



## Scope and Sequence

- Cluster:** Education and Training
- Course Name:** §130.145 Practicum in Education and Training (Two to Three Credits)
- Course Description:** 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. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood 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.
- Course Requirements:** This course is recommended for students in Grade 12. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Instructional Practices in Education and Training. 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/ Exploring Teaching and Training			

Units of Study	Knowledge and Skills	Student Expectations	Resources
A. Course introduction B. Personal qualities needed C. Effectiveness of schools D. Philosophy	(1) The student explores the teaching and training profession.	(A) assess personal characteristics needed to work in the teaching and training profession	<ul style="list-style-type: none"> <li>• RSTCG pp. 13-16, (TA 5-12)</li> <li>• RT pp. 160-163,176-178</li> <li>• American Association for Employment in Education <a href="http://www.aee.org">www.aee.org</a></li> <li>• National Board for Professional Teaching Standards <a href="http://www.nbpts.org/">www.nbpts.org/</a></li> <li>• Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a></li> <li>• O* Net <a href="http://online.onetcenter.org/">online.onetcenter.org/</a></li> <li>• State Board for Educator Certification <a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a> (see Professional Discipline then Code of Ethics)</li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us/">www.tea.state.tx.us/</a> (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)</li> </ul>
		(B) compare schools based on qualities of effectiveness	<ul style="list-style-type: none"> <li>• RSTCG pp. 17-20, (TA 13-15)</li> <li>• RT pp. 66-67</li> </ul>
		(C) formulate a personal philosophy of education	<ul style="list-style-type: none"> <li>• RSTCG pp. 20-22</li> <li>• RT pp. 3-22, 267</li> <li>• A to Z Teacher Stuff <a href="http://www.atozteacherstuff.com/AtoZ/P/Philosophy_of_Education/index.shtml">www.atozteacherstuff.com/AtoZ/P/Philosophy_of_Education/index.shtml</a></li> </ul>
<b>II. Communication Skills</b>			
A. Types 1. Verbal 2. Non-verbal	(3) The student communicates effectively.	(A) assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills	<ul style="list-style-type: none"> <li>• RSTCG pp. 71-73, (TA 53-56)</li> </ul>

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Units of Study	Knowledge and Skills	Student Expectations	Resources
3. Written 4. Electronic  B. Teacher communication  C. Promoting literacy  D. Conflict management and mediation		(D) integrate effective communication skills in teaching or training	<ul style="list-style-type: none"> <li>• RSTCG pp. 80-81 (TA 55, 67-68)</li> <li>• RT pp. 339-340</li> <li>• Mind Tools</li> <li><a href="http://www.mindtools.com/page8.html">www.mindtools.com/page8.html</a></li> </ul>
		(C) evaluate the role of classroom communications in promoting student literacy and learning	<ul style="list-style-type: none"> <li>• RSTCG pp. 76-80, 341-344, (TA 63-66)</li> <li>• RT pp. 62-63</li> <li>• Literacy Connections</li> <li><a href="http://www.literacyconnections.com/index.php">www.literacyconnections.com/index.php</a></li> <li>• Read Write Think</li> <li><a href="http://www.readwritethink.org/student_mat/index.asp">www.readwritethink.org/student_mat/index.asp</a></li> <li>• Ready, Set, Read Coordinator Guide</li> <li>• Texas Literacy Resources</li> <li><a href="http://www.texasliteracy.com/index.cfm">www.texasliteracy.com/index.cfm</a></li> <li>• USA Today</li> <li><a href="http://www.usatoday.com/educate/home.htm">www.usatoday.com/educate/home.htm</a></li> </ul>
	(5) The student creates and maintains an effective learning environment.	(D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment	<ul style="list-style-type: none"> <li>• RSTCG pp. 95-97 (TA 72, 79-81)</li> <li>• A to Z Teacher Stuff</li> <li><a href="http://www.atozteacherstuff.com/index.shtml">www.atozteacherstuff.com/index.shtml</a></li> <li>• Education Oasis</li> <li><a href="http://www.educationoasis.org">www.educationoasis.org</a></li> <li>• Education World <a href="http://www.education-world.com/">www.education-world.com/</a></li> <li>• The Teacher's Guide</li> <li><a href="http://www.theteachersguide.com/ClassManagement.htm">www.theteachersguide.com/ClassManagement.htm</a></li> <li>• Texas Education Agency (see Teacher Resources) <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>
<b>III. Principles and Theories of Human Development</b>			

