

Scope & Sequence

<p>Course Name: Extended Practicum in Education and Training TSDS PEIMS Code: 13014505</p>	<p>Course Credit: 1.0 Course Requirements: Recommended for students in Grades 12. Prerequisites: Instructional Practices Recommended Prerequisites: Principles of Education and Training and Human Growth and Development. Corequisites: Practicum in Education and Training</p>
<p>Course Description: Extended Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Education and Training Career Cluster. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators 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, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. This course must be taken concurrently with Practicum in Education and Training and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>NOTE 1: The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Education and Training Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.</p> <p>NOTE 2: Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).</p>	

NOTE 3: The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster.

<p align="center">Practicum Plan</p>	<p align="center">TEKS Covered 130.166. (c) Knowledge and skills</p>
<p>Section 1: Exploring Careers in Education and Training</p> <p>Students will explore the teaching and training profession by participating in laboratory or work-based education and training practicum experiences, utilizing previously studied knowledge and skills. Students will prepare for future employment through licensure, certification or other relevant credentials related to education and training by participating in training and researching various certification requirements per state and grade level.</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to education and training;</p> <p>(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment.</p>
<p>Section 2: Employability Skills: Leadership</p> <p>Students will demonstrate professional employability skills necessary to fulfill careers in the workforce by focusing on leadership qualities, positive work</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(C) demonstrate professional standards and personal qualities needed to be employable such as leadership, appreciation for diversity, conflict management, work ethic, and adaptability with increased fluency.</p>

<p>attitudes, making ethical decisions, resolving conflicts in the work place, and showing appreciation for diversity. Students, supervising instructors, and practicum experience supervisors will create/use a checklist which includes relevant Texas Essential Knowledge and Skills (TEKS) and rubrics for supervisor evaluations and student self-evaluations.</p>	
<p>Section 3: Employability Skills: Technology Students will demonstrate effective use and application of the emerging technologies in education and training. Examples of activities for the practicum: Students will create a rubric to self-evaluate their personal qualities of employability, as well as their strengths and weaknesses in technical skill proficiency. The rubric can be used for the culminating project at the end of the practicum as part of the culminating assessment. Students will create a presentation for a lesson, using one of the various presentation tools which will include graphics, text, and sound. Students will create a spreadsheet, with a pivot table, to analyze student testing data.</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(D) demonstrate technology applications skills such as effective use of social media, email, Internet, publishing tools, presentation tools, spreadsheets, or databases with increased fluency to enhance work products.</p>

<p>Students will create a lesson that includes research using the Internet, and a presentation tool as the culminating project.</p>	
<p>Section 4: Employability Skills: Time-Management</p> <p>Students will demonstrate time-management and organizational skills to increase fluency and enhance results in the workplace. During their practicum, students and supervising instructors will create technology-driven, time-management tools, such as; time-lines, calendars, and checklists that assist in increasing efficiency and planning in the workplace.</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.</p>
<p>Section 5: Strengthening Communication</p> <p>Students will demonstrate effective, professional communication skills that provide clarity and increase productivity. As an on-going activity, students will practice verbal and non-verbal communication with supervisors, peers, students, and practicum experience supervisors. As an activity, students will analyze their effectiveness in</p>	<p>(2) The student applies professional communications strategies. The student is expected to:</p> <p>(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;</p> <p>(B) effectively present information formally and informally;</p> <p>(C) analyze, interpret, and effectively communicate information; and</p> <p>(D) apply active listening skills to obtain and clarify information.</p>

<p>communication during the practicum by discussing specific scenarios in pre-planned meetings.</p>	
<p>Section 6: Problem-Solving</p> <p>Students will demonstrate their critical-thinking and problem-solving skills as they participate in occupational task activities and in independent decision-making problems. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills, and creative or innovative solutions to possible problems they have encountered thus far or may still encounter.</p>	<p>(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.</p>
<p>Unit 11: Ethics and Responsibilities in Teaching</p> <p>Students will further explore professional and ethical conduct expected of teachers by researching or participating in training, which includes the use of a Staff Handbook/Campus Handbook/District Handbook. During Field-Based experience, students will adhere to policies and procedures. Students will demonstrate positive work attitudes and behaviors,</p>	<p>(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed; (B) show integrity by choosing the ethical course of action when making decisions.

<p>including; punctuality, initiative, and cooperation. Students will accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and model professional appearance, appropriate dress, hygiene, and demeanor for the work assignment. Additional class time has been added to allow for hands-on laboratory-based activities. The culminating activity will have students analyze anticipated effects of compliance and non-compliance with the Texas teacher code of conduct.</p>	
<p>Section 8: Proper Etiquette and Procedural Compliance</p> <p>Students will demonstrate proper etiquette and knowledge of Acceptable-Use Policies (AUP) when using networks, especially as they pertain to web-based networks. Students will demonstrate compliance with rules, regulations and procedures used in education and training. If applicable, students will participate in campus-based AUP training.</p>	<p>(4) The student understands the professional, ethical, and legal responsibilities in education and training. The student is expected to:</p> <ul style="list-style-type: none"> (C) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet; and (D) comply with all applicable rules, laws, and regulations in a consistent manner.
<p>Section 9: Field-Based Experience</p> <p>The Education and Training Career Cluster focuses on planning, managing, and</p>	<p>(5) The student continues to participate in field-based experiences in education and training. The student is expected to:</p>

<p>providing education and training services and related learning support services. Students, supervising instructors, and practicum experience supervisors, will use a checklist to include all relevant TEKS, related materials, and instructional plans needed to implement a successful classroom lesson/training. The culminating activity will have students develop curriculum and related materials to support instruction that aligns with the TEKS.</p>	<ul style="list-style-type: none"> (A) apply instructional strategies and concepts with increased fluency within a local educational or training facility; (B) apply principles and theories that impact instructional planning; (C) develop curriculum and related materials to support instruction that align with the Texas Essential Knowledge and Skills.
<p>Section 10: Ongoing Field-Based Experience</p> <p>Students will demonstrate competency in enrichment subject areas, create lesson plans that incorporate enrichment activities, and continue to create effective lesson plans that meet instructional goals and standards. The culminating activity will have students develop a lesson plan to include an enrichment activity, provide supporting materials (including technology), and create an assessment with a rubric.</p>	<ul style="list-style-type: none"> (5) The student continues to participate in field-based experiences in education and training. The student is expected to: <ul style="list-style-type: none"> (D) demonstrate competency in foundation and enrichment subject areas; (E) create lessons plans that meet instructional goals.

Section 11: Extended Learning Experience

Students will discuss and demonstrate critical-thinking and problem-solving skills as they reflect on prior work samples, and participate in a self-evaluation of their practicum experiences with their supervising instructors and practicum experience supervisors.

Students will create a professional portfolio that includes a collection of work samples (lesson plans, supporting materials, etc.), self-assessment rubric, checklists, and check-ins.

Students will be encouraged to expand their learning experiences through student organizations and other leadership or extracurricular organizations.

- (5) The student continues to participate in field-based experiences in education and training. The student is expected to:
- (F) document, assess, and reflect on instructional experiences; and
 - (G) collect representative work samples.