Texas CTE

Education and Training (2010): Grade 12

Adopted 2010

Principles of Education and Training

(1) The student completes career investigations within the education and training career cluster. The student is expected to:

(A) identify and describe the various careers found within the education and training career cluster;

(B) analyze transferable skills among a variety of careers within the education and training career cluster;

(C) recognize the impact of career choice on personal lifestyle; and

(D) assess the importance of productive work habits and attitudes.

(2) The student understands societal impacts within the education and training career cluster. The student is expected to:

(A) summarize political and historical trends that have influenced the development of education across the United States;

(B) identify cultural and societal changes that have affected educational systems across the United States; and

(C) use labor market information, knowledge of technology, and societal or economic trends to forecast job profiles within the education and training career cluster.

(3) The student explores careers in administration and administrative support. The student is expected to:

(A) summarize the various roles and responsibilities of professionals in the fields of administration and administrative support;

(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of administration and administrative support;

(C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and

(D) formulate education and training degree plans for various occupations within the fields of administration and administrative support.

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The student explores careers in professional support services. The student is expected to:

(A) summarize the various roles and responsibilities of professionals in the field of professional support services;

(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;

(C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and

(D) formulate education and training degree plans for various occupations within the field of professional support services.

(5) The student explores careers in teaching and training. The student is expected to:

(A) summarize the various roles and responsibilities of professionals in the fields of teaching and training;

(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training;

(C) investigate education or training alternatives after high school for a career choice within the student's interest areas; and

(D) formulate education or training degree plans for various occupations within the fields of teaching and training.

(6) The student investigates career opportunities within the education and training career cluster. The student is expected to:

(A) compare and contrast the specific career options found within each education and training cluster program of study;

(B) use labor market information, knowledge of technology, and societal and economic trends to forecast job profiles within each cluster program of study; and

(C) use personal interests and aptitudes to identify a specific cluster program of study as a potential field of study.

(7) The student explores options in education and career planning. The student is expected to:

(A) develop a graduation plan that leads to a specific career choice in the area of interest;

(B) identify high school and dual enrollment courses related to specific career cluster programs of study;

(C) identify and compare technical and community college programs that align with interest areas; and

(D) identify and compare university programs and institutions that align with interest areas.

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The student understands historical, theoretical, and research perspectives of human growth and development. The student is expected to:

(A) explain the role of theories in understanding human development;

(B) describe theoretical perspectives that influence human development throughout the lifespan;

(C) summarize historical influences on modern theories of human development;

(D) compare and contrast the research methods commonly used to study human development; and

(E) compare and contrast pedagogy and andragogy.

(2) The student understands the importance of prenatal care in the development of a child. The student is expected to:

(A) describe nutritional needs prior to and during pregnancy;

(B) analyze reasons for medical care and good health practices prior to and during pregnancy;

(C) outline stages of prenatal development;

(D) discuss the role of genetics in prenatal development; and

(E) determine environmental factors affecting development of the fetus.

(3) The student understands the development of children ages newborn through two years. The student is expected to:

(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers;

(B) analyze various developmental theories relating to infants and toddlers;

(C) discuss the influences of the family and society on the infant and toddler;

(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;

(E) determine techniques that promote the health and safety of infants and toddlers; and

(F) determine developmentally appropriate guidance techniques for children in the first two years of life.

(4) The student understands the development of children ages three through five years. The student is expected to:

(A) analyze the physical, emotional, social, and cognitive development of preschoolers;

(B) analyze various developmental theories relating to preschoolers;

(C) discuss the influences of the family and society on preschoolers;

(D) summarize strategies for optimizing the development of preschoolers, including those with special needs;

(E) determine techniques that promote the health and safety of preschoolers; and

(F) determine developmentally appropriate guidance techniques for preschoolers.

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(5) The student understands the development of children ages six through ten years. The student is expected to:

(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;

(B) analyze various developmental theories relating to children in the early to middle childhood stage of development;

(C) discuss the influences of the family and society on children in the early to middle childhood stage of development;

(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;

(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and

(F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.

(6) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:

(A) analyze the biological and cognitive development of adolescents;

(B) analyze the emotional and social development of adolescents;

(C) discuss various theoretical perspectives relevant to adolescent growth and development;

(D) discuss the influences of the family and society on adolescents; and

(E) determine appropriate guidance techniques for adolescents.

(7) The student understands the importance of care and protection of children. The student is expected to:

(A) determine agencies and services that protect the rights of children;

(B) summarize various resources focusing on children;

(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children;

(D) analyze forms, causes, effects, prevention, and treatment of child abuse;

(E) explain the impact of appropriate health care and safety of children; and

(F) discuss responsibilities of citizens, legislation, and public policies affecting children.

(8) The student understands the development of adults ages 20 through 39 years. The student is expected to:

(A) analyze various development theories relating to early adults, including biological and cognitive development;

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(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;

(C) discuss the influences of society and culture on early adults; and

(D) discuss the importance of family, human relationships, and social interaction for early adults.

(9) The student understands the development of adults ages 40 through 65 years. The student is expected to:

(A) analyze various development theories relating to middle adults, including biological and cognitive development;

(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;

(C) discuss the influences of society and culture on middle adults; and

(D) discuss the importance of family, human relationships, and social interaction for middle adults.

(10) The student understands the development of adults ages 66 years and older. The student is expected to:

(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;

(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;

(C) discuss the influences of society and culture on those within the stage of late adulthood; and

(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.

