



Scope and Sequence

- Cluster:** Education and Training
- Course Name:** §130.144 Instructional Practices in Education and Training (One to Two Credits)
- Course Description:** 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.
- Course Requirements:** This course is recommended for students in Grades 11-12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Essential resources include Ready, Set, Teach! I & II Curriculum Guide; student textbooks, such as Reaching to Teach; field-site and mentoring teacher; and transportation accommodations.

Units of Study	Knowledge and Skills	Student Expectations	Resources
I. Course Introduction/ Historical Overview			

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>A. Introduction</p> <p>B. Historical foundations</p> <ol style="list-style-type: none"> 1. Colonial period 2. Revolutionary period 3. State supported common schools 4. Compulsory education 5. Progressive era 6. Post World War II schools to present 	<p>(1) The student explores the teaching and training profession.</p>	<p>(A) demonstrate an understanding of the historical foundations of education and training in the United States</p>	<ul style="list-style-type: none"> • History of Education in the United States www.indiana.edu/~reading/ieo/bibs/hist-edus.html
II. Effective Teachers			
<p>A. Needs</p> <ol style="list-style-type: none"> 1. Knowledge of self and students 2. Knowledge of subject 3. Knowledge of educational theories and research <p>B. Characteristics</p>	<p>(1) The student explores the teaching and training profession.</p>	<p>(B) determine knowledge and skills needed by teaching and training professionals</p> <p>(C) demonstrate personal characteristics needed by teaching and training professionals</p>	<ul style="list-style-type: none"> • RSTCG pp. 9-12 (TA 1-4) • RT pp. 32-35, 35-38, 176-178 • National Board for Professional Teaching Standards www.nbpts.org/ • State Board for Educator Certification www.sbec.state.tx.us • RSTCG pp. 13-16 (TA 5-12) • RT pp. 160-163, 176-178 • American Association for Employment in Education www.aee.org • Occupational Outlook Handbook www.bls.gov/oco • O* Net online.onetcenter.org/ • State Board for Educator Certification www.sbec.state.tx.us (see Professional Discipline then Code of Ethics) • Texas Education Agency www.tea.state.tx.us (see Teacher Resources)

Units of Study	Knowledge and Skills	Student Expectations	Resources
III. Effective Schools			
A. Qualities of effective schools B. Education and training career options	(1) The student explores the teaching and training profession.	(D) identify qualities of effective schools	<ul style="list-style-type: none"> • RSTCG pp. 20-22 • RT pp. 3-22
		(E) investigate possible career options in the field of education and training	<ul style="list-style-type: none"> • RSTCG pp. 23-28 (TA 16) • RT pp. 42-47 (TA 183) • American Association for Employment in Education Website www.aeee.org • Association of Texas Professional Educators www.atpe.org/ • Occupational Outlook Handbook www.bls.gov/oco • O*Net online.onetcenter.org/ • Texas Education Agency www.tea.state.tx.us
IV. Communication Skills			
A. Types <ol style="list-style-type: none"> 1. Verbal 2. Non-verbal 3. Written 4. Electronic B. Teacher communication C. Promoting literacy D. Conflict management and mediation	(3) The student communicates effectively.	(A) demonstrate effective verbal, non-verbal, written, and electronic communication skills	<ul style="list-style-type: none"> • RSTCG pp. 71-73 (TA 53-56) • FCCLA www.texasfccla.org • Mind Tools www.mindtools.com/page8.html
		(D) demonstrate effective communication skills in teaching and training	<ul style="list-style-type: none"> • RSTCG pp. 80-81 (TA 55, 67-68) • RT pp. 339-340

