



Education and Training Toolkit



EDUCATION AND TRAINING Course Underlying Themes

The underlying education and training course themes are evident across courses to encourage student engagement and persistence as they progress through the cluster. The information below provides insight into the theories behind the themes as well as suggestions for practical application into your classroom culture, systems, and planning.

Motivations for Teaching

“Why do you [want to] teach?” is a question often asked of teachers and educators. It may seem that answers would be starkly dependent on an individual; however, motivations for teaching remain much more similar than they are distinct: the most common motivations for teaching are the profession’s intrinsic value, perceived teaching ability, a desire to make a social contribution or to work with children or adolescents, and positive past experiences in education and with teachers. Reflecting on, identifying, and sharing your own motivation(s) for teaching can guide your classroom’s culture and the vision that you set at the beginning of each school year. Mentioning your motivations to students in beginning-of-year ice breakers, teacher-led responses to journal prompts, rationales for objectives, and relationship-building micro-moment opportunities will cement their vision of you as being a teacher with an authentic sense of purpose and self.

Place-Based Education

Place-based education is an approach to education that leverages opportunities for learning inherent to the community in which the school is located. This approach is designed with hands-on and real-world teaching and learning experiences, and growing evidence suggests that place-based education improves student learning outcomes, connects students authentically to their communities, and enhances student awareness and care for the local environment. This approach is learner-centered and relies on the teacher’s ability to create collaborative learning situations. Rather than reading about nature in a text book or developing a marketing plan for a non-existent company, students’ learning occurs in an authentic setting such as a nearby farm or a local struggling business. Problem-based learning, collaborative practice, and research projects all promote place-based education at either the daily or unit-planning level.

Diversity, Equity and Inclusion

Acknowledging diversity and creating a classroom culture that responds to unique student experiences with positivity emboldens students to use their backgrounds to make choices in the classroom that reflect their values without recourse. This allows each student to recognize the value of individual backgrounds and experiences, share his or her own, and become empowered to identify and address equity and inclusion breaches that occur in the classroom. In this environment, students take charge of their own learning, actively engage as a member of the classroom community and encourage inclusion toward a student(s) who might not have otherwise engaged or persisted through the courses. These ideas can be intentionally reinforced through visual representations, texts that highlight underrepresented and diverse populations, word problems with names that are culturally diverse, and personal story-telling by each individual student.

Elevating the Profession

Currently, only 4% of high school students indicate a desire to enter the teaching and training profession. As such, it’s not difficult to see a primary source of the Texas teacher shortage. Addressing this deficit will require a huge shift in how the profession is perceived. At the crux of this shift enters the Education and Training courses to bolster the profession through discussing motivations to teach, making education directly and spatially relevant to students’ present-day, and acknowledging their differences inclusively to legitimize them all as future teachers. As a result, students’ persistence through these courses is significantly more likely, as is their persistence to and through a teaching and training profession.

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Education and Training Career Cluster Courses

A school district may consider offering Education and Training Career Cluster® courses to address the current critical teacher shortage in Texas and help build the teacher pipeline. The Education and Training program is designed for students interested in becoming an educator. In this cluster, course content covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, educational technology, classroom management, lesson planning, professionalism, and more. Upon completion of a program of study, students will have participated in a work-based learning experience and built a professional portfolio in preparation for advanced training as future educators at the postsecondary level.

The courses in the Education and Training Career Cluster include:

PEIMS #	19 TAC Chapter 130 Subchapter E. Education and Training Cluster
13014200	Principles of Education and Training (1) (PRINEDTR)
13014300	Human Growth and Development (1) (HUGRDEV)
13014400	Instructional Practices in Education and Training (2) (INPRAC)
13014500	Practicum in Education and Training (2) (PRACEDT1) (First Time Taken)
13014505	Practicum in Education and Training/Extended Practicum in Education and Training (3) (EXPREDT1) (First Time Taken)
13014510	Practicum in Education and Training (2) (PRACEDT2) (Second Time Taken)
13014515	Practicum in Education and Training/Extended Practicum in Education and Training (3) (EXPREDT2) (Second Time Taken)

Please note: Forms mentioned in this toolkit and provided in the **Resources and Sample Tools** section are only suggestions. The teacher-coordinators and the local school district will determine which will be useful in the effective and efficient management of the Education and Training program. Teacher-coordinators may edit the forms, use forms provided from other sources, and/or create their own forms to suit district circumstances.

Key Terminology

To avoid confusion and to promote clear communications among all participants, it is necessary to establish a consistent working vocabulary of terms used in the Education and Training programs. Key terms and definitions in this document follow:

Term	Definition
Coherent Sequence of Courses/Program of Study	A <u>comprehensive</u> , <u>structured</u> approach for delivering academic and career and technical education (CTE) to <u>prepare</u> students for <u>postsecondary education and career success</u> . A program of study consists of developmentally appropriate courses preparing for a given career objective or goal. This plan includes two or more CTE courses and builds upon the academic core components to build both academic and technical competencies.
Field Experiences	Planned instructional interaction and other types of learning activities designed to prepare students for success in teaching roles with learners
Field-site Classroom	The classroom of the field-site teacher or other location where field experience is occurring
Field-site Teacher	Teacher to whom the student-intern is assigned for planned work-based learning (WBL) field experiences
Learners	Students at varying ages instructed or observed by the high school student participating in the Education and Training program
Student-Intern	The high school student participating in planned interaction with learners and other types of field experiences in preparation for careers in the teaching and training profession
Student-Intern Placement	The process of matching student-interns to field sites and completing the necessary written agreement
Teacher-Coordinator	The teacher who directs the secondary classroom instruction and coordinates/supervises work-based learning field experiences for the student-intern

Basic Program Model

The Education and Training program is based on a coherent sequence of courses that builds upon foundational education principles introduced in the Principles of Education and Training courses. The WBL field-based experience courses, focus on preparing and recruiting students who are prospective future teachers, to explore the career field, and develop foundational knowledge and skills.

Work-Based Learning Through Field Experiences

All students enrolled in Instructional Practices or Practicum in Education and Training courses are expected to be assigned to a field site. The focus is to introduce students to education careers and involve them in focused teacher training and field experiences. There may be variety in meeting the unique needs of students for field experiences, as well as in resources utilized within the varying field-site classrooms. However, all aspects of instruction and field experiences in the courses are focused on preparing students for success in a career in the Education and Training career cluster.

Structuring Instructional Interaction

Teacher preparation principles and support activities are the primary focus of a student's field-site experiences in early childhood, elementary, secondary, and/or adult education and should be the focus of the class projects or field site experiences. The expectation is that the student-intern would apply, reinforce, and solidify what they have learned in class about teaching, learning, and developmentally appropriate practice to their field-based experiences.

The field-site experiences

- should provide opportunities for student-interns to apply the knowledge and skills developed in class in interactions with the field-site classroom learners;
- could be the focus of community service activities that are researched, planned, and conducted by an individual or a group of students as part of the course or part of Career and Technical Student Organizations (CTSOs) activities; and/or
- could range from direct involvement at the secondary campus to field-site interactions with planned activities such as peer tutoring, one-on-one student-to-student instruction, and student-intern lesson presentation to groups of students or to an entire class.

Considerations in Starting an Education and Training Program

Responsibilities of the teacher-coordinator

The teacher-coordinator is responsible for providing classroom instruction related to education and training. The teacher-coordinator plans rigorous lessons, develops/adapts curriculum based on the **Texas Essential Knowledge and Skills (TEKS)**. Additional resources related to the Education and Training career cluster and its programs of study can be found on the **CTE Resource Center**.

Other responsibilities of the teacher-coordinator may include

- teaching students how to use resources in specific content areas related to the field-site assignments. The teacher-coordinator is not expected to be an expert in all content areas related to field-site placements. However, the field-site teacher is responsible for content taught in the field-site classroom.
- developing the Education and Training program;
- supervising field experiences;
- coordinating and collaborating with field-site teachers;
- evaluating the student-intern in conjunction with the field-site teacher;
- evaluating the effectiveness of the Education and Training program;
- maintaining program, student, and field-site documentation; and
- retaining program records for the period stipulated by the Texas Education Agency (TEA) and the school district

