



Scope & Sequence

<p>Course Name: Practicum in Education and Training TSDS PEIMS Code: 13014500</p>	<p>Course Credit: 2 Credit Course Requirements: Recommended for students in Grades 12. Prerequisites: Instructional Practices Recommended Prerequisites: Principles of Education and Training and Human Growth and Development. Corequisites: TBD</p>
<p>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, 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. Students shall be awarded two credits 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> <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>	



<p align="center">Practicum Plan</p>	<p align="center">TEKS Covered 130.165. (c) Knowledge and skills</p>
<p>Unit 1: Exploring Careers in Education and Training</p> <p>Students will further explore the teaching and training profession and will update 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-evaluations. Students will prepare for future employment by investigating various certification and licensure credential requirements related to education and training per state and grade level. 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-practicum portfolio.</p>	<p>(2) The student explores the teaching and training profession. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze current trends and issues that impact education such as political, societal, and economic trends and issues; (B) demonstrate and implement knowledge and skills needed by the teaching and training profession; (C) update assessment of personal characteristics needed to work in the teaching and training profession; (D) explore qualities of effective schools; (E) refine professional philosophy of education based on a personal set of beliefs; (F) explore the educational/academic requirements and possible degree/certifications available in education; (G) refine personal career plan in preparation for a career in the field of education or training.

<p>Unit 2: The Learning Process</p> <p>Students will apply principles and theories about the learning process to specific teaching or training situations. 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 for students with specific learning differences. Students will use research-based and evidenced-based strategies for “Students with Learning Disabilities,” to create lesson plans that include accommodations for students with learning differences. As a reflection activity, students will write a one-pager and debrief with their supervisors on the successes and/or ways to improve the lesson.</p>	<p>(3) The student understands the learner and learning process. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply principles and theories of human development appropriate to specific teaching or training situations; (B) apply principles and theories about the learning process to specific teaching or training situations; (C) analyze the dynamics of personal and student behaviors that facilitate the learning process; (D) analyze teaching skills that facilitate the learning process; and (E) demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations.
<p>Unit 3: Developing Effective Instruction</p>	<p>(5) The student plans and uses effective instruction. The student is expected to:</p>



<p>Students will apply theories that impact instructional planning, and develop effective instructional strategies that align with the (TEKS). Additional class time has been added to allow for hands-on laboratory-based activities.</p> <p>Students will research various theories on lesson planning such as, Understanding by Design (backwards design), Active Learning, Gardner’s Multiple Intelligences, or Constructivism. Students will apply knowledge of their research to the design of lesson plans. Lesson plans will include effective instructional strategies learned through the new information acquired. As an activity, students will analyze their effectiveness using instructional strategies by discussing specific scenarios with supervisors and peers. Feedback from supervisors can be used to adjust new lessons and instructional strategies.</p>	<ul style="list-style-type: none"> (A) apply principles and theories that impact instructional planning; (B) develop instructional materials that align with the Texas Essential Knowledge and Skills; (C) demonstrate competency in core and non-core subject areas; (D) create lessons plans that meet instructional goals; (E) analyze concepts for developing effective instructional strategies; (F) evaluate and analyze effectiveness of lessons plans and instructional strategies; and (G) explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies.
<p>Unit 4: Creating Effective Learning Environments</p> <p>Students will create and implement effective learning environments to ensure student success. Additional class time has been added to allow for hands-on</p>	<ul style="list-style-type: none"> (6) The student creates and maintains an effective learning environment. The student is expected to: <ul style="list-style-type: none"> (A) create and maintain a safe and an effective learning environment;

<p>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 learning in the classroom environment.</p>	<ul style="list-style-type: none"> (B) integrate teacher or trainer characteristics that promote an effective learning environment; (C) apply classroom management techniques that promote an effective learning environment; (D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.
<p>Unit 5: Assessing Result</p> <p>Students will develop assessments to ensure student success, and promote personal growth in teaching. Additional</p>	<ul style="list-style-type: none"> (7) The student assesses instruction and learning. The student is expected to: <ul style="list-style-type: none"> (A) develop and apply assessments to foster student learning; (B) use assessment strategies to promote personal growth and teaching or training improvement; and