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		(C) evaluate the role of classroom communications in promoting student literacy and learning	<ul style="list-style-type: none"> • RSTCG pp. 76-79, 79-80, 341-344 (TA 63-66) • RT pp. 62-63 • Literacy Connections www.literacyconnections.com/index.php • Read Write Think www.readwritethink.org/student_mat/index.asp • Texas Literacy Resources www.texasliteracy.com/index.cfm • USA Today www.usatoday.com/educate/home.htm
	(5) The student creates an effective learning environment.	(D) describe conflict-management and mediation techniques supportive of an effective learning environment	<ul style="list-style-type: none"> • RSTCG pp. 95-97 (TA 72, 79-81) • A to Z Teacher Stuff www.atozteacherstuff.com/index.shtml • Education Oasis www.educationoasis.org • Education World www.education-world.com/ • The Teacher's Guide www.theteachersguide.com/ClassManagement.htm • Texas Education Agency (see Teacher Resources) www.tea.state.tx.us
V. Principles and Theories of Human Development			
<ul style="list-style-type: none"> A. Related to teaching B. Related to learning process C. Related to effective instructional practices 	(2) The student understands the learner and the learning process.	(A) relate principles and theories of human development to teaching and training situations	<ul style="list-style-type: none"> • RSTCG pp. 45-51 (TA 24-33) • RT pp. 297-298, 306-309, 378-384, 388, 390-391 • Funderstanding www.funderstanding.com/content/theories

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Units of Study	Knowledge and Skills	Student Expectations	Resources
		(B) relate principles and theories about the learning process to teaching and training situations	<ul style="list-style-type: none"> • RSTCG pp. 51-54 (TA 34-39) • RT pp. 365-367 • Funderstanding www.funderstanding.com/content/theories • Texas Center for Bilingual/ESL Education www.tcbee.org • Texas Education Agency www.tea.state.tx.us/curriculum (go to Bilingual/ESL Education)
		(C) demonstrate behaviors and skills that facilitate the learning process	<ul style="list-style-type: none"> • RSTCG pp. 58-63 (TA 45-49) • RT pp. 34-35, 72-76
		(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions	<ul style="list-style-type: none"> • RSTCG pp. 63-64 (TA 50-51) • RT pp. 297-298, 306-309, 378-384 • Kathy Schrock's Guide for Educators school.discoveryeducation.com/schrockguide/assess.html • National Association of Special Education Teachers www.naset.org/ • Texas Center for Bilingual/ESL Education www.tcbee.org • Texas Education Agency www.tea.state.tx.us/curriculum (go to Bilingual/ESL Education)
VI. Effective Learning Environment			
A. Safety issues	(5) The student creates an effective learning environment.	(A) describe characteristics of safe and effective learning environments	• RSTCG pp. 117-120 (TA 95-98)

Units of Study	Knowledge and Skills	Student Expectations	Resources
B. Teacher/Trainer characteristics C. Classroom management		(B) demonstrate teacher and trainer characteristics that promote an effective learning environment	<ul style="list-style-type: none"> • RSTCG pp. 120-122 (TA 99-100) • RT pp. 60-63 • A to Z Teacher Stuff www.atozteacherstuff.com/index.shtml • Education Oasis www.educationoasis.com • Education World www.education-world.com/
		(C) identify classroom-management techniques that promote an effective learning environment	<ul style="list-style-type: none"> • RSTCG pp. 122-128 (TA 101-104b) • RT pp. 63-72, 240-278 • Association of Texas Professional Educators www.atpe.org • Education World www.education-world.com/ • National Education Association www.nea.org/tips/library.html • Scholastic www2.scholastic.com/browse/home.jsp • Texas Education Agency www.tea.state.tx.us (see Teacher Resources)
VII. Ethical Conduct of Teachers			
A. Ethical conduct and characteristics B. Ethical standards for the teaching and training profession C. Ethical decisions and consequences	(9) The student understands the ethics and legal responsibilities in teaching and training.	(A) describe teacher and trainer characteristics that promote ethical conduct	<ul style="list-style-type: none"> • RSTCG pp. 15 (TA11) • Texas Education Agency www.tea.state.tx.us/ (see Texas Administrative Code Title 19 Education, Part 7 State Board For Education Certification, Chapter 247 Educators' Code of Ethics, Rule §247.2 Code of Ethics and Standard Practices for Texas Educators)
		(B) analyze ethical standards that apply to the teaching and training profession	
		(C) analyze situations requiring decisions based on ethical and legal considerations	

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		(D) analyze expected effects of compliance and non-compliance	
VIII. Internship Field-Based Experiences			
A. Application B. Assessment	(10) The student participates in field-based experiences in education and training.	(A) apply instructional strategies and concepts within a local educational or training facility (B) document, assess, and reflect on instructional experiences	<ul style="list-style-type: none"> • Field-site class and mentor • Training plan
IX. Lesson Planning			
A. TEKS B. Competent knowledge of subject matter C. Planning process, lesson cycle, and instructional preparation D. Theories that impact planning E. Learning styles F. Special populations G. Objective writing	(4) The student plans and develops effective instruction.	(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	<ul style="list-style-type: none"> • RSTCG pp. 85-87 (TA 69-73) • Texas Education Agency www.tea.state.tx.us (see Texas Essential Knowledge and Skills) • Regional Service Centers and/or school district curriculum specialists for various disciplines • RSTCG pp. 87-91 (TA 74-75) • RT pp. 199-232 • Texas Education Agency (Teacher Resources) www.tea.state.tx.us • RSTCG pp. 91-94 (TA 76-78) • RT pp. 235-236, 359-360 • RSTCG pp. 95-97 (TA 79-81)

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(F) demonstrate teacher planning to meet instructional goals	<ul style="list-style-type: none"> • RSTCG pp. 97-98 (TA 74) • RT pp. 228-232 • A to Z Teacher Stuff www.atozteacherstuff.com/index.shtml • Education Oasis www.educationoasis.com • Education World www.education-world.com/ • Kathy Schrock's Guide for Educators school.discoveryeducation.com/schrockguide/assess.html • Scholastic www2.scholastic.com/browse/home.jsp
	(2) The student understands the learner and the learning process.	(B) relate principles and theories about the learning process to teaching and training situations	<ul style="list-style-type: none"> • RSTCG pp. 54-58 (TA 40-44) • RT pp. 375-377
		(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions	<ul style="list-style-type: none"> • RSTCG pp. 63-68 (TA 39, 50-52) • RT pp. 375-391 • National Association of Special Education Teachers www.naset.org/ • Texas Education Agency www.tea.state.tx.us (see Teacher Resources)
X. Technology in Teaching			
<p>A. Role of technology</p> <p>B. Applying technology</p>	(8) The student develops technology skills.	(A) describe the role of technology in the instructional process	<ul style="list-style-type: none"> • RSTCG pp. 165-167 (TA 127-128) • RT pp. 114-116, 118-119 • State Board for Educator Certification www.sbec.state.tx.us/SBECOnline/default.asp

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(B) use technology applications appropriate for specific subject matter and student needs	<ul style="list-style-type: none"> • RSTCG pp. 168-172 (TA 129-136) • RT pp. 129-142 • 4 Teachers.org www.4teachers.org • Education World www.education-world.com/ • Internet4Classrooms www.internet4classrooms.com/index.htm • Kathy Schrock's Guide for Educators school.discoveryeducation.com/schrockguide/assess.html • Texas Center for Educational Technology www.Tcet.unt.edu/START/instruct/index.htm • Texas Education Agency www.tea.state.tx.us (see Technology under A-Z Index) • WebQuest.org webquest.org/index.php
		(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management	<ul style="list-style-type: none"> • RSTCG pp. 172-174 • Education World www.education-world.com/ • Internet4Classrooms www.internet4classrooms.com/index.htm
XI. Evaluating the Learning Process			

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>A. Role of assessment</p> <p>B. Assessment process</p> <p>C. Assessment strategies</p>	<p>(6) The student assesses teaching and learning.</p>	<p>(A) describe the role of assessment as part of the learning process</p>	<ul style="list-style-type: none"> • RSTCG pp. 135-137 (TA 70-71, 106-107) • RT pp. 77-78 • Texas Education Agency www.tea.state.tx.us (see Assessment/Testing go to Texas Assessment of Knowledge and Skills)
		<p>(B) analyze the assessment process</p>	<ul style="list-style-type: none"> • RSTCG pp. 137-140 (TA 73, 108-112) • RT pp. 17-18, 77-78
		<p>(C) identify appropriate assessment strategies for use in an instructional setting</p>	<ul style="list-style-type: none"> • RSTCG pp. 140-142 (TA 46, 109, 111) • 4 Teachers.org www.4teachers.org • The Curriculum Center for Family and Consumer Sciences www.cfcfs.org (see Online Resources then Rubrics) • Kathy Schrock's Guide for Educators school.discoveryeducation.com/schrockguide/assess.html • Rubrics for Web Lessons webquest.sdsu.edu/rubrics/weblessons.htm • Technology Applications Center for Educator Development www.tcet.unt.edu/START/assess/rubrics.htm • University of Wisconsin-Stout (Authentic Assessment) www.uwstout.edu/soe/profdev/assess.shtml
XII. Relationship Between School and Society			
<p>A. Relationship between school and society</p>	<p>(7) The student understands the relationship between school and society.</p>	<p>(A) explain the relationship between school and society</p>	<ul style="list-style-type: none"> • RSTCG pp. 147-150 (TA 114) • RT pp. 91-101

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Units of Study	Knowledge and Skills	Student Expectations	Resources
B. Resources for professional growth C. Learning support networks		(B) use school and community resources for professional growth	<ul style="list-style-type: none"> • RSTCG pp. 155-157 (TA 122) • State Board for Educator Certification www.sbec.state.tx.us/ • Texas Education Agency www.tea.state.tx.us
		(C) use the support of family members, community members, and business and industry to promote learning	<ul style="list-style-type: none"> • RSTCG pp. 158-162 (TA 123-126b) • RT pp. 13-14, 324-326, 334-335 • The Condition of Education nces.ed.gov/programs/coe/ • Ready, Set, Read Coordinator Guide
	(3) The student communicates effectively.	(B) communicate effectively in situations with educators and parents or guardians	<ul style="list-style-type: none"> • RSTCG pp. 177-179 (TA 137) • RT pp. 49-52, 154-157, 190-192
XIII. Career Planning			
A. Teaching and training profession B. Career options	(1) The student explores the teaching and training profession.	(A) investigate possible career options in the field of education and training	<ul style="list-style-type: none"> • RSTCG pp. 23-28 (TA 16) • RT pp. 42-47 (TA 183) • American Association for Employment in Education www.aaee.org • Occupational Outlook Handbook www.bls.gov/oco • O* Net online.onetcenter.org/ • Texas Education Agency www.tea.state.tx.us
Resources: Books			
RSTCG	Ready, Set, Teach! I and II Curriculum Guide, Curriculum Center for FCS, 2003		
RT	Reaching to Teach, Curriculum Center for FCS, 2005		
RSRCG	Ready, Set, Read Coordinator Guide		
Resources: Web Sites			
4 Teachers.org	www.4teachers.org		
A to Z Teacher Stuff	www.atozteacherstuff.com/index.shtml		
American Association for Employment in Education	www.aaee.org		

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Association of Texas Professional Educators			www.atpe.org
Education Oasis			www.educationoasis.org
Education World			www.education-world.com/
FCCLA			www.texasfccla.org
Funderstanding			www.funderstanding.com/content/theories
History of Education in the United States			www.indiana.edu/~reading/ieo/bibs/histedus.html
Internet4Classrooms			www.internet4classrooms.com/index.htm
Kathy Schrock's Guide for Educators			http://school.discoveryeducation.com/schrockguide/assess.html
Literacy Connections			www.literacyconnections.com/index.php
Mind Tools			www.mindtools.com/page8.html
National Association of Special Education Teachers			www.naset.org/
National Board for Professional Teaching Standards			www.nbpts.org/
National Education Association			www.nea.org/tips/library.html
O* Net			http://online.onetcenter.org/
Occupational Outlook Handbook			www.bls.gov/oco
Read Write Think			www.readwritethink.org/student_mat/index.asp
Rubrics for Web Lessons			http://webquest.sdsu.edu/rubrics/weblessons.htm
Scholastic			http://www2.scholastic.com/browse/home.jsp
State Board for Educator Certification			www.sbec.state.tx.us
Technology Applications Center for Educator Development			www.tcet.unt.edu/START/assess/rubrics.htm
Texas Center for Bilingual/ESL Education			www.tcbee.org
Texas Education Agency			www.tea.state.tx.us
Texas Literacy Resources			www.texasliteracy.com/index.cfm
The Condition of Education			http://nces.ed.gov/programs/coe/
The Curriculum Center for Family and Consumer Sciences			www.ccfcs.org
The Teacher's Guide			www.theteachersguide.com/ClassManagement.htm
University of Wisconsin-Stout			www.uwstout.edu/soe/profdev/assess.shtml
USA Today			www.usatoday.com/educate/home.htm

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