Field experiences

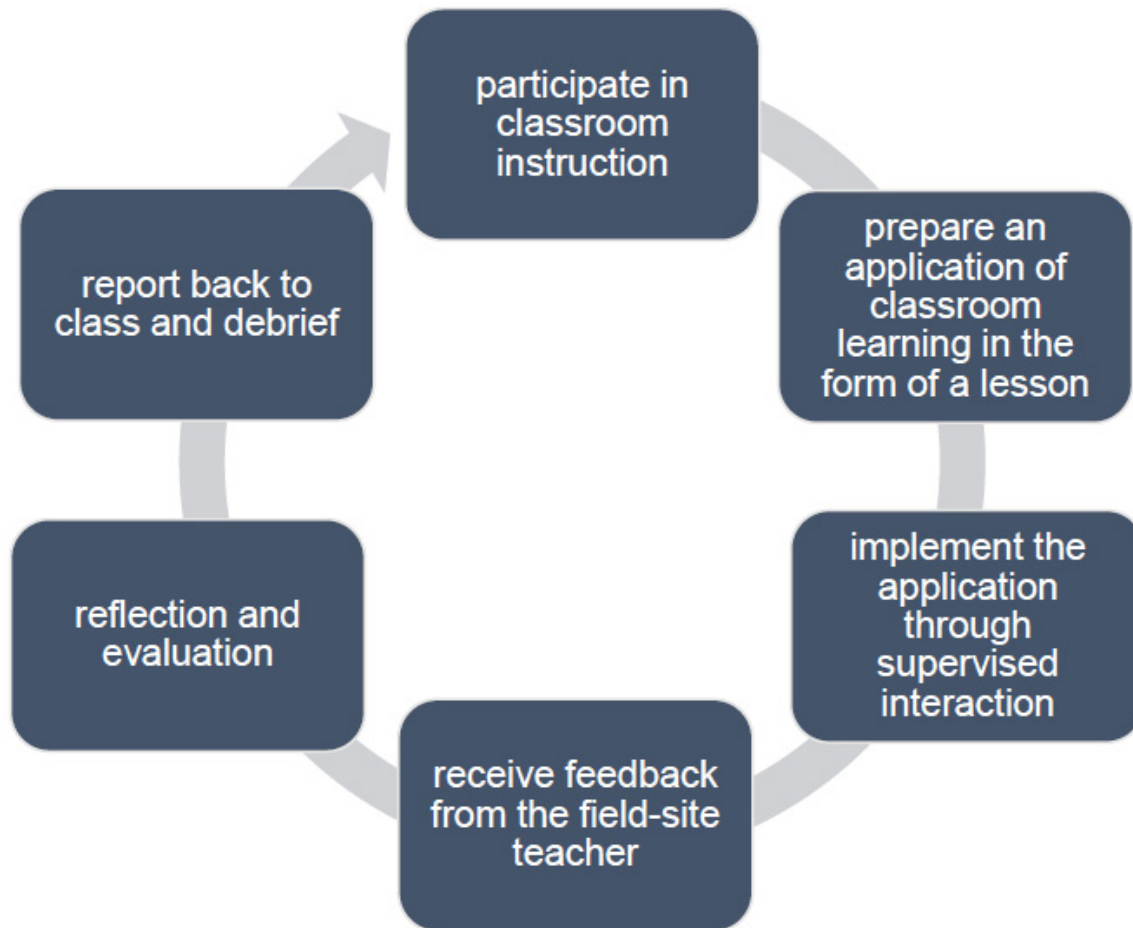
Since education careers may include circumstances in which professionals are in roles working with learners of varying ages, field observations and experiences should provide students with opportunities to work with learners of varying ages.

Field experiences include planned instructional interactions and learning activities designed to allow students to build and enhance skills leading to success in education careers. For example, field experiences may include observations, rotations, assistance of the classroom teacher, instructional materials development (i.e., bulletin boards, flash cards, games, etc.), and lesson preparation and delivery. Field experiences for student-interns provide opportunities for them to work with learners in a variety of settings—whole classes, small groups, and individual learners—and with providing instruction by conducting lessons.

It is important for the teacher-coordinator to prepare students in advance on basic principles, procedures, and expectations in respect to ethics and safety. It might be several weeks after the beginning of the school year before students are ready to be involved in field experiences.

Field experiences should be an extension of carefully planned classroom instruction through which students are prepared for successful instructional interaction. Practice time should be incorporated into classroom instruction, using other students as an audience and “critical friends.”¹ This ensures both the participating student and the student’s classmates learn from the practiced interactions. The figure below displays a logical cycle for the student-intern field experiences.

¹ <https://www.teachingchannel.org/blog/2015/01/14/building-a-culture-of-collaboration/>

Student-Intern Field Experience Cycle*Ages of Learners*

A primary challenge is determining how to provide high school students opportunities to be teachers of other high school students. Resolving this challenge requires providing opportunities so that high school students have appropriate experience in providing instructional interaction with students at the high school level. Examples of instructional interactions may include serving in the following capacities:

- Peer tutoring for an individual or group in subject areas of the student-intern's strength. The student-intern should have a firm grasp of the content covered.
- Assistance roles with the field-site teacher in high school classes
- Leadership roles with special education learners. While interactions with special education learners will provide valuable experience for the student, it is important these opportunities not be the sole interactions to which the student is exposed.
- Intern in a class already successfully completed by the student-intern

Rotation

It is important that students have a breadth of experience with learners of differing ages and across a variety of content disciplines to promote maximum opportunity for exploration of education careers. Rotations should, by design, also include interviews/observations of non-instructional education roles, such as counselors, librarians, and administrators.

Early experiences for students can be very broad and inclusive of diverse ages and disciplines. These experiences will provide a basis for decisions in narrowing down more specific ages and content specializations in which the student is most interested.

Student Organizations and Experiences

Integrating Career and Technical Student Organization (CTSO) activities into the education and training courses provides students unique opportunities to develop communication and leadership skills while reinforcing the knowledge and skills learned in classes. The two student organizations available to students enrolled in Education and Training career cluster courses are the Texas Association of Future Educators (**TAFE**) and the Texas Association of Family, Career and Community Leaders of America (**FCCLA**).

The Texas Association of Future Educators (**TAFE**) (pronounced "taffy") started in 1984 to provide high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education. Sponsored by the Texas Association of Secondary School Principals (**TASSP**), **TAFE** is a co-curricular student organization created to allow young men and women an opportunity to explore the teaching and training profession. Membership in **TAFE** is open to all students in grades 7-12 and college.

FCCLA is a dynamic and effective national student organization that helps young men and women become strong leaders in families, careers, and communities through Family and Consumer Sciences Education. Members are students from middle school through grade twelve who are taking or have taken a family and consumer sciences course.

Guiding Questions When Implementing an Education and Training Program

After addressing the steps in the Preparing for Education and Training Program Approval document, a school can use the following as guiding questions as they are implementing the program:

Implementing an Education and Training Program Guiding Questions	
Who will be the targeted population(s) to be involved in field experiences?	Special attention should be directed toward students who are interested in careers in the teaching and training profession, who enjoy interactions in a learning environment, and who display attributes of successful teachers. Some of those attributes include love of learning, collaborative and supportive spirit, warm and caring personality, and emerging leadership skills.
Who will serve as field-site teachers?	The field-site teacher must exhibit appropriate behavior as an example for students to model. In terms of content knowledge, classroom management, and ethics, the field-site teacher must personify an exemplary teacher and have the ability and desire to develop skills for teaching in others.
What will be the nature of field experiences to be implemented?	The types and structure of field experiences will need to be appropriate for both the providers and recipients of instructional interaction. They should also provide a broad range of learning activities for the student, including experiences such as direct instruction, assisting the field-site teacher, developing instructional enhancements, observations, job shadowing, and interviews. Field experiences may be designed for implementation through instructional rotations. Observations, which would be shorter term and exploratory in nature, may be designed to be the field experiences in content more appropriately covered through observation as opposed to “doing.” For instance, concepts related to classroom management or discipline might be covered through an observation or interview assignment, where the student observes a class and then interviews the teacher afterward regarding decisions related to management and discipline.

Implementing an Education and Training Program Guiding Questions	
<p>When and where will the field experiences be implemented?</p>	<p>The when will most likely be during the class period. In finalizing arrangements for the class schedule and location for teaching and training activities, instructional appropriateness (for both student-interns and learners) and safety of all participants must be assured. It is important that field experiences for actual classroom activities be scheduled so that the teacher-coordinator is scheduled at the same time to rotate among the student-interns for direct observation and supervision of these assignments. Experience has shown that supervision at infrequent intervals is less effective than constant, ongoing rotation of the teacher-coordinator between the field sites. Keep in mind that field experiences should be scheduled at a time of the day that aligns with the schedule of the field site location.</p>
<p>How will the district manage the teaching and training internship program?</p>	<p>Teacher-coordinators will manage program operation, including program design, implementation, logistics, instruction, supervision, and evaluation. The teacher-coordinator will be responsible for managing the issues that surface in previous questions. Additionally, transportation may be a logistical issue. Parent permission forms must be obtained (satisfying local requirements) and applicable site policies (i.e., dress codes, check-in procedures, and requirements such as health screenings or criminal background checks) enforced. Additional information on some of these issues is provided in the following sub-sections entitled Logistical Considerations, and Program Management and Evaluation. Other details to be managed may surface, but teacher-coordinators should keep in mind that many tasks can be addressed as part of a class assignment. Not only will this save teacher time, but it will provide students with opportunities to develop knowledge and skills related to program management.</p>

Ongoing communication will be critical to the effectiveness of an Education and Training Program. Keeping district administrative personnel consistently apprised of ongoing program progress, issues, and achievements will promote their support and assistance.

Logistical Considerations

Funding

School district funds are generally classified as originating from local, state, or federal funding sources. Local district guidelines will determine the amount of funds available and procedures for submitting budgets and requesting funds for individual CTE programs.

Local source funds may be spent at the local district's discretion. State funds for CTE are distributed to school districts based on the number of contact hours generated by eligible students enrolled in CTE courses during the school year. Rules for state contact hour funding are found in the most current edition of the **Student Attendance Accounting Handbook**. Time requirements for funding eligibility are based upon the amount of credit the student is to be awarded. The Student Attendance Accounting Handbook specifies the time requirements for class instruction and field-based instruction necessary for funding eligibility.

Schools have significant latitude in designing their daily class schedule. However, the **Student Attendance Accounting Handbook** provides specifications of time requirements and other policies which must be met to protect funding eligibility. Use the following chart to determine the CTE code for students participating in an **unpaid** practicum learning experience.

Combination of Classroom Instruction, Work-Based Instruction	Units of Credit	CTE Code
2 hours per day (average)	2	V2
3 hours per day (average)	3	V3

Federal funds are a third source of funding available to eligible school districts. The TEA distributes federal funds that may be used for CTE programs to school districts based on a formula allocation. The Strengthening Career and Technical Education for the 21st Century Act Application, commonly referred to as the Perkins Application, is the vehicle through which eligible school districts may apply for the federal funds for CTE. The Strengthening Career and Technical Education for the 21st Century Act states that federal funds shall be used to develop new and/or improve CTE programs. Within the framework of the federal regulations, districts have discretion in the expenditure of federal funds for CTE depending on campuses and programs targeted by the district.

The school district must complete and submit the online Title I, Part C Carl D. Perkins Career and Technical Education Act Grant Application to the TEA each year. Reports should be submitted by the date specified in the report instructions. Districts determine personnel and procedures needed for completing the report.

Transportation

Field experiences are important in providing students with effective instructional interactions in education careers. Field experiences can occur at a variety of sites within the community; hence, the availability of dependable transportation of students to these field sites is a necessary planning

consideration. The method of transportation and funding source may vary based on local policies within state-defined parameters.

State-Funded, School-Provided Transportation: State law allows state transportation funds to be expended to transport students to a remote site for CTE courses. Transportation to multiple training sites is allowable provided multiple students are involved at each site. State-funded transportation may be provided regardless of the paid or unpaid status of the students' site-based training experiences. However, the scheduling variations and multiplicity of sites typically inherent in work-based learning arrangements usually result in schools requiring students to assume responsibility for their own transportation to the field-site.

State guidelines are as follows:

Sec. 42.155. TRANSPORTATION ALLOTMENT.

(a) Each district or county operating a transportation system is entitled to allotments for transportation costs as provided by this section.

(b) As used in this section:

(f) The cost of transporting career and technology education students from one campus to another inside a district or from a sending district to another secondary public school for a career and technology program or an area career and technology school or to an approved post-secondary institution under a contract for instruction approved by the agency shall be reimbursed based on the number of actual miles traveled times the district's official extracurricular travel per mile rate as set by the board of trustees and approved by the agency.

Student-Provided Transportation: In instances in which the school makes no provision for student transportation to the field-site, transportation becomes the responsibility of the student and his/her parent(s)/guardian(s). Because of the necessity that students be punctual and dependable in compliance with the schedule for their field experiences, the importance of reliable transportation cannot be overstated. Options for transportation often considered include

- students using a personal vehicle,
- parents/guardians providing transportation for the student,
- use of public transportation, and/or
- students riding with another student.

Students and their parents/guardians should identify a contingency plan. Regardless of the transportation arrangements, it is important those plans be the basis of a written transportation agreement between the parents/guardians, the student, and the school with preferences, terms, and permissions for the backup contingency plan clearly articulated.

Student Insurance

The issue of possible student injury while participating in field experiences raises the issue of insurance, liability, and parent agreements. Insurance coverage requirements differ when considering a limited number of field-site activities. While schools often handle work-based learning activities like a field trip, steps to ensure appropriate insurance coverage of students participating in education and training courses are considered warranted.

Since students involved in unpaid field-experience training are not employees of the field site, existing forms of employee liability coverage would likely not cover students injured while participating in their field experiences. The issue of insurance should be discussed as part of the teacher-coordinator's process of evaluating the suitability of a location being utilized for unpaid field experiences. Unless the field site has insurance that would cover unpaid student-interns, other alternatives for insurance coverage should be investigated.

Some school districts arrange for insurance that can be purchased for students by their families; while often initially provided to cover injuries related to athletics or other extracurricular activities, these insurance policies have been structured to accommodate work-based learning experiences. Some school districts rely upon a student's proof of insurance coverage provided by their families to provide the security net in the event of injury. Clear explanation and written agreements between the field-site administrator, parent, student, and school are important to prevent misunderstanding of responsibility for liability and insurance.

Program Policies and Standards

Effective operation and management of an Education and Training Program requires personnel to utilize the authority for local autonomy and control of schools while remaining in compliance with applicable federal and state laws and regulations. Further, the rules and policies of the U.S. Department of Education, Texas State Board of Education (SBOE), SBOE Certification, and the TEA guide local decision making. It is a district's prerogative to set more stringent local policies than dictated by applicable state and federal regulations.

Student Enrollment

A school district **may** pay interns; however, to maintain full funding eligibility, 16 is the minimum age for enrollment in a class which includes paid work-based learning considering applicable labor laws. Local school districts may set higher minimum age or grade level requirements than the minimums set by the SBOE for students who will be involved in courses with unpaid field experiences.

Recommended and required grade level, prerequisites, and credits for a coherent sequence of courses in the Education and Training program are:

§130.162. Principles of Education and Training (One Credit).

(a) General requirements. This course is recommended for students in Grades 9 and 10. No prerequisites.

§130.163. Human Growth and Development (One Credit).

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training.

§130.164. Instructional Practices in Education and Training (Two Credits).

(a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Education and Training and Human Growth and Development.

§130.165. Practicum in Education and Training (Two Credits).

(a) General requirements. This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training and Human Growth and Development.

SBOE policy allows courses to be taught at grade levels lower than designed (providing the level of rigor is not lowered); consideration should be given to factors such as student maturity level, effect on training effectiveness through a coherent sequence of courses, and safety and liability issues.

Class Composition and Credits

Student-interns in Instructional Practices and Practicum in Education and Training may be combined in one class if they are all receiving two credits and the respective TEKS are being addressed.

Retention of Records

School districts are responsible for adherence to state laws and are provided information and schedules for mandatory minimum retention periods for various records; however, districts have the option to choose longer time periods and additional guidelines for record retention if desired. As a general minimum guideline, CTE records documenting use of state or federal funds as well as those documenting that requirements for funding eligibility were met should be retained for seven years following the project year. This would include accounting and inventory records as well as records documenting training, visitation, and program evaluation. Records pertaining to individual students (such as training plans, student rating forms, reports of hours of training and wages earned [if any], individual follow-up records, and records of a student's achievements related to CTE training) should be retained from the end of enrollment plus seven years.

Program Management and Evaluation Roles and Responsibilities

A clear understanding of roles and responsibilities of all participants is critical for the success of the Education and Training program.

Teacher-Coordinator Responsibilities

- Provide classroom instruction related to the teaching and training profession.
- Develop the Education and Training program.
- Supervise field experiences.
- Coordinate and collaborate with field-site teachers.
- Evaluate the student-intern in conjunction with the field-site teacher.
- Evaluate the effectiveness of the Education and Training program.
- Maintain program, student, and field-site documentation.
- Retain program records for the period stipulated by the TEA and the school district.
- Communicate with parents by telephone or by arranging school open houses and conferences to discuss objectives, policies, and procedures, and roles and responsibilities of individuals and entities involved; ensure parent authorization/approval of the student-intern's initial enrollment and subsequent agreements; and clarify as needed any questions or concerns for parents.

Field-Site Teacher Responsibilities

- Agree to mentoring a student-intern with the option of discontinuing the mentorship if the relationship is not a good fit.
- Allow the student-intern a balance of opportunity and experiences. Note: While some clerical work, (such as grading papers, making copies, filing etc.) is a part of teaching, the field-site teacher needs to guide the student-intern to increase the time working with the classroom students. The experiences with the classroom students may either be one-on-one, (such as working individually with a struggling student) in small groups, or with the whole class.
- Encourage and prompt any student-intern who may be intimidated and who does not willingly take initiative.
- Communicate consciously, timely, and regularly with the teacher-coordinator regarding schedule changes caused by testing and other activities, requests for field trips or other activity participation, and concerns about the student-intern that may need to be addressed.
- Provide a fair evaluation of the student-intern's performance and returning grading period evaluations in a timely manner.
- Arrive at school and the field-site classroom on time.

Student-Intern Responsibilities

- Observe all field-site policies, including those related to conduct, dress code, personal appearance, and personal hygiene.
- Follow the instructions of the field-site teacher and administrator.
- Exemplify qualities of a good employee by not receiving family members, visitors, or personal phone calls during field experiences.
- Establish respectable performance records to establish favorable references in the future.
- Maintain a written record of daily activities at the field-site.
- Follow school policies and the chain of command to resolve problems at the field site.
- Report to the teacher-coordinator any problems that may occur at the field-site.
- Follow class procedures and field-site policies when it becomes necessary to leave a field-site.
- Follow school policies regarding student attendance and absences. In the case of absences, contact both the field-site teacher and teacher-coordinator immediately.
- Abide by all school rules and regulations, keeping in mind the fact that the school jurisdiction includes the field-site classroom.

Student Recruitment, Enrollment, and Attendance

Student Recruitment

Recruitment is an ongoing process that is vital to promoting the success of an Education and Training program. By developing a professional, ongoing promotional recruitment effort, the teacher-coordinator can establish a quality image that will influence students, parents/guardians, and counselors in making course selection decisions.

Recruitment emphasis should be placed on the opportunity for students to have successful teaching experiences as a basis for exploring education careers and developing teaching and training competencies. Recruitment strategies should be intensified at least one month before the time when counselors assist students in making course selections. Although the goal is to recruit students, the role of parents/guardians, counselors, friends, current and former student-interns, field-site teachers, and other teachers in the decision-making process of course selection must be recognized., and other teachers in the decision-making process of course selection must be recognized.

Recruitment techniques include

- posters, brochures, and displays;
- articles in local and school publications;
- announcements on the public-address system;
- presentations to learners (elementary, middle, and high school-aged students);
- assemblies for eligible students;
- open house;
- career fair for parents/guardians and students;
- outreach beginning at the elementary student level;
- opportunities for leadership through **Texas Association of Future Educators** and **Family, Career, and Community Leaders of America**;
- student tours of the program guided by student-interns, counselors field-site representatives; and
- it is important to ensure access to Education and Training programs is equitable and fair.

***Sample Admission Requirements for Education and Training Courses**, is provided as a tool for use or adaptation.*

One of the most important relationships to develop is with the school counselors. The counselors may direct interested students to the Education and Training program.

Processing student interest forms may include checking the form for required credits, coherent sequencing, and attaching a copy of the student's transcript and graduation plan. All interest forms should be sent to the teacher-coordinator for review. It is recommended that the teacher-coordinator request an interview with prospective students; a sample **Potential Student-Intern Interview Guide** is provided in the Resource Section. This is particularly important with students who have not previously had a course in the Education and Training career cluster. The teacher may verify the information obtained in the interview by talking to teachers who have taught the prospective student-interns. An evaluation form is helpful for this purpose.

