

# 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.

---

**(4) 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.
-

## Human Growth and Development

- (1) 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.

---

**(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;
- (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
- (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.

---

**(5) 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.
- 

**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;
- (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:**

- (A) update a professional portfolio to include:
  - attainment of technical skill competencies;
  - licenses 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.