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>A. Related to teaching</p> <p>B. Related to learning process</p> <p>C. Related to effective instructional practices</p>	<p>(2) The student understands the learner and the learning process.</p>	<p>(A) apply principles and theories of human development appropriate to specific teaching or training situations</p>	<ul style="list-style-type: none"> <li>• RSTCG pg 45-51 (TA 24-33)</li> <li>• RT pg 297-298, 306-309, 378-384, 388, 390-391</li> <li>• Funderstanding <a href="http://www.funderstanding.com/content/theories">www.funderstanding.com/content/theories</a></li> <li>• Texas Center for Bilingual/ESL Education <a href="http://www.tcbee.org">www.tcbee.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us/curriculum">www.tea.state.tx.us/curriculum</a> (go to Bilingual/ESL Education)</li> </ul>
		<p>(B) apply principles and theories about the learning process to specific teaching or training situations</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 51-54 (TA 34-39)</li> <li>• RT pp. 365-367</li> <li>• Funderstanding <a href="http://www.funderstanding.com/theories.cfm">www.funderstanding.com/theories.cfm</a></li> </ul>
		<p>(C) analyze personal behaviors and skills that facilitate the learning process</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 58-63 (TA 45-49)</li> <li>• RT pp. 34-35, 72-76</li> <li>• Funderstanding <a href="http://www.funderstanding.com/theories.cfm">www.funderstanding.com/theories.cfm</a></li> </ul>
		<p>(D) suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 63-64 (TA 50-51)</li> <li>• RT pp. 297-298, 306-309, 378-384</li> <li>• Kathy Schrock's Guide for Educators <a href="http://school.discoveryeducation.com/schrockguide/">school.discoveryeducation.com/schrockguide/</a></li> <li>• National Association of Special Education Teachers <a href="http://www.naset.org/">www.naset.org/</a></li> <li>• Texas Center for Bilingual/ESL Education <a href="http://www.tcbee.org">www.tcbee.org</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us/curriculum">www.tea.state.tx.us/curriculum</a> (go to Bilingual/ESL Education)</li> </ul>
<p><b>IV. Effective Learning Environment</b></p>			

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>A. Safety issues</p> <p>B. Teacher/trainer characteristics</p> <p>C. Classroom management</p>	<p>(5) The student creates and maintains an effective learning environment.</p>	<p>(A) create and maintain safe and effective learning environments</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 117-1120 (TA 95-98)</li> <li>• A to Z Teacher Stuff <a href="http://www.atozteacherstuff.com/index.shtml">www.atozteacherstuff.com/index.shtml</a></li> <li>• Education Oasis <a href="http://www.educationoasis.com">www.educationoasis.com</a></li> <li>• Education World <a href="http://www.education-world.com/">www.education-world.com/</a></li> </ul>
		<p>(B) integrate teacher or trainer characteristics that promote an effective learning environment</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 120-122 (TA 99-100)</li> <li>• RT pp. 60-63</li> </ul>
		<p>(C) apply classroom-management techniques that promote an effective learning environment</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 122-128 (TA 101-104b)</li> <li>• RT pp. 63-72, 240-278</li> <li>• A to Z Teacher Stuff <a href="http://www.atozteacherstuff.com">www.atozteacherstuff.com</a></li> <li>• Association of Texas Professional Educators <a href="http://www.atpe.org/">www.atpe.org/</a></li> <li>• Education World <a href="http://www.education-world.com/">www.education-world.com/</a></li> <li>• National Education Association <a href="http://www.nea.org">www.nea.org</a></li> <li>• Scholastic <a href="http://www2.scholastic.com/browse/home.jsp">www2.scholastic.com/browse/home.jsp</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (see Teacher Resources)</li> </ul>
<b>V. Internship/Field-Based Experiences</b>			
<p>A. Application of concepts</p> <p>B. Experience assessments</p>	<p>(10) The student participates in field-based experiences in education or training.</p>	<p>(A) apply instructional strategies and concepts within a local educational or training facility</p>	<ul style="list-style-type: none"> <li>• Field-site class and mentor teacher</li> <li>• Training plan</li> </ul>
		<p>(B) document, assess, and reflect on instructional experiences</p>	

