Unit 1: Course Opportunities, Expectations, and Requirements

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Practicum in Education and Training
* Grade Level(s): 11-12
* TimeFrame (# of Minutes/Periods): 270 minutes/Three 90-minute periods

# Unit Overview

Students will use the Course Syllabus to explore course opportunities, requirements, and expectations as well as discuss and compose effective work practices and strategies for successful course completion in this introduction to the course.

Students will research the course syllabus and their District’s Employee Handbook to identify and apply district policies such as; professional appearance, professional language, and cultural proficiency.

Students will determine why district and campus procedures/rules are important for successful participation in field-site experiences, as well as in the teaching and training profession. To set a positive tone and build rapport, students will compose a letter to their field-site instructors. The activity will include writing a draft, revising, and finishing with a completed letter.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.165. (c) Knowledge and skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate written communication,  (I) demonstrate professionalism, and  (J) develop effective work ethic practices. |
| **Unit Question** | What are the opportunities, expectations, and requirements for the practicum course and field experiences? |
| **Essential Content Questions** | * How will you document your field-based experience? * What work practices and strategies will you use for successful course task completion? * How will you incorporate what you have learned in this unit to your field-site experience? * How can you make the most of your field-based experience? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * investigate and assess course opportunities, requirements, and expectations, * investigate, identify, and explain local school district rules and expectations and apply them to future field experiences, * write, critique, and revise an introductory letter to field-site instructors to set a positive rapport with their future instructor, * assess and analyze the documentation requirements for their field experiences, * review TEKS for Practicum in Education and Training to prepare for field experience, * model and demonstrate professional appearance, language, and cultural proficiency in group role-play, and * compose strategies on how to be successful during field experiences. |
| **Assessments**  **(Performance Tasks)** | * Understand and explain course opportunities, requirements, and expectations * Self-evaluate current knowledge and skills using the TEKS Checklist for Instructional Practices * Explain and demonstrate appropriate professional appearance, language, and cultural proficiency * Write an introduction letter to their field-site instructors |
| **Evaluative Criteria**  **(Rubric)** | * Class Discussion and Participation Self-Assessment Rubric * TEKS Checklist for Instructional Practices: Self-Evaluation * Introduction Letter Writing Rubric |
| **Vocabulary** | * Cultural Proficiency * Diversity * Documentation * Equity * Ethical Conduct * Field-Site Classroom * Field Experiences * Formative Assessment * Inclusion * Learners * Mentor * Person-First Language * Problem-Solving * Social Justice * Stakeholder * Student-Intern * Student-Intern Placement * Summative Assessment * Syllabus * Teacher-Coordinator * Texas Essential Knowledge and Skills (TEKS) |
| **Resources** | * **Teacher Notes:** Review the Education and Training Toolkit and prepare any necessary materials and forms prior to Day 1. Review district requirements for the course and prepare required district forms prior to Day 1. * Prepare course syllabus and other first day materials prior to Day 1.   + Helpful Resource for first-time syllabus writers: <http://blogs.edweek.org/teachers/work_in_progress/2015/09/create_a_syllabus_for_high_sch.html> * **Family, Career and Community Leaders of America (FCCLA)**   [Family, Career and Community Leaders of America (FCCLA)](http://texasfccla.org/)   * **Texas Association of Future Educators (TAFE)**   [Texas Association of Future Educators](http://tafeonline.org/)   * **Texas Education Agency (TEA) - Texas Essential Knowledge and Skills (TEKS)**   <https://tea.texas.gov/curriculum/teks/>  <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>   * **Icebreakers**   <https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/icebreakers.html>  <http://www.gpb.org/blogs/education-matters/2016/07/21/20-great-icebreakers-for-the-classroom>   * **Homework Reading and Resources**   **Building Inclusive Classrooms**  <https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/index.html>   * **Edutopia: Culturally Responsive Teaching Videos (link)**   <https://www.edutopia.org/blog/5-minute-film-festival-culturally-responsive-teaching>   * **Preparing for Cultural Diversity: Resources for Teachers**   <https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>   * **Classroom Climate**   <https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/classroom-climate.html>   * **Creating an Ethical Classroom**   <http://teaching.monster.com/benefits/articles/3522-creating-an-ethical-classroom>   * **Ted Talk: Every Kid Needs a Champion**   <https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare> |