Student Enrollment

Following recruitment procedures, the teacher-coordinator accepts student interest forms from students who wish to be in the education and training courses. Criteria for enrollment may include the following:

- Positive attendance record. Critical because a student-intern's experience will be compromised by absences that prevent classroom training and the fulfillment of field experience responsibilities.
- Passing grades in all classes. Important because the knowledge and skills gained through school success will be needed for successful classroom and field experiences.
- Positive behavior record at school. Important because the student-intern will be viewed as a role model by the learners.
- Demonstrated ability to handle school responsibilities.
- Interest in developing knowledge and skills related to education.
- Parental/guardian permission.
- Dependable transportation to get to and from the field-site classroom if the school does not provide transportation.
- Agreement to abide by the rules and responsibilities of the Education and Training program.

Student-Intern Attendance

Guidelines, including attendance policies, should be consistent for all CTE programs across the district and follow district attendance policies. It is common that local attendance policy for students enrolled in education and training courses might include the following:

- Regular attendance and punctuality are expected from each student for both class instruction and field experiences.
- If a student-intern must be absent from school, the student should notify the school attendance office by [insert designated time] on the day of the absence.
- A student-intern must notify the teacher-coordinator and field-site in advance of an absence or tardiness at either the field-site classroom or school.
- A student-intern must notify the field-site teacher in advance of an absence or tardiness at the field-site classroom.
- Only due to rare circumstances and with the approval of the teacher-coordinator would a student-intern be allowed to report to a field-site on a day when the student-intern was absent from other classes.

Student Instruction

Students enrolled in Instructional Practices and Practicum in Education and Training courses will receive instruction through two methods

1. classroom instruction primarily delivered in a group setting but also including individualized instruction and
2. field experience primarily work-based learning designed so student-interns experience teaching roles with learners at a school field-site.

The Texas Essential Knowledge and Skills (TEKS) specify what the student-intern should know and be able to do at the end of the courses. Bearing in mind that the teacher-coordinator is a role model for creating an engaging classroom, the teacher-coordinator has the discretion of how to best implement the required course content. Many of the TEKS will be satisfied in the field experience. Additionally, **Texas Association of Future Educators** and **Family, Career, and Community Leaders of America** co-curricular activities include student learning experiences related to teamwork, communication, leadership development, and problem solving as well as specific activities related to careers in education.

Specific guidance and resources related to actual instruction of content are provided from the Texas Education Agency on the **Texas CTE Resource Center**. These resources provide instructional strategies for implementing the essential knowledge and skills for the respective courses. Also included are teaching and learning strategies that promote student learning, creative ideas for promoting active learning, suggested resources, and a variety of teaching aids and tools to facilitate instruction.

Through foundational instruction provided in the classroom, student-interns are prepared to be actively involved in relevant field experiences where they apply knowledge and skills learned in the classroom. Field experiences include both interaction with learners and other activities requiring observation or active participation by student-interns.

Student-interns should have the opportunity to plan, prepare materials, and practice delivery of instruction as indicated in the TEKS under the supervision of the teacher-coordinator and the guidance of the field-site teacher. In addition to instructional interaction with learners, field experiences may include observations, rotations, developing teaching aids, and assisting the field-site teacher in performing various other tasks related to planning, implementing, and evaluating instruction.

The **Field Experience Report** provides an example for planning, implementing, and evaluating field experiences. The **Observation Techniques** document provides suggested guidelines for effective observations by the student.

Determining an appropriate balance between classroom instruction and field-site experiences, and then managing both aspects, is the responsibility of the teacher-coordinator. Factors that impact this balance in the way the TEKS are delivered are: field-site locations, possible inclusion of first and second-year students within the same class period, and methods of scheduling the school day (i.e., block or regular) at both the school and field-site classroom, staggered start and end times of the school day among campuses, mode of transportation (school bus or private cars), and the proximity of the field site campuses to the home campus.

Field-Site Classrooms

Selection of Field Sites

A critical factor to the success of student-interns is the adequacy of the field-site classroom for instruction and field experiences. In addition to a positive disposition of the participating school, field-site teacher, and other school employees toward the Education and Training program, there are other factors to consider. Factors in selecting a field-site classroom include the capacity and willingness of the participating school to provide

- excellent field-site instruction and training experiences in the essential knowledge and skills approved by the TEA;
- adequate and effective content-specific resources;
- adequate supervision by an experienced, skillful field-site teacher who exhibits model teaching practices; and/or
- the willingness of the field-site teacher to
 - work with the teacher coordinator to develop field experience objectives (or a training plan) for each student;
 - cooperate with the student-interns' home school regarding attendance policies that apply to the student -interns;
 - encourage the student to develop knowledge, skills, attitudes, performance standards, and habits necessary to succeed in the field of education; and/or
 - contact the teacher-coordinator when a problem arises with the student.

Placement of Student-Interns in a Field-Site Classroom

Student-intern placement at a field-site classroom may occur at various times during the school year; however, common placement situations are approximately six (6) weeks after the beginning of the school year, following intensive classroom instruction that includes an orientation to expectations of a student-intern.

Student placement may recur during the school year for several reasons after the initial placement had to be ended. Student placement may occur multiple times during the school year to allow an increased breadth and richness of training opportunity. For instance, a student may be assigned to a rotation schedule involving two or three field sites to provide the broad range of field experiences representative of educational careers more completely.

The field-site teacher should both model and teach (explain) the highest qualities of teaching to the student. While the teacher-coordinator is responsible for the student-intern's classroom instruction, it is the field-site teacher with whom the student-intern will be interacting regularly in the field-site classroom. The field-site teacher thus has an opportunity and responsibility for shaping an overall positive, effective intern experience that will be foundational to a student-intern potentially pursuing an education career.

Field-Site Teacher Roles and Responsibilities

Field Site Teacher Responsibilities

- Involve the student-intern in various roles to give the student-intern a broad range of exposure to roles of a teacher. This includes multiple aspects of planning, implementing, and evaluating classroom instruction, in addition to conducting lessons.
- Collaborate with the teacher-coordinator to determine sequential and meaningful field-experience assignments for the student.
- Provide oversight and assistance to the student in managing and carrying out assignments.
- Provide necessary resources and/or guide the student-intern in locating resources needed to carry out field experiences.
- Provide immediate and ongoing evaluative feedback to the student-intern in addition to more formal evaluation each grading period.
- Assume responsibility while students are leading class activities for supervision and support; never leave the student-intern alone with the class.

Supervision of Field Experiences

Ongoing communication with field-site personnel and secondary personnel are necessary to facilitate effective planning and implementation of field experiences that meet the needs of both learners and students.

The schedule and location of education and training field-sites will influence how the teacher-coordinator provides supervision of instructional interactions. On-site supervision of activities is inherent to those activities conducted during the class period; this may be on a rotating basis if multiple sites are used. The teacher-coordinator will assume varying levels of presence and direct involvement while responsible for oversight and management of the overall field experiences of the student-interns. This should be done in a manner that limits the intrusions of the instructional process of the field-sites' classrooms. These arrangements may be spelled out explicitly or worked out informally with the field-site teachers.

The coordination and oversight of student field experiences are accomplished largely through teacher-coordinator visits to the field-site classrooms. The effectiveness of field-site visits is a major determinant of the effectiveness of the Education and Training program. Suggested objectives of the teacher-coordinator for field-site visits include the following:

- Orient the prospective field-site teacher (or new personnel) to objectives of the Education and Training program.
- Become familiar with management, policies, and procedures of the field site.
- Become acquainted with the student's projected field-site assignments.
- Coordinate development of field-site experience objectives (or the training plan).
- Develop an attitude of cooperation with the field-site teacher to ensure being contacted should a problem with the student arise.
- Determine training achievements, current assignments, and any training difficulties.
- Obtain information that would strengthen the student's classroom assignments.
- Address any problems between the student and field-site teacher to prevent problems from becoming serious.
- Ensure that each student at the field-site and the field-site teacher are treated with respect.
- Obtain the field-site teacher's evaluation of the student each grading period.
- Encourage field-site teachers to continue accepting Instructional Practices, and Practicum in Education and Training student-interns for training in the future.
- Identify and secure new field-site classrooms.

The teacher-coordinator has the responsibility to visit each field-site classroom as needed to promote maximum student achievement in effectively coordinated field-site instruction and class instruction. There must be at least one visit to each student's field-site each grading period and a minimum of six visits per school year to be eligible for maximum state funding. (See the most recent version of the **Student Attendance Accounting Handbook** for guidelines related to funding.) Although this guideline sets a minimum for funding eligibility, it is certainly inadequate for supervision/coordination to meet the objectives of a quality Education and Training program. Placements should be made to allow more frequent field-site visits and ongoing observation rotations. While phone contacts and emails with the field-site teacher are certainly useful, they supplement rather than substitute for actual field-site classroom visits.

As a follow-up to the site visit with the field-site teacher, the teacher-coordinator may document information obtained during the visit. This may become part of a consolidated record of field-site training coordination for each student-intern and/or included in the portfolio. Follow local district procedures for documenting the visit for reimbursement for mileage traveled and any other requirements for state funding accountability.

Coordination with Field-Site Teachers

Various methods can be utilized to communicate and coordinate the involvement and contributions of field-site teachers and partners. The teacher-coordinator should collect the e-mail addresses of the field-site teachers, principals, and/or designated campus liaisons as well as the field-site secretaries to create an email address book. However, the teacher-coordinator must display professionalism in email correspondence avoiding electronic slang and grammatical shortcuts. Whether accomplished through electronic communications, one-on-one, or group meetings, this effective communication is essential to the success of the program.

