

## Scope & Sequence

<p><b>Course Name:</b> Instructional Practices Practicum <b>TSDS PEIMS Code:</b> 13014400</p>	<p><b>Course Credit:</b> 2.0 <b>Course Requirements:</b> Recommended for students in Grades 11-12. <b>Recommended Prerequisites:</b> Principles of Education and Training and Human Growth and Development. <b>Prerequisites:</b> None</p>
<p><b>Course Description:</b> Instructional Practices is a field-based (practicum) 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, 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 complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students shall be awarded two credits for successful completion of this course.</p>	
<p><b>NOTE 1:</b> 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><b>NOTE 2:</b> 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> <p><b>NOTE 3:</b> 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>	
<p><b>Practicum Plan</b></p>	<p><b>TEKS Covered</b> <b>130.164. (c) Knowledge and skills</b></p>

## Section 1: Exploring Careers in Education and Training

Students will explore the teaching and training profession and will create an assessment of personal characteristics needed to work in the teaching and training profession. Additional class time has been added to allow for hands-on laboratory-based activities. Students and supervising instructors will create/use a checklist which includes relevant Texas Essential Knowledge and Skills (TEKS) and rubrics for supervisor evaluations and student self-evaluation.

Students will prepare for future employment by investigating various certification and licensure credential requirements related to education and training per state and grade level.

As an activity, students will self-assess their employability skills and desires in the areas of traditional education and non-traditional education. Students will list the various options for career opportunities within education, training, corporations, community outreach, nonprofits, and government entities, then rate their preferences and skill levels for employment in all areas.

- (2) 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;
  - (B) determine and implement knowledge and skills needed by teaching and training professionals;
  - (C) demonstrate and implement personal characteristics needed by teaching and training professionals;
  - (D) identify qualities of effective schools;
  - (E) investigate possible career options in the field of education and training;
  - (F) discuss teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and
  - (G) formulate a professional philosophy of education based on a personal set of beliefs.

<p>The culminating activity will have students create their educational philosophy based on personal beliefs and experiences. This philosophy will be saved and used as part of the end-of-course assessment.</p>	
<p><b>Section 2: The Learning Process</b></p> <p>Students will relate principles and theories of human development to teaching and training situations. Additional class time has been added to allow for hands-on laboratory-based activities. Students will investigate the various research-based theories on the process of learning and human development, including learning disabilities.</p> <p>As an activity, students will reflect on their investigations on learning and human development, and on past personal situations when their own learning has been successful. Students will record the type of instruction that lead to the success of those previous learning situations. The unit culminates with the students explaining the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.</p>	<p>(3) The student understands the learner and the learning process. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) relate and implement principles and theories of human development to teaching and training situations;</li> <li>(B) relate and implement principles and theories about the learning process to teaching and training situations;</li> <li>(C) demonstrate and implement behaviors and skills that facilitate the learning process; and</li> <li>(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.</li> </ul>

<p><b>Section 3: Developing Effective Instruction</b></p> <p>Students will develop effective instruction by creating lesson plans. Students will begin by explaining the role of TEKS in planning and evaluating instruction. Additional class time has been added to allow for hands-on laboratory-based activities.</p> <p>Students will investigate the principles of instructional planning and discuss, with their supervising instructor, the effects of successful planning on instructional output. Students will apply their knowledge of planning theories in the development of effective lesson plans, using the TEKS, and in creating short-term and long-term learning objectives for the lessons.</p> <p>Students and supervising instructors will evaluate the effectiveness of the lesson plans, and feedback will be used to adjust future lesson plans.</p>	<p>(5) The student plans and develops effective instruction. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;</li> <li>(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;</li> <li>(C) explain the rationale for and process of instructional planning;</li> <li>(D) describe principles and theories that impact instructional planning;</li> <li>(E) create clear short-term and long-term learning objectives that are developmentally appropriate for students; and</li> <li>(F) demonstrate lesson planning to meet instructional goals.</li> </ul>
<p><b>Section 4: Creating Effective Learning Environments</b></p> <p>Students will create and implement effective learning environments to ensure</p>	<p>(6) The student creates an effective learning environment. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe and implement a safe and an effective learning environment;</li> <li>(B) demonstrate teacher and trainer characteristics that promote an effective learning environment;</li> </ul>

<p>student success. Additional class time has been added to allow for hands-on laboratory-based activities. Students will participate in activities such as integrating teacher characteristics that promote an effective learning environment. Students will research various classroom management strategies and consider implementing strategies that are acceptable at their workplace. As an activity, students will discuss and model with their classroom, the behaviors they expect from students during class/instruction time. Students will continue to model appropriate behaviors during instruction to promote positive characteristic traits and an effective learning environment. As an activity, students will role-play with supervisors on how to mediate situations with classroom students. The culminating activity will have students further demonstrate conflict-management and mediation techniques to promote effective learning in the classroom environment.</p>	<ul style="list-style-type: none"> <li>(C) identify classroom-management techniques that promote an effective learning environment; and</li> <li>(D) demonstrate conflict-management and mediation techniques supportive of an effective learning environment.</li> </ul>
<p><b>Section 5: Assessing Results</b></p>	<ul style="list-style-type: none"> <li>(7) The student assesses teaching and learning. The student is expected to:             <ul style="list-style-type: none"> <li>(A) describe the role of assessment as part of the learning process;</li> <li>(B) analyze the assessment process; and</li> </ul> </li> </ul>

<p>Students will develop assessments to ensure student success, and promote personal growth in teaching. Additional class time has been added to allow for hands-on laboratory-based activities. Students will create a variety of effective student assessments aligned with instruction and TEKS, as appropriate for each lesson. Students will develop a method to analyze the data collected from assessments.</p> <p>Students will create a self-assessment tool to assess their personal growth during the course. As a culminating activity, students will reflect on their growth and share the self-assessment tool with their supervising instructors.</p> <p>This unit culminates with the use of reflective techniques to promote personal growth and teaching or training improvement.</p>	<p>(C) use appropriate assessment strategies in an instructional setting.</p>
<p><b>Section 6: Employability Skills</b></p> <p>Students will demonstrate professional standards through effective written, verbal, and non-verbal communication in the educational setting to increase and enhance efficiency and teamwork skills. Students will perform correct numerical</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) demonstrate written communication;</li> <li>(B) perform job-appropriate numerical and arithmetic application;</li> <li>(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings.</li> </ul>

<p>and arithmetic applications. Additional class time has been added to allow for hands-on laboratory-based activities. Students will practice written communication by creating mock parent letters, emails using the Acceptable Use Policy (AUP), and wall displays. As an on-going activity, students will practice verbal and non-verbal communication with supervisors, peers, and students. As an activity, students will analyze their effectiveness in communication during the practicum by discussing specific scenarios with their supervisors. Students and supervising instructors will create a rubric as an assessment tool to self-evaluate all forms of communication.</p>	
<p><b>Section 7: Teamwork</b></p> <p>Students will demonstrate their critical-thinking and problem-solving skills as they participate in team activities and in independent decision-making problems. Students will analyze and evaluate their experiences as they describe how they have applied critical-thinking and problem-solving skills, and creative or innovative solutions to possible problems they have</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> <li>(D) exhibit teamwork skills;</li> <li>(E) apply decision-making skills;</li> <li>(F) implement problem-solving techniques;</li> <li>(G) acquire conflict management skills;</li> <li>(H) develop leadership skills;</li> <li>(I) demonstrate professionalism; and</li> <li>(J) develop effective work ethic practices.</li> </ul>

<p>encountered thus far or may still encounter.</p> <p>Students will demonstrate positive work attitudes and behaviors, 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.</p> <p>As an activity, students will plan as a team (content or grade-level) during the Field-Based experience.</p>	
<p><b>Section 8: School and Society</b></p> <p>“It takes a village” is a literal concept as applied to teaching and training. Students will focus on the relationship between school and society. Additional class time has been added to allow for hands-on laboratory-based activities. As an activity, students will research various community resources that provide assistance for schools, and list those resources. Students will identify the main attributes of family, community resources, and businesses that provide partnerships with schools.</p>	<p>(8) The student understands the relationship between school and society. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explain the relationship between school and society;</li> <li>(B) recognize and use resources for professional growth such as family, school, and community resources; and</li> <li>(C) collaborate with stakeholders such as family, school, and community to promote learning.</li> </ul>



<p>All stakeholders are an essential part of the school community and effective interactions with all members measures the success of the individual educator.</p>	
<p><b>Section 9: Technology Skills Needed for Teaching</b></p> <p>Students will describe and demonstrate effective use and application of the emerging technologies in education and training. Additional class time has been added to allow for hands-on laboratory-based activities.</p> <p>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.</p> <p>Students will create a presentation for a lesson, using one of the various presentation tools which will include graphics, text, and sound.</p> <p>Students will create a spreadsheet, with a pivot table, to analyze student testing data.</p>	<p>(9) The student develops technology skills. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe the role of technology in the instructional process;</li> <li>(B) use technology applications appropriate for specific subject matter and student needs; and</li> <li>(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.</li> </ul>

<p>Students will create a lesson that includes research using the Internet, and a presentation tool as the culminating project.</p>	
<p><b>Section 10: Ethics and Responsibilities in Teaching</b></p> <p>Students will explore professional and ethical conduct expected of teachers. Additional class time has been added to allow for hands-on laboratory-based activities.</p> <p>Students will use an example of a District/Campus Employee Handbook and the Texas Teacher Code of Conduct, to analyze responsibilities, and professional/ethical conduct expectations of teachers.</p> <p>During Field-Based experience, students will adhere to policies and procedures. Students will demonstrate positive work attitudes and behaviors, including; punctuality, initiative, and cooperation. Students will accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and model professional appearance, appropriate</p>	<p>(10) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe teacher and trainer characteristics that promote professional and ethical conduct;</li> <li>(B) analyze professional and ethical standards that apply to educators and trainers;</li> <li>(C) analyze situations requiring decisions based on professional, ethical, and legal considerations; and</li> <li>(D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct.</li> </ul>

<p>dress, hygiene, and demeanor for the work assignment.</p> <p>The culminating activity will have students analyze anticipated effects of compliance and non-compliance with various teacher codes of conduct.</p>	
<p><b>Section 11: Field-Based Experience</b></p> <p>The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. In this unit, students will participate in field-based learning in the field. Additional class time has been added to allow for hands-on laboratory-based activities. Students and supervising instructors, 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 and implement lesson plans to support instruction that aligns with the TEKS. The culminating activity will have students document, assess, and reflect on instructional experiences.</p>	<p>(11) The student participates in field-based experiences in education and training. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) apply instructional strategies and concepts within a local educational or training facility; and</li> <li>(B) document, assess, and reflect on instructional experiences.</li> </ul>

<p><b>Section 12: Planning for a Career in Education and Training II</b></p> <p>Students will document their technical skills and gather work samples from this practicum. Additional class time has been added to allow for hands-on laboratory-based activities. Students will continue building a professional portfolio that includes a resume, samples of work, (including technology lessons), self-assessment rubrics, and a service learning log of work completed during this course. The culminating activity will have students present their portfolio to supervisors and practicum supervisors.</p>	<p>(12) The student documents technical knowledge and skills. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and</li> <li>(B) present the portfolio to interested stakeholders.</li> </ul>
<p><b>Section 13: Extended Learning Experience</b></p> <p>Students will exhibit effective educator roles by demonstrating appropriate interaction skills with all stakeholders, including students, educators, parents/guardians, community members and other professionals. Students are encouraged to expand their learning experiences through avenues such as career and technical student organizations and other leadership or extracurricular organizations. Additional</p>	<p>(4) The student interacts effectively in the role of an educator. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and</li> <li>(B) demonstrate techniques promoting literacy.</li> </ul>

class time has been added to allow for hands-on laboratory-based activities. All stakeholders are an essential part of the school community and effective interactions with all members measures the success of the individual educator. This unit culminates with students demonstrating continued techniques to promote literacy. Students will use research-based and evidenced-based strategies to encourage literacy at the workplace.