Texas CTE

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

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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

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

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

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

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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

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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