The teacher-coordinator should maintain regular and frequent communications with field-site personnel. This may include

- feedback about schedules and activities,
- student-intern attendance and performance, and/or
- procedures specific to circumstances.

Program difficulties as well as solutions may surface. Through this process, potential difficulties can be addressed before they become serious problems. Ongoing coordination between teacher-coordinator and field-site teachers will strengthen the effectiveness of the overall Education and Training program.

Documentation

Effective documentation can streamline the teacher-coordinator's management of the field-site experience component of the Education and Training program. Written training agreements are required for funding eligibility for students in work-based learning courses (e.g.) Instructional Practices and Practicum in Education and Training courses which include field experiences.

Student Evaluation

Effective evaluation of student-interns must encompass both classroom instruction and field experiences. Evaluation is important to provide feedback on student-intern progress; effective evaluation will provide student-interns with the following information:

- What is expected of them.
- How well they are doing.
- What field-site teachers think of their performance at the field-site classroom.
- What students should be doing to improve their performance to achieve their objectives and goals.
- The impact of the evaluation on a student's grade.

Effective evaluation of field experiences enables the teacher-coordinator, field-site teacher, and the student-intern to work together to tailor field experiences and related instruction that maximize benefits the student-intern receives through the Education and Training program. Reasons for evaluation of student-interns field-site experiences are to

- assess the field-site teacher's perception of student-interns progress in achieving the established objectives as specified in the TEKS,
- indicate areas of the student-intern's performance that require improvement,
- determine new directions for training and objectives (field-site training and classroom instruction),
- assist student-interns in establishing goals for improvement, and/or
- help determine the student-intern's grades for the field-experience part of the course, and complete a student-intern's file and portfolio.

End-of-Year Activities/Future Planning

The end of the school year is a time for program evaluation, expression of appreciation, and future planning. A variety of activities, such as those which follow, may be used to accomplish these tasks.

Field-Site Teacher Appreciation

The method used to show appreciation should be selected with utmost consideration for the field-site teacher and tailored to meet the needs of student-interns.

Following are examples of activities for honoring field-site teachers:

- Field-site teacher appreciation meal and program
- Student-intern letters of appreciation to field-site teachers
- Framed certificates of appreciation (signed by superintendent or other school administrator)
- Other appropriate tokens of appreciation
- Reception for field-site teachers, parents/guardians, and students

Evaluation of Program

Ongoing program evaluation is critical for ensuring effectiveness and facilitating improvements. The Education and Training program and its component parts should be evaluated from several perspectives:

- Effectiveness in achieving the objectives established for the program
- Effectiveness of student learning outcomes
- Appropriateness of procedures for enlisting program participants (sites, learners, field-site personnel, high school students, parents/family members)
- Effectiveness of procedures and guidelines for program management and coordination
- Effectiveness of training and supervision of students participating in field experiences
- Program effectiveness from the perspective of district administrators, field-site administrators, field-site teachers, and other personnel directly involved in program activities, parents and other family members, learners, and participating high school students

Orientation of Field-Site Teachers and Principals

Before the placement of student-interns in the field-sites, the teacher-coordinator should present an orientation explaining the work-based learning program and outlining the responsibilities of the field-site teacher, teacher-coordinator, and student-interns. Depending on the size of the program, this may be accomplished through individual visits with field-site teachers or a field-site teacher orientation session. Suggested outline for the Handbook:

1. Introductory Letter
2. Student-intern Responsibilities
3. Teacher-coordinator Responsibilities
4. Field-site Teacher Responsibilities
5. Supervision and Training of Students
6. Evaluation of Students
7. Maintaining Student Records

Putting the Purpose into Perspective

The purpose of the Education and Training program is to prepare learners for success through rigorous classroom instruction and field experiences that provide student-interns with knowledge, skills, and opportunities to experience instructional interaction firsthand. These experiences provide a valuable foundation for many careers within the Education and Training career cluster. These basic preparatory experiences are intended to equip student-interns to have successful educational experiences that will lead to career decisions and possible opportunities for postsecondary credit.

Student Incentives

Because of the current emphasis on teacher recruitment, several incentives are available to students who plan to pursue education careers. These incentives may be in forms such as financial aid, certificates, articulated credit, or contractual agreements for future employment.

Benefits and Incentives from Education and Training Program

- Students receive training and experiences to facilitate receipt of scholarships (**Family, Career and Community Leaders of America, Texas Association of Future Educators**, and others) and other financial assistance supporting further education and preparation to become a certified teacher in Texas.
- School districts can work with local postsecondary institutions to establish articulation agreements which include a coherent sequence of courses that will make student completers eligible for articulated credit at postsecondary institutions. Not only does this qualify the student for hours of college credit without the cost of tuition or time to take the college courses, but it also qualifies as an advanced measure for the distinguished achievement graduation program.
- School districts can design their own student-intern initiative which may include incentives for top quality, advanced student participants such as paid work-based learning experiences for second-year students their senior year.
- School districts may issue written agreements from the district to program completers committing hiring preference for the student-interns who return to the district upon completion of certification requirements

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Preparing for Education and Training Program Approval

Date Completed	Considerations
	Hold preliminary discussions with campus administrators (Principal, Counselor, and CTE administrator)
	Review regional Education and Training Career Cluster® labor market information to identify demand in the region
	Interview/observe an experienced Education and Training Program educator to obtain guidance for a quality program
	Develop a plan/proposal for program of study implementation
	Establish a vision for the program of study
	Review district timelines and prepare a timeline, allowing ample time for deadlines, recruitment publications, and pre-registration
	Identify funding sources (revenue and expenses for instructional resources and equipment as well as teacher travel, including reimbursement for mileage and parking fees at training sites, etc.)
	Identify key personnel needed
	Investigate availability of school buses for student transportation
	Obtain and review curriculum content
	Build a resource library
	Develop or adapt program and student forms according to district policies and guidelines (see Resource and Tools section)
	Create transportation/district risk management policies
	Develop or adapt program and student evaluation tools (see Resources and Tools section)
	Determine marketing necessary for the program of study (address student, parent, school district personnel)
	brochure describing the program
	business cards for teacher
	plan a special event to promote the program
	solicit support to help with expenses for promotional material and special events
	provide tours of field-sites
	Investigate and identify appropriate training sites
	Build relationship with field-site campuses
	Provide one-on-one career counseling for students
	Recruit students

**PREPARING FOR EDUCATION AND TRAINING
PROGRAM APPROVAL**
Texas Education Agency

Date Completed	Considerations
	Participate in staff development and training opportunities
	Attend a Career Preparation/Practicum workshop at a professional development conference (program coordinator)
	Explore community college and university partnership/articulation options
	Assemble an advisory committee (See Suggested Guidelines for Establishing an Advisory Committee)

Note: Be aware of the costs involved in developing a quality program. School and business partners and district administrators will make judgments based on perceived program quality.

Possible Program Start Up Expenses

Item	Explanation	Estimated Expense
CTSO Teacher Travel	Teacher travel & lodging; conference registration for regional and state competition. Some expenses may be paid with local funding (approx. \$200)	\$500
Competition Supplies	Tri-fold Project boards; binders; plastic sleeves; may vary (wood, nails, hammer)	\$200
Classroom Supplies	Tri-fold Project boards; bulletin board borders; bulletin board letters and cut-outs; classroom sets of markers, scissors, staplers, rulers, glue, colored pencils; cardstock; construction paper; colored paper; paint; butcher paper; binders; craft supplies (clothes pins, popsicle sticks, ribbon, etc.); small dry erase boards and erasers; dry erase markers; glue guns; yard sticks <i>Note: This is not an all-inclusive list</i>	\$400
Miscellaneous Educational DVDs	Suggestions include: First day of school; Beyond the Blackboard; Welcome to Holland (Learning Seed); Ron Clark Story; Motivation Breakthrough; American Teacher; Waiting for Superman; Ten, Nine, Eight	\$200
Furniture	Storage Cabinet (\$300); two Book Cases (\$200)	\$500
Technology	At least 5 computers for student use; video recording technology (\$1,000)	May be funded by school
Equipment	Die Cut Machine (\$500); laminator (\$50) or (\$100); binding machine (\$100); cricut® (\$250); printer in classroom from local funds	\$1,000
Field Trips	Suggestions include: book stores; College Visits; Teacher Supply Store; New concept school tours; Public Library	\$200
Children's Books	Assortment for Story Book Extension Assignment	\$200
CTSO Student Travel	Regional and State competitions; Registration/competition fees, transportation, hotel (4 per room)	\$2,000
Student Uniform	Collared and embroidered shirts (\$25.00 per student)	Student Expense
Student Nametags	Required at Sites (\$100.00)	Student Expense
	Total	\$5,200

Top Reasons for Implementing an Education and Training Program

- Districts can be proactive in addressing their need for the availability of a quality teacher workforce.
- Existing personnel provide a vehicle for implementing an Education and Training program.
- The Texas Education Agency provides curriculum support (unit, lesson, and daily learning plans) for courses within the Education and Training Career Cluster®.
- Since education and training courses are part of Career and Technical Education, students enrolled in these courses generate weighted funding for the school district.
- Students participating in courses within a program of study in the Education and Training career cluster are eligible to participate in Career and Technical Student Organization (CTSO) activities related to personal development, career development, and leadership development through the Family, Career and Community Leaders of America (**FCCLA**) and the Texas Association of Future Educators (**TAFE**).
- Students who have positive, successful introductory experiences working in instructional roles with children/adolescents are more likely to choose a career in education.
- Students who have chosen a career in education based on actual field-based experiences are more likely to complete their university level educator preparation program and be retained in the teaching and training profession long term.
- Students participating in courses included in the Education and Training career cluster receive training and experiences that facilitate scholarships (**FCCLA**, **TAFE**, and others) and other financial assistance supportive of their further education and preparation to become a certified teacher in Texas.
- Districts can design their local program to include incentives for top quality and/or advanced student participants; examples could include paid work-based learning experiences for advanced students and written agreements from the district to program completers committing hiring preference for the student upon completion of certification requirements and return to the school district.

