Texas CTE

Instructional Practices

General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development. Students shall be awarded two credits for successful completion of this course. IP.A

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Introduction. IP.B

1 **Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.** IP.B.1

2 **The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.** IP.B.2

3 **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.** IP.B.3

4 **Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.** IP.B.4

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5 **Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.** IP.B.5

Knowledge and skills IP.C

1 **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:** IP.C.1

- a demonstrate written communication; IP.C.1.A
- b perform job-appropriate numerical and arithmetic application; IP.C.1.B
- c practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings; IP.C.1.C
- d exhibit teamwork skills; IP.C.1.D
- e apply decision-making skills; IP.C.1.E
- f implement problem-solving techniques; IP.C.1.F
- g acquire conflict management skills; IP.C.1.G
- h develop leadership skills; IP.C.1.H
- i demonstrate professionalism; IP.C.1.I
- j develop effective work ethic practices IP.C.1.J

2 **The student explores the teaching and training profession. The student is expected to:** IP.C.2

- a demonstrate an understanding of the historical foundations of education and training in the United States; IP.C.2.A
- b determine and implement knowledge and skills needed by teaching and training professionals; IP.C.2.B
- c demonstrate and implement personal characteristics needed by teaching and training professionals; IP.C.2.C
- d identify qualities of effective schools; IP.C.2.D
- e investigate possible career options in the field of education and training; IP.C.2.E
- f discuss teaching and training in non-traditional setting such as those in corporations, community outreach, nonprofits, and government entities; IP.C.2.F
- g formulate a professional philosophy of education based on a personal set of beliefs. IP.C.2.G

3 **The student understands the learner and the learning process. The student is expected to:** IP.C.3

- a relate and implement principles and theories of human development to teaching and training situations; IP.C.3.A
- b relate and implement principles and theories about the learning process to teaching and training situations; IP.C.3.B

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c demonstrate and implement behaviors and skills that facilitate the learning process; IP.C.3.C

d explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions. IP.C.3.D

4 The student interacts effectively in the role of an educator. The student is expected to: IP.C.4

a demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; IP.C.4.A

b demonstrate techniques promoting literacy IP.C.4.B

5 The student plans and develops effective instruction. The student is expected to: IP.C.5

a explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction; IP.C.5.A

b explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction; IP.C.5.B

c explain the rationale for and process of instructional planning; IP.C.5.C

d describe principles and theories that impact instructional planning; IP.C.5.D

e create clear short-term and long-term learning objectives that are developmentally appropriate for students; IP.C.5.E

f demonstrate lesson planning to meet instructional goals. IP.C.5.F

6 The student creates an effective learning environment. The student is expected to: IP.C.6

a describe and implement a safe and an effective learning environment; IP.C.6.A

b demonstrate teacher and trainer characteristics that promote an effective learning environment; IP.C.6.B

c identify classroom-management techniques that promote an effective learning environment; IP.C.6.C

d demonstrate conflict-management and mediation techniques supportive of an effective learning environment. IP.C.6.D

7 The student assesses teaching and learning. The student is expected to: IP.C.7

a describe the role of assessment as part of the learning process; IP.C.7.A

b analyze the assessment process; IP.C.7.B

c use appropriate assessment strategies in an instructional setting. IP.C.7.C

8 The student understands the relationship between school and society. The tudent is expected to: IP.C.8

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explain the relationship between school and society; IP.C.8.A

b recognize and use resources for professional growth such as family, school, and community resources; IP.C.8.B

c collaborate with stakeholders such as family, school, and community to promote learning. IP.C.8.C

9 The student develops technology skills. The student is expected to: IP.C.9

a describe the role of technology in the instructional process; IP.C.9.A

b use technology applications appropriate for specific subject matter and student needs; IP.C.9.B

c demonstrate skillful use of technology as a tool for instruction, evaluation, and management. IP.C.9.C

10 The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to: IP.C.10

a describe teacher and trainer characteristics that promote professional and ethical conduct; IP.C.10.A

b analyze professional and ethical standards that apply to educators and trainers; IP.C.10.B

c analyze situations requiring decisions based on professional, ethical, and legal considerations; IP.C.10.C

d analyze expected effects of compliance and non-compliance with Texas teacher code of conduct IP.C.10.D

11 The student participates in field-based experiences in education and training. The student is expected to: IP.C.11

a apply instructional strategies and concepts within a local educational or training facility; IP.C.11.A

b document, assess, and reflect on instructional experiences. IP.C.11.B

12 The student documents technical knowledge and skills. The student is expected to: IP.C.12

a update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; IP.C.12.A

b present the portfolio to interested stakeholders. IP.C.12.B