

Practicum in Education and Training

Knowledge and skills. **PRACEDT**

- 1 The student analyzes strategies that promote health and wellness to address the unique challenges in balancing work and personal responsibilities for educators. The student is expected to:** **PRACEDT.1**
 - A** examine signs of personal stress and anxiety; **PRACEDT.1A**
 - B** describe and develop appropriate boundaries for a healthy work-life balance; and **PRACEDT.1B**
 - C** identify and implement strategies to manage health and wellness. **PRACEDT.1C**

- 2 The student explores the teaching and training field and profession. The student is expected to:** **PRACEDT.2**
 - A** analyze current trends and issues that impact education such as political, societal, and economic trends and issues; **PRACEDT.2A**
 - B** analyze practices of effective teaching and training professionals; **PRACEDT.2B**
 - C** analyze qualities of effective schools; **PRACEDT.2C**
 - D** develop a written summary of professional beliefs and values about education and training; **PRACEDT.2D**
 - E** determine the educational and academic requirements and possible degrees and certifications necessary for a profession of interest in teaching and training; **PRACEDT.2E**
 - F** refine a personal career plan in preparation for a career in the field of education or training; **PRACEDT.2F**
 - G** research and identify teaching and training opportunities in non-traditional settings such as those in corporations, community outreach programs, nonprofits, and government entities; and **PRACEDT.2G**
 - H** research and identify educational high-needs and teacher-shortage areas. **PRACEDT.2H**

- 3 The student understands the learner and learning process. The student is expected to:** **PRACEDT.3**
 - A** apply principles and theories of human development appropriate to specific teaching or training situations; **PRACEDT.3A**
 - B** apply principles and theories about the learning process to specific teaching or training situations; **PRACEDT.3B**

- C analyze the dynamics of educator and student behaviors that facilitate the learning process; [PRACEDT.3C](#)
 - D analyze teaching skills that facilitate the learning process; and [PRACEDT.3D](#)
 - E demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special needs. [PRACEDT.3E](#)
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4 The student interacts effectively in the role of an educator. The student is expected to: [PRACEDT.4](#)

- A demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and [PRACEDT.4A](#)
 - B demonstrate and evaluate techniques that promote literacy and numeracy. [PRACEDT.4B](#)
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5 The student plans and uses effective instruction. The student is expected to: [PRACEDT.5](#)

- A apply principles and theories that impact instructional planning; [PRACEDT.5A](#)
 - B use lesson planning tools such as unit plans and scope and sequence and vertical alignment documents; [PRACEDT.5B](#)
 - C develop instructional materials that align with the Texas Essential Knowledge and Skills; [PRACEDT.5C](#)
 - D demonstrate competency in foundation and enrichment subject areas; [PRACEDT.5D](#)
 - E apply research-based practices to create lessons plans that meet instructional goals; [PRACEDT.5E](#)
 - F analyze the development of effective instructional strategies; [PRACEDT.5F](#)
 - G evaluate and analyze effectiveness of lessons plans and instructional strategies used in a lesson or series of lessons; and [PRACEDT.5G](#)
 - H explain how learner and professional feedback is used to guide selection and adjustment of instructional strategies. [PRACEDT.5H](#)
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6 The student creates and maintains an effective learning environment. The student is expected to: [PRACEDT.6](#)

- A apply principles of universal design to create and maintain a safe and effective learning environment; [PRACEDT.6A](#)
- B integrate teacher or trainer practices that promote an effective learning environment; [PRACEDT.6B](#)
- C apply classroom management techniques that promote an effective learning environment; and [PRACEDT.6C](#)
- D demonstrate specific conflict-management and mediation techniques supportive of an effective learning environment. [PRACEDT.6D](#)

7 The student assesses instruction and learning. The student is expected to: [PRACEDT.7](#)

- A develop and apply formative and summative assessments to foster student learning; [PRACEDT.7A](#)
- B use assessment strategies to promote personal growth and teaching or training improvement; [PRACEDT.7B](#)
- C use self-reflection techniques to promote personal growth and teaching or training improvement; and [PRACEDT.7C](#)
- D use classroom and standardized test assessment data to drive instructional strategy. [PRACEDT.7D](#)

8 The student understands the relationship between school and society. The student is expected to: [PRACEDT.8](#)

- A identify ways to support learning through advocacy; [PRACEDT.8A](#)
- B identify and select family, school, and community resources that support learning; and [PRACEDT.8B](#)
- C promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry. [PRACEDT.8C](#)

9 The student develops technology skills. The student is expected to: [PRACEDT.9](#)

- A access and use current technology applications appropriate for specific subject matter and student needs; and [PRACEDT.9A](#)
- B integrate the use of technology as a tool for instruction, evaluation, and management effectively. [PRACEDT.9B](#)

10 The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to: [PRACEDT.10](#)

- A analyze teacher and trainer practices that promote professional and ethical conduct; [PRACEDT.10A](#)
- B analyze professional and ethical standards that apply to educators and trainers; [PRACEDT.10B](#)
- C analyze situations requiring decisions based on professional, ethical, and legal considerations; and [PRACEDT.10C](#)
- D analyze potential consequences related to non-compliance with the Code of Ethics and Standard Practices for Texas Educators. [PRACEDT.10D](#)

11 The student explores the need and opportunities for continued professional development for educators and trainers. The student is expected to: [PRACEDT.11](#)

- A identify strategies and resources for the professional development of educators or trainers such as research and assessment; [PRACEDT.11A](#)
- B demonstrate teacher or trainer practices that promote ongoing professional development and lifelong learning; and [PRACEDT.11B](#)

C develop a plan for professional growth. [PRACEDT.11C](#)

12 The student participates in field-based experiences in education or training. The student is expected to: [PRACEDT.12](#)

A apply instructional strategies and concepts within a local educational or training facility; and [PRACEDT.12A](#)

B document, assess, and reflect on instructional experiences. [PRACEDT.12B](#)

13 The student documents technical knowledge and skills. The student is expected to: [PRACEDT.13](#)

A gather artifacts and documentation that support attainment of technical skill competencies; [PRACEDT.13A](#)

B update a professional portfolio to include components such as a resume, samples of work, service-learning logs, recognitions, awards, scholarship essays, letters of recommendation, certifications, and evaluations; and [PRACEDT.13B](#)

C present a professional portfolio to interested stakeholders. [PRACEDT.13C](#)