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Units of Study	Knowledge and Skills	Student Expectations	Resources
<b>VI. Lesson Planning</b>			
<p>A. Principles and theories that impact planning</p> <p>B. Instruction that aligns to TEKS</p> <p>C. Writing instructional goals</p> <p>D. Planning process, lesson cycle, and instructional strategies</p> <p>E. Communication, feedback, and assessment</p>	(4) The student plans and uses effective instruction.	(A) apply principles and theories that impact instructional planning	<ul style="list-style-type: none"> <li>• RSTCG pp. 91-94 (TA 76-78)</li> <li>• RT pp. 235-236, 359-360</li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (see Teacher Resources)</li> </ul>
		(B) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS)	<ul style="list-style-type: none"> <li>• RSTCG pp. 85-91 (TA 69-75)</li> <li>• RT pp. 199-232</li> <li>• 4 Teachers.org <a href="http://www.4teachers.org/">www.4teachers.org/</a></li> <li>• A to Z Teacher Stuff <a href="http://www.atozteacherstuff.com/index.shtml">www.atozteacherstuff.com/index.shtml</a></li> <li>• Education Oasis <a href="http://www.educationoasis.com">www.educationoasis.com</a></li> <li>• Education World <a href="http://www.education-world.com/">www.education-world.com/</a></li> <li>• Kathy Schrock's Guide for Educators <a href="http://school.discoveryeducation.com/schrockguide/assess.html">school.discoveryeducation.com/schrockguide/assess.html</a></li> <li>• Scholastic <a href="http://www2.scholastic.com/browse/home.jsp">www2.scholastic.com/browse/home.jsp</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (see Texas Essential Knowledge and Skills; Teacher Resources)</li> </ul>
		(C) assess personal planning to meet instructional goals	<ul style="list-style-type: none"> <li>• RSTCG pp. 95-98 (TA 74, 79-81)</li> <li>• RT pp. 228-232</li> </ul>
		(D) analyze concepts for developing effective instructional strategies	
		(E) analyze instructional strategies for effectiveness	
(F) explain how learner feedback has been used to guide selection and adjustment of instructional strategies			

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Units of Study	Knowledge and Skills	Student Expectations	Resources
<b>VII. Technology in Teaching</b>			
<p>A. Appropriate technology applications</p> <p>B. Technology integration in practice</p>	<p>(8) The student develops technology skills.</p>	<p>(A) recommend technology applications appropriate for specific subject matter and student needs</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 165-172 (TA 127-136)</li> <li>• RT pp. 114-116, 118-119, 129-142</li> <li>• 4 Teachers.org <a href="http://www.4teachers.org/">www.4teachers.org/</a></li> <li>• Education World <a href="http://www.education-world.com/a_tech/archives/technology.shtml">www.education-world.com/a_tech/archives/technology.shtml</a></li> <li>• State Board for Educator Certification <a href="http://www.sbec.state.tx.us/">www.sbec.state.tx.us/</a></li> <li>• Technology Applications Center for Educator Development <a href="http://www.Tcet.unt.edu/START/instruct/index.htm">www.Tcet.unt.edu/START/instruct/index.htm</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (see Technology under the A-Z Index)</li> <li>• WebQuest.org <a href="http://www.webquest.org">www.webquest.org</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management	<ul style="list-style-type: none"> <li>• RSTCG pp. 172-174</li> <li>• Education World <a href="http://www.education-world.com/">www.education-world.com/</a></li> <li>• Internet4Classrooms <a href="http://www.internet4classrooms.com/index.htm">www.internet4classrooms.com/index.htm</a></li> <li>• Kathy Schrock's Guide for Educators <a href="http://school.discoveryeducation.com/schrockguide/assess.html">school.discoveryeducation.com/schrockguide/assess.html</a></li> <li>• Technology Applications Center for Educator Development <a href="http://www.Tcet.unt.edu/START/instruct/index.htm">www.Tcet.unt.edu/START/instruct/index.htm</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (see Technology under the A-Z Index)</li> <li>• WebQuest.org <a href="http://www.webquest.org/">www.webquest.org/</a></li> </ul>
<b>VIII. Assessing the Learning Process</b>			
<p>A. Learning assessments</p> <p>B. Assessment strategy applications</p>	(6) The student assesses instruction and learning.	(A) develop and apply assessments to foster student learning	<ul style="list-style-type: none"> <li>• RSTCG pp. 135-142 (TA 46, 70-71, 73, 106-112)</li> <li>• RT pp. 17-18, 77-78</li> <li>• 4 Teachers.org <a href="http://www.4teachers.org/">www.4teachers.org/</a></li> <li>• The Center for Educator Development in Fine Arts <a href="http://finearts.esc20.net/art/art_assessment/art_as_perform.html">finearts.esc20.net/art/art_assessment/art_as_perform.html</a></li> <li>• The Curriculum Center for Family and Consumer Sciences <a href="http://www.ccfcs.org">www.ccfcs.org</a></li> <li>• Kathy Schrock's Guide for Educators <a href="http://school.discoveryeducation.com/schrockguide/assess.html">school.discoveryeducation.com/schrockguide/assess.html</a></li> <li>• Technology Applications Center for Educator Development <a href="http://www.tcet.unt.edu/START/assess/rubrics.htm">www.tcet.unt.edu/START/assess/rubrics.htm</a></li> </ul>

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Units of Study	Knowledge and Skills	Student Expectations	Resources
		(B) use assessment strategies to promote personal growth and teaching or training improvement	<ul style="list-style-type: none"> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (under Assessment/Testing go to Texas Assessment of Knowledge and Skills)</li> <li>• University of Wisconsin-Stout (Authentic Assessment) <a href="http://www.uwstout.edu/soe/profdev/assess.s.html">www.uwstout.edu/soe/profdev/assess.s.html</a></li> <li>• WebQuest.org <a href="http://webquest.sdsu.edu/rubrics/weblessons.htm">webquest.sdsu.edu/rubrics/weblessons.htm</a></li> </ul>
<b>IX. Creating Positive Relationships Between School and Society</b>			
<p>A. Learning in society</p> <p>B. Learning activities</p> <p>C. Effective communication</p>	<p>(7) The student understands the relationship between school and society.</p>	<p>(A) support learning through advocacy</p>	<ul style="list-style-type: none"> <li>• RSTCG pp. 150-155 (TA 115-121)</li> <li>• RT pp. 370, 372</li> <li>• D.A.R.E. <a href="http://www.dare.com">www.dare.com</a></li> <li>• FCCLA <a href="http://www.texasfccla.org">www.texasfccla.org</a> (STOP the Violence)</li> <li>• It's Up to You <a href="http://www.itsuptoyou.org">www.itsuptoyou.org</a></li> <li>• National Center for Education Statistics <a href="http://nces.ed.gov/pubsearch">nces.ed.gov/pubsearch</a></li> <li>• Texas Department of Family and Protective Services <a href="http://www.tdprs.state.tx.us">www.tdprs.state.tx.us</a></li> <li>• Rand Texas Statistics <a href="http://tx.rand.org/stats/health/childabuse.defs.html">tx.rand.org/stats/health/childabuse.defs.html</a></li> </ul>
		(B) select school and community resources for professional growth	<ul style="list-style-type: none"> <li>• RSTCG pp. 155-157 (TA 122)</li> <li>• State Board for Educator Certification <a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></li> </ul>
		(C) design activities to build support of family members, community members, and business and industry to promote learning	
	(3) The student communicates effectively.	(B) communicate effectively in situations with educators and parents or guardians	<ul style="list-style-type: none"> <li>• RSTCG pp. 73-76 (TA 57-62)</li> <li>• RT pp. 275-278, 313-324, 330-331</li> <li>• Mind Tools <a href="http://www.mindtools.com">www.mindtools.com</a></li> </ul>