Ideas for Recruiting Students

- Recruit students by visiting other core academic and/or CTE classes (once the program is established, student-interns could do this).
- Set up a table outside the cafeteria or other students' commons areas to showcase the class and answer questions.
- Put up posters, brochures, and displays around your school to publicize the program and spark interest.
- Assign the student-interns to create presentations (audio visual, talks, skits, etc.) and present to other classes, parent groups, fraternal organizations, student groups, etc.
- Ensure counselors and other teachers are familiar with the program so that they can encourage students to take education and training courses.
- Submit articles in local and school publications.
- Make announcements on the school public-address system.
- Plan and facilitate assemblies for eligible students.
- Participate in open house activities.
- Plan and facilitate career fair for parents/guardians and students.
- Communicate opportunities for leadership through **TAFE** and **FCCLA**.
- Begin outreach and marketing activities with elementary and middle school students.

Suggested Guidelines for Establishing an Advisory Committee

An advisory committee contributes to the success of the Education and Training program. Careful selection of members must take place to ensure the committee's effectiveness. A close relationship between the school and field-site participants in the community is vital.

Membership

An effective advisory committee includes a representation of stakeholders and the community population. Suggested composition includes the following:

- Include five to nine members who may serve single or multiple year terms; if using multiple year terms, staggering when the terms begin will maintain continuity and level of experience.
- Include elementary, middle, and high-school level personnel who can provide information on the need for trained teachers in the respective schools, and expectations the school board and community have for teachers in their schools.
- Include at least one or two field-site teachers who are directly involved with student-interns.
- Include a school administrator, such as the CTE administrator, principal, or assistant principal. This committee member can aid in interpreting the educational objectives and policies of the program.
- Include parents/guardians, students, recent completers of education and training courses, representatives of business organizations such as the Chamber of Commerce or other service organizations, media representatives, and school counselors. These members can help identify services needed, identify available resource materials, and publicize the course.
- Include representation of both genders and reflection of an appropriate balance of the racial and ethnic composition of the community and the region served by the school district.

Meetings

- Notify members of the meeting date, time, and location by email at least two weeks prior to the scheduled date of a meeting; request that members respond to indicate whether they plan to attend; follow-up with a telephone call or reminder email one week in advance.
- Limit the length of the meeting to two hours or less with a pre-approved agenda and a designated timekeeper.
- Follow rules of parliamentary procedure during meetings. The latest edition of Robert's Rules of Order could serve as a guide.
- Establish written bylaws and recommended practice.
- Disseminate minutes of the meeting within one week.

Functions of the Advisory Committee

- Conduct program evaluation.
- Secure resources.
- Recommend guest speakers.
- Project the impact of changes within the field of education.
- Market the program in the community.
- Assist with student recruiting efforts.
- Assist with field-site placements.
- Assist with ad hoc projects, such as scholarships, special events, etc.
- Network and serve as advocates for the program.

Sample Advisory Committee Invitation Letter*(School Letterhead)**(Date)**(Inside Address)*Dear *(Name)*

The Education and Training program is a recruitment and preparation program for high school students exploring the teaching and training profession as a career choice.

The *(Name of School System)* invites you to participate as an advisory committee member for the *(Name of High School)* Education and Training program. Your term of service on the committee would be for the *(Beginning and Ending Years)* school year(s).

The functions of the advisory committee are to make constructive recommendations for maximizing the effectiveness of the Education and Training program and to serve in other advisory capacities as needed. The committee will function under the guidance of *(Teacher-Coordinators Name)*, teacher-coordinator for the program, and will meet a minimum of *(Specify the Determined Number)* times during the year. If you desire further information concerning the Education and Training Program before responding to this invitation, please contact *(Name)* *(Phone)*.

You will receive a phone call next week regarding your decision. * Your participation as a member of the council would be a service to both the school and to the community.

Sincerely,

*(Name of Superintendent or
Principal)**(Name of Teacher-Coordinator)*
Education and Training Teacher

**Note: The superintendent or principal may wish to designate the CTE administrator or teacher-coordinator to make the follow-up call.*

Course Admission Criteria

- In 11th or 12th grade in high school
- Minimum grade of 80 in Child Development or Human Growth and Development course
- Overall grade point average 80 or above
- 8th grade or above reading level to be able to read and use teachers' manuals
- Ability to complete class assignments in minimum amount of time
- Fewer than eight absences for the year prior to enrollment; only five absences from the field experience site are allowed each semester
- Fewer than eight tardies for the year prior to enrollment
- No unsatisfactory conduct grades in the year prior to enrollment
- Ability to control emotions and take constructive criticism from adults
- Ability to get along well with peers
- Ability to work well in groups
- Ability to work independently outside of the classroom
- Ability to work with learners of various ages
- Ability to use mature judgment when working with learners
- Ability to work steadily and complete assignments with little supervision
- Displays interest in pursuing a degree in the teaching and training profession
- Ability to use computers and other technology
- No criminal record

The field-site teacher will evaluate student-interns on needed teacher characteristics such as dependability, punctuality, attitude, initiative, judgment, human relations, quality of work, quantity of work completed, and job knowledge.

Sample Student Interest Form for Enrollment
[Insert Course Name]

The Education and Training program offers you an opportunity to learn skills you may use in high school, in postsecondary education, a career after graduation, and as a financial means to help further your education. In addition, CTE is designed to provide you the opportunity to make informed occupational choices, determine education needs and options, develop employability knowledge and skills, and acquire marketable skills.

The teacher-coordinator for your course is available to assist you in securing a field-site placement that matches your career interests and goals. Therefore, it is important that you complete the interest form and return it to the teacher-coordinator.

SAMPLE STUDENT INTEREST FORM FOR ENROLLMENT

Texas Education Agency

Date Form Issued:	Date Returned:	Deadline:
Student Data		
Current Grade Level:	Birthdate:	Age:
Home Address:	Zip Code:	
Student Phone Number:		
What is your arrangement for transportation to your field-site classroom?		
Do you have parental consent to participate in an Education and Training program?		
In what area of training are you interested?		
Elementary _____ Middle _____ High School _____		
If there are no training placements in your preferred area, what would be your 2nd choice?		
Why do you want to enroll in this course?		
Parent or Guardian Information		
Father Name:	Mother Name:	
Father Home Address:	Mother Home Address:	
Father Home Phone:	Mother Home Phone:	
Father Work Phone:	Mother Work Phone:	
Student Questionnaire		
List previous and current work experience:		
Describe your postsecondary plans for career or college.		
List extracurricular activities/community activities:		
Describe any previous experiences that you have had working with children and/or helping someone learn:		
Describe your talents/abilities:		
How many absences did you have in the fall semester?		
Spring semester?		
How many tardies did you have in the fall semester?		
Spring semester?		

SAMPLE STUDENT INTEREST FORM FOR ENROLLMENT

Texas Education Agency

Fill in your present class schedule.

Class Period	Room Number	Subject	Teacher
0			
1			
2			
3			
4			
5			
6			
7			
8			

I have carefully studied, considered, and completed all the blanks in this interest form. If I am enrolled in the program, I understand the following:

- Participation in Instructional Practices or Practicum in Education and Training is a privilege. As a student-intern, I will be a representative of the school and role model for other students.
 - The Instructional Practices and Practicum in Education and Training courses are designed as full-year courses.
 - Appropriate dress at the field-site classroom and on other special occasions is necessary.
 - Membership and participation are encouraged in **Family, Career and Community Leaders of America** and/or **Texas Association of Future Educators** Career and Technical Student Organizations.
 - All school rules and regulations are applicable while at school and at the field-site classroom.
 - Student-interns are responsible for their own transportation to the field-site classroom unless there is notification that the school has made other arrangements.
- or*
- Student-interns are required to ride the school bus to the field-site classroom unless the classroom is an adjoining campus.
 - Special advance approval from the teacher-coordinator is required to allow attendance at the field-site classroom when absent from school.
 - Notification to the teacher-coordinator is required on any day that the student-intern is unable to attend school.

SAMPLE STUDENT INTEREST FORM FOR ENROLLMENT

Texas Education Agency

- Student-interns who do not attend school but who go to the field-site classroom without the teacher-coordinator's permission may consequently be withdrawn from the program with the loss of credit. Misconduct, drug or alcohol abuse, or dishonesty may result in the student-intern being withdrawn from the program with the loss of credit.
- The field-site classroom must be approved by the teacher-coordinator.

Student-Intern Agreement

To provide a quality program, certain guidelines must be maintained by ALL student-interns. These include regular and punctual attendance, as well as acceptable dress, grooming, and behavior.

I have read and agree to abide by the above guidelines.

Student-Intern Signature

Parent/Guardian Signature

Date

Date

Potential Education and Training Student-Intern Interview Guide

Applicant Name:

Date:

Questions	Record Responses Here
Tell me about yourself.	
Why do you want to learn about becoming a teacher?	
What are some qualities of a good teacher? Which of these qualities do you possess?	
What content area or age level would you like to teach? Why?	
Think about the best teacher you have had in school. Describe how this teacher taught or what the teacher did to stand out as your best teacher.	
What are your strong points that would help you succeed as an education and training student?	
In what special school activities are you involved? In what special out-of-school activities are you involved?	
What courses are you enrolled in for this semester and next (if known)?	

Use of Training Plan Agreements

Since Education and Training program instruction entails a combination of class instruction and field-site training experience, use of a Training Plan Agreement will facilitate documentation and achievement of targeted essential knowledge and skills. An explanation of the Training Plan Agreement, which is a standard component of occupationally-specific instruction in all training areas in Career and Technical Education (CTE), follows:

The Training Plan Agreement is a written cooperative agreement between the school and the training sponsor for each student enrolled in career preparation courses. The training plan shall ensure that each student will receive coordinated classroom instruction and work-based training to develop the essential knowledge and skills identified for the chosen occupational training area. Work-based training may be provided through cooperative education, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences.

