Texas CTE

Instructional Practices (2021): Grades 11, 12

Adopted 2021

Demonstrates professional standards/employability skills as required by the education profession and other related occupations. The student is expected to: C.1	**A.** demonstrate written communication; C.1.A
	B. perform job-appropriate numerical and arithmetic application; C.1.B
	C. practice various forms of communication such as verbal and non-verbal communication skills and appropriate uses of social media in educational and career settings; C.1.C
	D. exhibit teamwork skills; C.1.D
	E. apply decision-making skills; C.1.E
	F. implement problem-solving techniques; C.1.F
	G. acquire conflict-management skills; C.1.G
	H. develop leadership skills; C.1.H
	I. demonstrate professionalism to include appropriate attire expected of professionals in educational settings; and C.1.I
	J. develop effective work ethic practices. C.1.J
Identifies strategies that promote health and wellness by balancing the unique challenges of being an educator with personal responsibilities. The student is expected to: C.2	**A.** identify signs of personal stress and anxiety; C.2.A
	B. choose appropriate boundaries for a healthy work-life balance; and C.2.B
	C. implement strategies to manage health and wellness. C.2.C
Explores the teaching and training profession. Th to:	**A.** demonstrate an understanding of the historical foundations of education and training in the United States; C.3.A

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	B. summarize and apply acquired pedagogical knowledge and skills needed by teaching and training professionals; C.3.B
	C. identify qualities of effective schools; C.3.C
	D. discuss non-traditional settings for teaching and training careers such as those in corporations, community outreach programs, nonprofits, and government entities; and C.3.D
	E. formulate a professional philosophy of education based on a personal set of beliefs. C.3.E
Understands the learner and the learning process. The student is expected to: C.4	**A.** relate and implement principles and theories of human development to teaching and training situations; C.4.A
	B. relate and implement principles and theories about the learning process to teaching and training situations; C.4.B
	C. demonstrate and implement behaviors and skills that facilitate the learning process; C.4.C
	D. explain the relationship between effective instructional practices and providing support for learning differences, learner exceptionality, and learners with special needs; C.4.D
	E. evaluate backgrounds, strengths, and skills of students when planning instruction; and C.4.E
	F. demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction. C.4.F
Interacts effectively in the role of an educator. The student is expected to: C.5	**A.** demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; C.5.A
	B. demonstrate methods for promoting stakeholder partnerships in improving educational outcomes; and C.5.B
	C. describe the procedure for handling and reporting physical or emotional abuse. C.5.C
Plans and develops effective instruction. The student is expected to: C.6	**A.** explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction; C.6.A
	B. explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction; C.6.B

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	C. explain the rationale for and process of instructional planning components such as vertical alignment and scope and sequence; C.6.C
	D. describe principles and theories that impact instructional planning; C.6.D
	E. create clear short-term and long-term learning objectives that are developmentally appropriate for students; and C.6.E
	F. demonstrate lesson planning to meet instructional goals. C.6.F
Creates an effective learning environment. The student is expected to: C.7	**A.** describe and implement a safe and an effective learning environment that incorporates the principles of universal design; C.7.A
	B. analyze and evaluate strategic student grouping techniques that result in effective instruction; C.7.B
	C. demonstrate teacher and trainer practices that promote an effective learning environment; C.7.C
	D. evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners; C.7.D
	E. identify classroom management techniques that promote an effective learning environment; and C.7.E
	F. demonstrate communication, conflict-management, and mediation techniques supportive of an effective learning environment. C.7.F
Assesses teaching and learning. The student is expected to: C.8	**A.** describe the role of assessment as part of the learning process; C.8.A
	B. create assessments to measure student learning; C.8.B
	C. analyze the assessment process; C.8.C
	D. use appropriate assessment strategies in an instructional setting; and C.8.D
	E. use assessment data to evaluate and revise lesson plans. C.8.E
Understands the relationship between school and society. The student is expected to: C.9	**A.** explain the relationship between school and society; C.9.A
	B. recognize and use resources for professional growth such as family, school, and community resources; and C.9.B
	C. collaborate with stakeholders such as family, school, and community to promote learning. C.9.C
De ski Skip to main content **expected to:** C.10	describe the role of technology in the instructional process; C.10.A

	B. use technology applications appropriate for specific subject matter and student needs; and C.10.B
	C. demonstrate skillful use of technology as a tool for instruction, evaluation, and management. C.10.C
Understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to: C.11	**A.** describe teacher and trainer practices that promote professional and ethical conduct; C.11.A
	B. analyze professional and ethical standards that apply to educators and trainers; C.11.B
	C. analyze situations requiring decisions based on professional, ethical, and legal considerations; and C.11.C
	D. analyze expected effects of compliance and non-compliance with the Code of Ethics and Standard Practices for Texas Educators. C.11.D
Participates in field-based experiences in education and training. The student is expected to: C.12	**A.** apply instructional strategies and concepts within a local educational or training facility; and C.12.A
	B. document, assess, and reflect on instructional experiences. C.12.B
Documents technical knowledge and skills. The student is expected to: C.13	**A.** update professional portfolio components such as resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and C.13.A
	B. present the portfolio to interested stakeholders. C.13.B
Demonstrates the knowledge and skills needed to provide meaningful, specific, and timely feedback to students, families, and other school personnel on the growth of students in relation to classroom goals while maintaining student confidentiality. The student is expected to: C.14	**A.** explain the role feedback plays in the learning process; C.14.A
	B. provide guidance and feedback to motivate student behavior and outcomes; C.14.B
	C. demonstrate methods of providing feedback to students such as checklists, classroom processes, and written documentation; C.14.C
	D. demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes; and C.14.D
	E. apply questioning strategies to facilitate student discussion. C.14.E
De kn un	Skip to main content **identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;** C.15.A

teacher responsibility with regard to accommodations and modifications for students with special needs. The student is expected to: C.15	**B.** explain the structure and components of an individualized education program (IEP); C.15.B
	C. explain the structure and components of a Section 504 Plan; and C.15.C
	D. compare accommodations and modifications for students with special needs. C.15.D
Demonstrates proper record-keeping strategies needed by teachers to demonstrate evidence of student progress. The student is expected to: C.16	**A.** understand and demonstrate the use of learning management systems and record-keeping tools; C.16.A
	B. outline school district policies related to teacher record keeping; and C.16.B
	C. identify the essential components of behavioral and academic records according to state and school district policy. C.16.C
Uses standard observation techniques to observe a variety of educational settings. The student is expected to: C.17	**A.** evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other observation and evaluation tools; and C.17.A
	B. use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement. C.17.B
Assesses the benefits of how a mentor relationship impacts a teaching career. The student is expected to: C.18	**A.** recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance, and coaching; and C.18.A
	B. seek out and foster mentorship opportunities. C.18.B
Analyzes teacher employment requirements and professional growth opportunities for those in the education profession such as required education and certification. The student is expected to: C.19	**A.** describe required education needed to become a certified teacher; C.19.A
	B. explain the steps for becoming a certified teacher in Texas; C.19.B
	C. compare certification requirements for various content and grade level areas of interest; and C.19.C
	D. identify various financial aid sources available for teacher candidates such as scholarships, student loans, and student loan forgiveness options once certified. C.19.D