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Units of Study	Knowledge and Skills	Student Expectations	Resources	
<b>X. Professional Development</b>				
A. Educator development strategies B. Professional development characteristics C. Teaching improvements D. Professional growth plan	(9) The student continues development as a teaching or training professional.	(A) identify strategies and resources for the professional development of educators or trainers	<ul style="list-style-type: none"> <li>• RSTCG pp. 177-179 (TA 137)</li> <li>• RT pp. 49-52, 154-160, 190-192</li> <li>• Association of Texas Professional Educators <a href="http://www.atpe.org">www.atpe.org</a></li> <li>• State Board for Educator Certification <a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a></li> <li>• Texas Education Agency <a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a> (see Teacher Resources)</li> </ul>	
		(B) demonstrate teacher or trainer characteristics that promote ongoing professional development	<ul style="list-style-type: none"> <li>• RSTCG pp. 180-181 (TA 134,138)</li> <li>• RT pp. 154-157, 160-163, 166-169</li> </ul>	
		(C) use research and assessment to improve teaching or training	<ul style="list-style-type: none"> <li>• RSTCG pp. 182-183 (TA 139)</li> <li>• RT pp. 163-166</li> </ul>	
		(D) develop a professional growth plan	<ul style="list-style-type: none"> <li>• RSTCG pp. 183-184 (TA 140)</li> <li>• RT pp. 148-149</li> </ul>	
<b>XI. Documenting Success</b>				

Units of Study	Knowledge and Skills	Student Expectations	Resources
A. Evidence of professional skills B. Career plan C. Presentation of portfolio	(11) The student documents technical knowledge and skills.	(A) update a professional portfolio to include (i) attainment of technical skill competencies (ii) licensures or certifications (iii) recognitions, awards, and scholarships (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations (v) abstract of key points of the practicum (vi) resumé (vii) samples of work (viii) evaluation from the practicum supervisor	<ul style="list-style-type: none"> <li>• RST CG pp. 24</li> <li>• RT pp. 148-148</li> <li>• Teachnet.com www.teachnet.com/how-to/employment/portfolios/index.html</li> </ul>
	(1) The student explores the teaching and training profession.	(D) create a personal career plan in preparation for a career in the field of education or training	
	(11) The student documents technical knowledge and skills.	(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation	<ul style="list-style-type: none"> <li>• RSTCG pp. 23-28, (TA 16)</li> <li>• RT pp. 42-47, 183</li> <li>• American Association of Employment in Education www.aee.org</li> <li>• Texas Education Agency www.tea.state.tx.us</li> </ul>
<b>Resources: Books</b>			
RSTCG	Ready, Set, Teach! I & II Curriculum Guide, Curriculum Center for FCS, 2003		
RT	Reaching to Teach, Curriculum Center for FCS, 2005		
<b>Resources: Web Sites</b>			
4 Teachers	<a href="http://www.4teachers.org/">www.4teachers.org/</a>		