Because of the extensive utilization of field experiences, written training agreements are required for all education and training work-based learning experiences. It is an excellent way to coordinate classroom instruction and field experiences. Written training agreements are required for state funding eligibility for 2 and 3 credit CTE courses. The training plans should be prepared and filed locally in accordance with the Texas Education Agency's **Student Attendance Accounting Handbook**.

The field-site teacher and the teacher-coordinator should cooperatively develop the training plan before or soon after the student placement at the field-site classroom. While a **specific form for the written training agreement is not mandated**, the Texas Education Agency provides sample training plan formats that incorporate agreement components in a workable manner. The **Training Plan Agreement for Unpaid Work-Based Instruction** is a suggested format designed for use with unpaid field experiences in the field-site classroom or with internships, apprenticeships, mentorships, or job shadowing instructional arrangements. The **Training Plan Agreement for Paid Work-Based Training** is a suggested format designed for use with a paid cooperative education instructional arrangement. The training plan is an agreement, not a contract. It should be used throughout the school year. A training plan consists of the following:

- Overview of basic expectations and agreement of student, parent/guardian, field-site teacher, and teacher-coordinator
- Essential knowledge and skills of the occupational objective
- Study assignments correlated with the essential knowledge and skills
- Documentation of field-site training experiences
- Documentation of class instruction experiences
- Purpose of Training Plan Agreement

The Training Plan Agreement is designed to fulfill the following purposes:

- Communicate basic expectations and points of agreement between the student, parent/guardian, field-site teacher, and teacher-coordinator.
- Serve as a guide to the teacher-coordinator, field-site teacher, and student in coordinating the occupational training at the field-site classroom and the technical studies in the classroom.
- Provide a record of the student's progress in field-site training experiences.
- Provide a record of the student's progress in related study assignments.
- Maintain the plan in the proper manner to serve as an auditable document for funding purposes.

Field Experience Reports for Work-Based Instruction (both paid and unpaid) are provided in the Resource and Tools section. Course-specific knowledge and skills to be developed through both classroom and field-site instruction may be recorded on the Training Plan Continuation Page.

Preparing the Training Plan Agreement

The Training Plan Agreement should be completed in its entirety to evidence student compliance with Child Labor Laws and Texas Education Agency funding eligibility.

The local schools are responsible for keeping training plans on file.

- The field-site placement must be determined before the training plan can be prepared. The training plan is an agreement of expectations and understanding between the student, parent/guardian, field-site teacher, and teacher-coordinator (representing the school). It is not a contract.
- Written training agreements must be on file for students participating in either paid or unpaid work-based learning opportunities. For unpaid field-site training, rules state that the training plan must be completed before the student begins participating in training at the field-site. Since students enrolled in education and training courses with an unpaid field-site training component may, at the beginning of the school year, be involved in class instruction for the total time allotment, field-site training placement may not occur for several weeks.

For paid training, the student must be employed within 15 instructional days of enrollment, and the training plan must be filed within 15 instructional days of employment at the training site. If a student in paid training changes field-site placements during the school year, the student has 15 instructional days to start another job and an additional 15 days for the training plan to be filed. These deadlines are for funding eligibility; it is recommended that the training plan development process be completed more quickly than mandated for paid placements to increase the effectiveness of field-experience training.

Complete information about the student's grade, age, gender, and class time must be entered: (Note: Students must be 16 at the time of enrollment to be eligible for funding for paid work-based training experiences.)

- Student Name - as shown for other school records (typically last name followed by the first name)
- Occupational Objective - This blank would be filled with the name of the specific education and training course. Field-site instruction at the field-site classroom should coincide with the essential knowledge and skills identified/approved for the specific course, all consistent with the student's goals, interests, and abilities.
- Public Education Information Management System (PEIMS) Code - The PEIMS code approved for the applicable course. Note that unique PEIMS codes are used if the student is meeting the requirements for statewide articulation.
- Program Area – Education and Training
- Wages (for paid work-based training) - Generally, the wage that is paid to a beginning worker performing similar functions would be paid to the education and training student in paid work-based training. There may be instances when the field-site employer has been granted authority to employ the student at subminimum wage.
- Date - the beginning date of the training period should be the date the student began placement at the field site. The extension date should be the ending date of training. The probationary period depends on the policy of the district.

The following work-based learning instruction documents are located on the **Career and Technical Education - Career Preparation and Practicum Courses** page on the TEA website:

- **[Training Plan Agreement for Paid Work-Based Instruction](#)** (PDF, 38KB)
- **[Training Plan Agreement for Unpaid Work-Based Instruction](#)** (PDF, 34KB)

**FIELD EXPERIENCE REPORT
FOR WORK-BASED INSTRUCTION (UNPAID)**
Texas Education Agency

Field Experience Report for Work-Based Instruction (Paid)

Student Name:		Week #:			Dates:	
Course Title:		Field-Site:			Phone:	
Address:		Field-Site Teacher:				
Day	Date	Training Hours			School Attendance	
		From	To	Total	Classes Missed	Reason
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday					Field Site News:	
Sunday						

Total Weekly Hours _____ X Hourly Wages _____ = _____

**FIELD EXPERIENCE REPORT
FOR WORK-BASED INSTRUCTION (UNPAID)**
Texas Education Agency

Field Experience Report for Work-Based Instruction (Unpaid)

Week # _____ Dates _____

Activities I helped with at my field-site this week:	
New knowledge or skills learned this week:	
Things I still have questions about:	
Effective techniques I observed my field-site teacher using to teach to learners different learning styles:	
Comments about my training assignment:	
Comments from my field-site teacher:	

I certify that this information is accurate and honest.

Student Signature

Date

Teacher-Coordinator Responsibilities

- Secure field-site classrooms with the capacity and commitment to provide quality field experiences. Coordinate placement of student-interns in quality field-site classrooms.
- Inform field-site teachers of goals, expectations, and procedures. Collaborate with field-site teachers to ensure student-interns are receiving required instruction to meet the education and training courses' Texas Essential Knowledge and Skills.
- Maintain a close working relationship with field-site teachers.
- Prepare an approvable training plan in a timely manner, with the assistance of the field-site teacher, to reflect the knowledge and skills to be provided. It is suggested that the training plan be on file with the director of Career and Technical Education, the teacher-coordinator, and with the field-site teacher.
- Visit the field-site classroom a minimum of six (6) times during the year (at least one (1) time per grading period) to meet funding eligibility guidelines. Additional visits may be needed dependent on student-intern performance or field-site circumstances.
- Assist the student-intern in maintaining a good working relationship with the field-site teacher.
- Evaluate the student-intern's training progress in conjunction with the field-site teacher.
- Collaborate with field-site teachers and the educational community in the interpretation of course operations and objectives and in the solicitation of support and assistance. This may be accomplished through an advisory committee or other means.
- Obtain appropriate instructional materials and resources to provide rich learning experiences for both group and individualized instruction.
- Provide student-interns classroom instruction in coordination with the field-site teacher and field experiences.
- Maintain required and necessary student-intern records.
- Prepare reports and maintain documentation records.
- Work with appropriate personnel (administration staff, counselors, other career preparation teacher-coordinators, etc.) to develop appropriate policies and procedures.
- Inform campus administrators and counselors about the goals, organization, and management of the Education and Training program.
- Serve as advisor for the Family, Career and Community Leaders of America (FCCLA) and/ or the Texas Association of Future Educators (TAFE) chapter(s) and its activities.
- Attend professional development conferences to remain current on issues related to the Education and Training Career Cluster®.
- Communicate with parents by telephone or by arranging school open houses and conferences to discuss objectives, policies, and procedures, and roles and responsibilities of individuals and entities involved; ensure parent authorization/approval of the student-intern's initial enrollment and subsequent agreements; and clarify as needed any questions or concerns for parents.

Student-Intern Responsibilities

- Arrive at school and the field-site classroom on time.
- Observe all field-site policies, including those related to conduct, dress code, personal appearance, and personal hygiene.
- Follow the instructions of the field-site teacher and administrator.
- Exemplify qualities of a good employee by not receiving family members, visitors, or personal phone calls during field experiences.
- Establish respectable performance records to establish favorable references in the future.
- Maintain a written record of daily activities at the field-site.
- Follow school policies and the chain of command to resolve problems at the field site.
- Report to the teacher-coordinator any problems that may occur at the field-site.
- Follow class procedures and field-site policies when it becomes necessary to leave a field-site.
- Follow school policies regarding student attendance and absences. In the case of absences, contact both the field-site teacher and teacher-coordinator immediately.
- Abide by all school rules and regulations, keeping in mind the fact that the school jurisdiction includes the field-site classroom.
- Family, Career and Community Leaders of America (FCCLA) and Texas Association of Future Educators (TAFE) are an important part of a student's Career and Technical Education training. All students are, therefore, encouraged to participate actively in **FCCLA** and/or **TAFE**.