<p>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 practicum. As a culminating activity, students will reflect on their growth and share the self-assessment tool with their supervisors and practicum supervisors. This unit culminates with the use of reflective techniques to promote personal growth and teaching or training improvement.</p>	<p>(C) use reflective techniques to promote personal growth and teaching or training improvement.</p>
<p>Unit 6: Employability Skills</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 and arithmetic applications. Additional class time has been added to allow for hands-on laboratory-based activities.</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">(A) demonstrate written communication;(B) perform job-appropriate numerical and arithmetic application;(C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;



<p>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>(D) exhibit teamwork skills.</p>
<p>Unit 7: Hands-on Experience</p> <p>Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to apply what they've learned in real-world settings. Additional class time has been added to allow for hands-on laboratory-based activities. Students may choose from non-traditional settings such as those in corporations, community outreach, nonprofits, and government entities, or traditional settings such as educational</p>	<p>(2) The student explores the teaching and training profession. The student is expected to:</p> <p>(H) explore teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; and</p> <p>(I) explore educational high-needs and teacher-shortage areas.</p>

<p>settings, public schools, private schools, training centers, and charter schools. 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 in all areas of education and rate their preferences and skill levels for employment in both areas.</p> <p>The unit culminates with students exploring teacher-shortage areas and discussing the impact of those shortages on educational needs.</p>	
<p>Unit 8: Employability Skills Continued</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 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>Students will further explore professional and ethical conduct expected of teachers</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"> (E) apply decision-making skills; (F) implement problem-solving techniques; (G) acquire conflict management skills; (H) develop leadership skills; (I) demonstrate professionalism; and (J) develop effective work ethic practices.

<p>by researching or participating in training, which includes the use of a Staff Handbook/Campus Handbook/District Handbook. 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 dress, hygiene, and demeanor for the work assignment.</p>	
<p>Unit 9: School and Society</p> <p>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. All stakeholders are an essential part of the school community and effective</p>	<p>(8) The student understands the relationship between school and society. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and support learning through advocacy; (B) select family, school, and community resources for professional growth; and (C) promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry.

<p>interactions with all members measures the success of the individual educator.</p>	
<p>Unit 10: Technology Skills Needed for Teaching</p> <p>Students will 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>Students will create a lesson that includes research using the Internet, and a</p>	<p>(9) The student develops technology skills. The student is expected to:</p> <p>(A) access and use current technology applications appropriate for specific subject matter and student needs; and</p> <p>(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management.</p>

<p>presentation tool as the culminating project.</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, 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>(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"> (A) develop teacher and trainer characteristics that promote professional and ethical conduct; (B) analyze professional and ethical standards that apply to educators and trainers; (C) analyze situations requiring decisions based on professional, ethical, and legal considerations; (D) analyze expected effects of compliance and non-compliance with Texas teacher code of conduct.

Unit 12: Field-Based Experience

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. Students will participate in 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.

- (12) The student continues to participate in field-based experiences in education or training. The student is expected to:
- (A) apply instructional strategies and concepts within a local educational or training facility; and
 - (B) document, assess, and reflect on instructional experiences.

Unit 13: Planning for a Career in Education and Training II

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

- (13) The student documents technical knowledge and skills. The student is expected to:
- (A) gather artifacts and documentation that support attainment of technical skill competencies;
 - (B) update a professional portfolio to include components such as a resume, samples of work, service learning log, recognitions, awards,

<p>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>scholarship essays, letters of recommendation, certifications, and evaluations; and</p> <p>(C) present the portfolio to interested stakeholders.</p>
<p>Unit 14: Extended Learning Experience</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 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</p>	<p>(4) The student interacts effectively in the role of an educator. The student is expected to:</p> <p>(A) demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and</p> <p>(B) demonstrate and evaluate techniques promoting literacy.</p>

<p>research-based and evidenced-based strategies to encourage literacy at the workplace.</p>	
<p>Unit 15: The Value of Ongoing Professional Development</p> <p>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 experiences with their supervising instructors.</p> <p>Students will end this course exploring the need for ongoing professional development by reflecting on the need for lifelong learning. The culminating activity will have students make a Professional Development Plan based on a teacher's first year. Students will investigate a first-year teacher's needs for classroom management, policies and procedures, content, lesson planning, instructional strategies, Special Education planning, ELL planning, etc. Students will develop a calendar of PD sessions beginning August</p>	<p>(11) The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify strategies and resources for the professional development of educators or trainers such as research and assessment; (B) demonstrate teacher or trainer characteristics that promote ongoing professional development and lifelong learning; and (C) plan for professional growth.



<p>15th through June 15th, including the specific types of classes.</p>	
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