(11) The student understands the skills necessary for career preparation. The student is expected to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(B) demonstrate effective methods and obligations for securing, maintaining, and terminating employment;

(C) practice human-relation skills; and

(D) demonstrate effective verbal, non-verbal, written, and electronic communication skills.

(12) The student explores opportunities available in education and training. The student is expected to:

(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development;

(B) evaluate employment and entrepreneurial opportunities and education requirements in the educational field of interest; and

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(C) propose short- and long-term education and career goals.

Instructional Practices in Education and Training

(1) 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 knowledge and skills needed by teaching and training professionals;

(C) demonstrate personal characteristics needed by teaching and training professionals;

(D) identify qualities of effective schools; and

(E) investigate possible career options in the field of education and training.

(2) The student understands the learner and the learning process. The student is expected to:

(A) relate principles and theories of human development to teaching and training situations;

(B) relate principles and theories about the learning process to teaching and training situations;

(C) demonstrate behaviors and skills that facilitate the learning process; and

(D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions.

(3) The student communicates effectively. The student is expected to:

(A) demonstrate effective verbal, non-verbal, written, and electronic communication skills;

(B) communicate effectively in situations with educators and parents or guardians;

(C) evaluate the role of classroom communications in promoting student literacy and learning; and

(D) demonstrate effective communication skills in teaching and training.

(4) The student plans and develops effective instruction. The student is expected to:

(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; and

(F) demonstrate teacher planning to meet instructional goals.

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The student creates an effective learning environment. The student is expected to:

(A) describe characteristics of safe and effective learning environments;

(B) demonstrate teacher and trainer characteristics that promote an effective learning environment;

(C) identify classroom-management techniques that promote an effective learning environment; and

(D) describe conflict-management and mediation techniques supportive of an effective learning environment.

(6) The student assesses teaching and learning. The student is expected to:

(A) describe the role of assessment as part of the learning process;

(B) analyze the assessment process; and

(C) identify appropriate assessment strategies for use in an instructional setting.

(7) The student understands the relationship between school and society. The student is expected to:

(A) explain the relationship between school and society;

(B) use school and community resources for professional growth; and

(C) use the support of family members, community members, and business and industry to promote learning.

(8) The student develops technology skills. The student is expected to:

(A) describe the role of technology in the instructional process;

(B) use technology applications appropriate for specific subject matter and student needs; and

(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

(9) The student understands the ethics and legal responsibilities in teaching and training. The student is expected to:

(A) describe teacher and trainer characteristics that promote ethical conduct;

(B) analyze ethical standards that apply to the teaching and training profession;

(C) analyze situations requiring decisions based on ethical and legal considerations; and

(D) analyze expected effects of compliance and non-compliance.

(10) The student participates in field-based experiences in education and 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.

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Practicum in Education and Training

(1) The student explores the teaching and training profession. The student is expected to:

(A) assess personal characteristics needed to work in the teaching and training profession;

(B) compare schools based on qualities of effectiveness;

(C) formulate a personal philosophy of education; and

(D) create a personal career plan in preparation for a career in the field of education or training.

(2) The student understands the learner and learning process. The student is expected to:

(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 personal behaviors and skills that facilitate the learning process; and

(D) suggest effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions.

(3) The student communicates effectively. The student is expected to:

(A) assess the effectiveness of personal verbal, non-verbal, written, and electronic communication skills;

(B) communicate effectively in situations with educators and parents or guardians;

(C) evaluate the role of classroom communications in promoting student literacy and learning; and

(D) integrate effective communication skills in teaching or training.

(4) The student plans and uses effective instruction. The student is expected to:

(A) apply principles and theories that impact instructional planning;

(B) develop instructional materials that align with the Texas Essential Knowledge and Skills (TEKS);

(C) assess personal planning to meet instructional goals;

(D) analyze concepts for developing effective instructional strategies;

(E) analyze instructional strategies for effectiveness; and

(F) explain how learner feedback has been used to guide selection and adjustment of instructional strategies.

(5) The student creates and maintains an effective learning environment. The student is expected to:

(A) create and maintain safe and effective learning environments;

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(B) integrate teacher or trainer characteristics that promote an effective learning environment;

(C) apply classroom management techniques that promote an effective learning environment; and

(D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.

(6) The student assesses instruction and learning. The student is expected to:

(A) develop and apply assessments to foster student learning; and

(B) use assessment strategies to promote personal growth and teaching or training improvement.

(7) The student understands the relationship between school and society. The student is expected to:

(A) support learning through advocacy;

(B) select school and community resources for professional growth; and

(C) design activities to build support of family members, community members, and business and industry to promote learning.

(8) The student develops technology skills. The student is expected to:

(A) recommend technology applications appropriate for specific subject matter and student needs; and

(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management.

(9) The student continues development as a teaching or training professional. The student is expected to:

(A) identify strategies and resources for the professional development of educators or trainers;

(B) demonstrate teacher or trainer characteristics that promote ongoing professional development;

(C) use research and assessment to improve teaching or training; and

(D) develop a professional growth plan.

(10) The student participates 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.

(11) The student documents technical knowledge and skills. The student is expected to:

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(A) update a professional portfolio to include:<ol type="i">
attainment of technical skill competencies;
licensures or certifications; recognitions, awards, and scholarships;
extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
abstract of key points of the practicum;
resumé;
samples of work; and
evaluation from the practicum supervisor; and

(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation.