of diverse learners
  - (E) identify classroom management techniques that promote an effective learning environment; and
    - (i) identify classroom management techniques that promote an effective learning environment
  - (F) demonstrate communication, conflict-management, and mediation techniques supportive of an effective learning environment.
    - (i) demonstrate communication techniques supportive of an effective learning environment
    - (ii) demonstrate conflict-management techniques supportive of an effective learning environment
    - (iii) demonstrate mediation techniques supportive of an effective learning environment
- (8) The student assesses teaching and learning. The student is expected to:
- (A) describe the role of assessment as part of the learning process;
    - (i) describe the role of assessment as part of the learning process
  - (B) create assessments to measure student learning;
    - (i) create assessments to measure student learning
  - (C) analyze the assessment process;
    - (i) analyze the assessment process
  - (D) use appropriate assessment strategies in an instructional setting; and
    - (i) use appropriate assessment strategies in an instructional setting
  - (E) use assessment data to evaluate and revise lesson plans.
    - (i) use assessment data to evaluate lesson plans
    - (ii) use assessment data to revise lesson plans
- (9) The student understands the relationship between school and society. The student is expected to:
- (A) explain the relationship between school and society;
    - (i) explain the relationship between school and society
  - (B) recognize and use resources for professional growth such as family, school, and community resources; and
    - (i) recognize resources for professional growth
    - (ii) use resources for professional growth

(C) collaborate with stakeholders such as family, school, and community to promote learning.

(i) collaborate with stakeholders to promote learning

(10) The student develops technology skills. The student is expected to:

(A) describe the role of technology in the instructional process;

(i) describe the role of technology in the instructional process

(B) use technology applications appropriate for specific subject matter and student needs; and

(i) use technology applications appropriate for specific subject matter

(ii) use technology applications appropriate for specific student needs

(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

(i) demonstrate skillful use of technology as a tool for instruction

(ii) demonstrate skillful use of technology as a tool for evaluation

(iii) demonstrate skillful use of technology as a tool for management

(11) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:

(A) describe teacher and trainer practices that promote professional and ethical conduct;

(i) describe teacher practices that promote professional conduct

(ii) describe teacher practices that promote ethical conduct

(iii) describe trainer practices that promote professional conduct

(iv) describe trainer practices that promote ethical conduct

(B) analyze professional and ethical standards that apply to educators and trainers;

(i) analyze professional standards that apply to educators

(ii) analyze professional standards that apply to trainers

(iii) analyze ethical standards that apply to educators

(iv) analyze ethical standards that apply to trainers

(C) analyze situations requiring decisions based on professional, ethical, and legal considerations; and

(i) analyze situations requiring decisions based on professional considerations

(ii) analyze situations requiring decisions based on ethical considerations

(iii) analyze situations requiring decisions based on legal considerations

(D) analyze expected effects of compliance and non-compliance with the Code of Ethics and Standard Practices for Texas Educators.

(i) analyze expected effects of compliance with the Code of Ethics and Standard Practices for Texas Educators.

(ii) analyze expected effects of non-compliance with the Code of Ethics and Standard Practices for Texas Educators.

(12) 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
  - (i) apply instructional strategies within a local educational or training facility
  - (ii) apply instructional concepts within a local educational or training facility
- (B) document, assess, and reflect on instructional experiences.
  - (i) document instructional experiences
  - (ii) assess instructional experiences
  - (iii) reflect on instructional experiences

(13) The student documents technical knowledge and skills. The student is expected to:

- (A) update professional portfolio components such as resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and
  - (i) update professional portfolio components
- (B) present the portfolio to interested stakeholders.
  - (i) present the portfolio to interested stakeholders

(14) The student demonstrates the knowledge and skills needed to provide meaningful, specific, and timely feedback to students, families, and other school personnel on the growth of students in relation to classroom goals while maintaining student confidentiality. The student is expected to:

- (A) explain the role feedback plays in the learning process;
  - (i) explain the role feedback plays in the learning process
- (B) provide guidance and feedback to motivate student behavior and outcomes;
  - (i) provide guidance to motivate student behavior
  - (ii) provide guidance to motivate student outcomes
  - (iii) provide feedback to motivate student behavior
  - (iv) provide feedback to motivate student outcomes
- (C) demonstrate methods of providing feedback to students such as checklists, classroom processes, and written documentation;
  - (i) demonstrate methods of providing feedback to students
- (D) demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes; and
  - (i) demonstrate methods of accepting feedback to determine plans for improvement of educational outcomes
  - (ii) demonstrate methods of reflecting on feedback to determine plans for improvement of educational outcomes
- (E) apply questioning strategies to facilitate student discussion.
  - (i) apply questioning strategies to facilitate student discussion



(15) The student demonstrates knowledge and understanding of teacher responsibility with regard to accommodations and modifications for students with special needs. The student is expected to:

- (A) identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
  - (i) identify the Individuals with Disabilities Education Act
  - (ii) identify Section 504 of the Rehabilitation Act of 1973
- (B) explain the structure and components of an individualized education program (IEP);
  - (i) explain the structure of an individualized education program (IEP)
  - (ii) explain the components of an individualized education program (IEP)
- (C) explain the structure and components of a Section 504 Plan; and
  - (i) explain the structure of a Section 504 Plan
  - (ii) explain the components of a Section 504 Plan
- (D) compare accommodations and modifications for students with special needs.
  - (i) compare accommodations and modifications for students with special needs

(16) The student demonstrates proper record-keeping strategies needed by teachers to demonstrate evidence of student progress. The student is expected to:

- (A) understand and demonstrate the use of learning management systems and record-keeping tools;
  - (i) understand the use of learning management systems
  - (ii) understand the use of record-keeping tools
  - (iii) demonstrate the use of learning management systems
  - (iv) demonstrate the use of record-keeping tools
- (B) outline school district policies related to teacher record keeping; and
  - (i) outline school district policies related to teacher record keeping
- (C) identify the essential components of behavioral and academic records according to state and school district policy.
  - (i) identify the essential components of behavioral records according to state policy
  - (ii) identify the essential components of behavioral records according to school district policy
  - (iii) identify the essential components of academic records according to state policy
  - (iv) identify the essential components of academic records according to school district policy

(17) The student uses standard observation techniques to observe a variety of educational settings. The student is expected to:

- (A) evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other observation and evaluation tools; and
  - (i) evaluate teaching styles utilizing observation checklists or other observation and evaluation tools
  - (ii) evaluate learning environments utilizing observation checklists or other observation and evaluation tools
  - (iii) evaluate classroom management utilizing observation checklists or other observation and evaluation tools

- (B) use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement.
  - (i) use observation reports to reflect on teaching practices
  - (ii) use observation reports to develop strategies for improvement
  - (iii) use evaluation reports to reflect on teaching practices
  - (iv) use evaluation reports to develop strategies for improvement

(18) The student assesses the benefits of how a mentor relationship impacts a teaching career. The student is expected to:

- (A) recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance, and coaching; and
  - (i) recognize the benefits of a mentor relationship
- (B) seek out and foster mentorship opportunities.
  - (i) seek out mentorship opportunities
  - (ii) foster mentorship opportunities

(19) The student analyzes teacher employment requirements and professional growth opportunities for those in the education profession such as required education and certification. The student is expected to:

- (A) describe required education needed to become a certified teacher;
  - (i) describe required education needed to become a certified teacher
- (B) explain the steps for becoming a certified teacher in Texas;
  - (i) explain the steps for becoming a certified teacher in Texas
- (C) compare certification requirements for various content and grade level areas of interest; and
  - (i) compare certification requirements for various content and grade level areas of interest
- (D) identify various financial aid sources available for teacher candidates such as scholarships, student loans, and student loan forgiveness options once certified.
  - (i) identify various financial aid sources available for teacher candidates