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A to Z Teacher Stuff			<a href="http://www.atozteacherstuff.com/AtoZ/P/Philosophy_of_Education/index.shtml">www.atozteacherstuff.com/AtoZ/P/Philosophy_of_Education/index.shtml</a>
American Association for Employment in Education			<a href="http://www.aaee.org">www.aaee.org</a>
Association of Texas Professional Educators			<a href="http://www.atpe.org/">www.atpe.org/</a>
D.A.R.E.			<a href="http://www.dare.com">www.dare.com</a>
Education Oasis			<a href="http://www.educationoasis.org">www.educationoasis.org</a>
Education World			<a href="http://www.education-world.com/">www.education-world.com/</a>
Education World			<a href="http://www.education-world.com/a_tech/archives/technology.shtml">www.education-world.com/a_tech/archives/technology.shtml</a>
FCCLA			<a href="http://www.texasfccla.org">www.texasfccla.org</a>
Funderstanding			<a href="http://www.funderstanding.com/content/theories">www.funderstanding.com/content/theories</a>
Internet4Classrooms			<a href="http://www.internet4classrooms.com/index.htm">www.internet4classrooms.com/index.htm</a>
It's Up to You			<a href="http://www.itsuptoyou.org">www.itsuptoyou.org</a>
Kathy Schrock's Guide for Educators			<a href="http://school.discoveryeducation.com/schrockguide/">http://school.discoveryeducation.com/schrockguide/</a>
Literacy Connections			<a href="http://www.literacyconnections.com/index.php">www.literacyconnections.com/index.php</a>
Mind Tools			<a href="http://www.mindtools.com/page8.html">www.mindtools.com/page8.html</a>
National Association of Special Education Teachers			<a href="http://www.naset.org/">www.naset.org/</a>
National Board for Professional Teaching Standards			<a href="http://www.nbpts.org/">www.nbpts.org/</a>
National Center For Education Statistics			<a href="http://nces.ed.gov/pubsearch/">nces.ed.gov/pubsearch/</a>
National Education Association			<a href="http://www.nea.org">www.nea.org</a>
O* Net			<a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a>
Occupational Outlook Handbook			<a href="http://www.bls.gov/oco">www.bls.gov/oco</a>
Rand Texas Statistics			<a href="http://tx.rand.org/stats/health/childabuse.defs.html">http://tx.rand.org/stats/health/childabuse.defs.html</a>
Read Write Think			<a href="http://www.readwritethink.org/student_mat/index.asp">www.readwritethink.org/student_mat/index.asp</a>
Scholastic			<a href="http://www2.scholastic.com/browse/home.jsp">http://www2.scholastic.com/browse/home.jsp</a>
State Board for Educator Certification			<a href="http://www.sbec.state.tx.us">www.sbec.state.tx.us</a>
Teachnet.com			<a href="http://www.teachnet.com/how-to/employment/portfolios/index.html">www.teachnet.com/how-to/employment/portfolios/index.html</a>
Technology Applications Center for Educator Development			<a href="http://www.tcet.unt.edu/START/instruct/index.htm">www.tcet.unt.edu/START/instruct/index.htm</a>
Texas Center for Bilingual/ESL Education			<a href="http://www.tcbee.org">www.tcbee.org</a>
Texas Department of Family and Protective Services			<a href="http://www.tdprs.state.tx.us">www.tdprs.state.tx.us</a>
Texas Education Agency			<a href="http://www.tea.state.tx.us/">www.tea.state.tx.us/</a>
Texas Literacy Resources			<a href="http://www.texasliteracy.com/index.cfm">www.texasliteracy.com/index.cfm</a>
The Center for Educator Development in Fine Arts			<a href="http://finearts.esc20.net/art/art_assessment/art_as_perform.html">http://finearts.esc20.net/art/art_assessment/art_as_perform.html</a>
The Curriculum Center for Family and Consumer Sciences			<a href="http://www.ccfcs.org">www.ccfcs.org</a>
The Teacher's Guide			<a href="http://www.theteachersguide.com/ClassManagement.htm">www.theteachersguide.com/ClassManagement.htm</a>
University of Wisconsin-Stout			<a href="http://www.uwstout.edu/soe/profdev/assess.shtml">www.uwstout.edu/soe/profdev/assess.shtml</a>

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Units of Study	Knowledge and Skills	Student Expectations	Resources
USA Today			<a href="http://www.usatoday.com/educate/home.htm">www.usatoday.com/educate/home.htm</a>
WebQuest.org			<a href="http://www.webquest.org">www.webquest.org</a>
WebQuest.org			<a href="http://webquest.sdsu.edu/rubrics/weblessons.htm">http://webquest.sdsu.edu/rubrics/weblessons.htm</a>

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