Field-Site Teacher Responsibilities

- Willingly agree to mentor a student-intern and have the option of discontinuing the mentorship with no professional consequences or coercion. (Sometimes the relationship just isn't a good fit.)
- Be confident enough in his/her own skills to allow the student-intern a balance of opportunity and experiences. Note: While some clerical work such as grading papers, making copies, filing etc., is a part of teaching, the field-site teacher needs to guide the education and training student-intern to increase the time working with the classroom students. The experiences with the classroom students may either be one-on-one, such as working individually with a struggling student, in small groups, or with the whole class.
- Ensure that the field-site classroom provides the student-intern with a quality learning situation. Clearly delineate expectations for the student-intern. Provide clear instructions with regular positive and corrective feedback. With the teacher-coordinator, target and sequence essential knowledge and skills to be emphasized in the field experience.
- Explain to the student-intern applicable policies, procedures, rules, and chain of command.
- Help the student-intern feel a part of the field-site organization.
- Provide safety orientation and a safe work environment (i.e., fire drill and lock down procedures).
- Encourage and prompt any education and training student-intern who appears intimidated and does not willingly take initiative.
- Provide guidance regarding instructional activities appropriate for the class and provide immediate supervision of instructional interaction and other field-experience activities within the field-site class.
- Support school attendance policies (i.e., arrival and departure times, rules in case of absence, sign in and out procedure).
- Communicate, in a timely manner, with the teacher-coordinator concerns regarding a student-intern that need to be addressed, such as schedule changes caused by testing and other activities or special request for field trips and other activities.
- Fairly evaluate the student-intern's performance and return grading period evaluations in a timely manner.
- Write letter(s) of recommendation for the student-intern (if requested and indicated by performance) for scholarships, jobs, and other honors.

By working together, we can give the student-intern the very best possible training that will benefit both the student and the field-site classroom.

Information for Field-Site Teachers

Thank you for agreeing to work with education and training student-interns this year. This document will provide student attendance policies, field-site assignment information and suggestions, and student-intern evaluation guidance.

- **Arrival and Departure Times:** Student-interns should arrive at the field-site classroom no later than _____ and should leave by _____.* Student-interns may not leave their field-site classroom early for any reason unless they have a permit from the teacher-coordinator. Advance notice of pre-scheduled changes in the student's school schedule will be provided.
- **Assignments:** Students are given time* during the school week in their Instructional Practices course* to prepare assignments/projects that you may assign them. Please keep this in mind when suggesting projects. It is important for the students to know what the class will be studying so they can prepare their projects.
- **Types of Assignments:** The assignments given to the student-interns should allow them to become actively involved in working with the learners, and they should be of assistance to the field-site teacher and class. Suggested areas for assignments might include: centers (all areas), storytelling or reading with a follow-up activity, art projects, bulletin boards, door decorations, flannel board stories, mini-lessons, group projects, laboratory assignments, computer applications, or any other activity that would be helpful to the teacher and provide hands-on time with learners.
- **Observations:** The teacher-coordinator will observe the student-intern during regular rotations for informal observations and for scheduled observations of the student-intern presenting a lesson at least once each six-week period. It is important to observe how the student is relating to your class and how the learners respond to the student. If at any time you see a problem or have a concern, do not hesitate to contact the teacher-coordinator.
- **Evaluations:** Each six-week period, you will have a student-intern evaluation report to complete. You will receive these during the fourth week with a return envelope. Your honest evaluation of the student will be helpful, not harmful, to the student. This is the only way students can see their areas of strength and opportunities for growth.
- **Absences:** Students are required to call both the field-site teacher and teacher-coordinator when they will not be in your classroom. If a student fails to notify you of an absence, PLEASE call the teacher-coordinator that day. You will have a calendar with the dates your student will be in your classroom.
- **Dress Code**:** The required dress code for the student-intern is _____.*
- **E-mail distribution list:** The teacher-coordinator will create an e-mail distribution list to get information out quickly to the student-interns and field-site teachers. There may be a time when the student-interns will be requested to return to their home campuses because of inclement weather, or other unplanned reasons. In this case, an e-mail will be sent out for the student-interns to return, so that they can get back before the situation at-hand worsens.

Please call the teacher-coordinator with any suggestions or questions about the program. This should be a rewarding experience for both you and the student. If problems arise at any time, please call the teacher-coordinator. Thank you for working with the Education and Training Program.

** * This tool has been provided as a sample to facilitate design of a similar information form for local use. As shown, it is customized to a specific situation and is not intended to be prescriptive regarding actual rules or time guidelines.*

***Uniform shirts are not required for student-interns, but this is included in case the Education and Training Program does use them. Students in the same shirt are easily identifiable as student-interns by field-site parents and field-site staff. In addition, a uniform shirt is a marketing strategy that may attract other students to the program and may elevate the perception of the program.*

Observation Techniques

Observation in a field-site classroom means noting the behavior of learners and teachers during a specific period. Gaining a better understanding of the learner's behavior should be the goal when conducting an observation. Observing teachers and learners in the field-site classroom allows the student to study the development and behavior of school-age and adolescent learners and to discover firsthand the teaching skills and strategies necessary to become an effective teacher.

Student-interns need to be as objective as possible when observing. Objectivity requires seeing and recording what takes place. Accurate note taking means recording only the facts, without adding personal opinions about why the person being observed behaves in a certain way. Do not judge whether the behavior was "good," "bad," "right," or "wrong." Read over the observation notes and look for subjective (your own point of view) comments. Subjective comments are not based on fact but are based on feeling and opinions. Subjective comments can include

- inference - your opinion of why the learner acted in a certain way,
- value judgments - your opinion of whether the action was right or wrong, and/or
- feelings - your own personal feelings about an action or behavior.

To make objective observations, keep the following guidelines in mind:

- Focus on a specific topic or objective when observing.
- Recognize that two people observing the same situation may not see the same thing. Remember this when writing observations and when reading other people's observations.
- Discuss observation arrangements with the field-site teacher or teacher-coordinator. The field-site teacher may give you instructions on where to sit and helpful information on specific learners.
- Sit where you can easily observe what is going on but far enough away so that you do not interfere in activities of the learners.
- Avoid any involvement or interaction with learners while observing unless the field-site teacher has requested your participation.
- Try to be inconspicuous when observing. If the learners know you are watching them, they may show-off or become self-conscious.
- Keep focused on the observation. Avoid talking to fellow students because you may miss something important to the observation.
- Remember to be alert and record all action, facial expressions, body movements, tone of voice, and language.

Below is a classroom exercise that will help prepare student-interns for their field experience.

Directions: Read the entire page before doing anything.

When making classroom observations it is important to remain objective; that is, do not insert opinions, conclusions, evaluations, etc. You are to describe **ONLY** what you see, hear, and smell (if applicable). (However, in your daily journal, which is separate from your observation record, you may include all your opinions, conclusions, etc.) Read each of the following statements. Determine if it is an observation or a conclusion. On your **own paper**, rephrase each statement you identified as a conclusion to make it an objective, observable statement.

Statement	Observation or Conclusion	Rephrased Statement
The teacher was well organized.		
The children were happy.		
8:00 AM: The teacher, Ms. Adams, went into the hall.		
Three boys and one girl came in the classroom.		

- The girl needed her hair brushed.
- There was an adult female with the second boy.
- The children were all well behaved.
- Lee is painfully shy.
- At 8:20 a.m.: A woman came to the door, without the students or the teacher making any comments about this. Two girls and one boy left with the woman.
- The students were accustomed to the speech teacher getting these children.
- The teacher told the students to take out their green folders.
- One little boy did not want to get out his folder.
- Most of the children were very cooperative.
- The children enjoyed the project.
- The teacher gave positive feedback.

- The boy cried because his mother left.
- Abby raised her hand and waited for the teacher to call on her, then she answered the question.
- In response to her answer, Ms. Adams said, “That is correct Abigail; you must have worked hard to recall your ‘times seven’ table.”
- There are 9 boys and 11 girls present in Ms. Adams’ class.
- The teacher called on seven boys and three girls.
- Without permission, Jeff left his seat, went to the supply table, got a tissue out of the box, blew his nose, put the dirty tissue in the trash can on the opposite side of the room, went back to his seat, and continued to work on his math sheet.
- The teacher asked her class what they needed to remember when writing sentences. Twelve students raised their hands.
- Ms. Adams called on three boys and three girls. As the students gave their answers, the teacher wrote their responses on the overhead.
- The students are well behaved and well mannered.
- Most of these students are very smart.
- The teacher needed more control in the classroom.
- Without the teacher or the students saying anything, the students all stood when the principal came into the room.

Field-Site Observation Assignment

The first three days at your field site you will be making observations. If the teacher needs you to help in some capacity, you may do so. However, make sure you have answers to the questions below. When you observe, take notes on what you see, not on what you think. Observing teachers and learners in the field-site classroom allows the student to study the development and behavior of school-age and adolescent learners and to discover firsthand the teaching skills and strategies necessary to become an effective teacher.

Questions for the Principal

- Where do you want me to park?
- Where is the sign-in notebook kept?
- Is there anything special I need to know to ensure my success here?

Questions for the Field-Site Teacher and about Classroom Management

- What do you want me to do when I first arrive?
- What procedure does the teacher use to quiet the class?
- What other procedures does the teacher use in the classroom or on the playground?
- What are field-site classroom rules?
- Is there anything special that I can do to help you?
- What classroom management techniques did you observe?

Management of Student-Intern Instruction

Students enrolled in education and training courses receive instruction through two methods - classroom instruction (primarily delivered in a group setting, but also including individualized instruction) and field experiences (which are individualized for students). Suggestions for managing these two methods of instruction are in this section.

Develop the course outline and/or unit plans for the course, determining when to address topics that need to be included in group instruction for all students. Sample unit plans are included in the curriculum resources available from the Texas Education Agency (TEA) on the **Texas CTE Resource Center (TCRC)**. Scope and Sequence, Course Learning Plan, Unit Plan, and Daily Lesson Plan documents have been developed to provide suggestions on how and when to teach course content.

Clarify expectations of student-interns up-front, including procedures for evaluation and documentation. Following are suggestions for managing logistics of the education and training course:

- Develop a class calendar showing which days will be used for classroom instruction and which for field experiences (recognize that class length and interval will impact the number of consecutive classes needed for classroom instruction or field experiences to maximize productivity and continuity).
- Have a standard practice that certain days of the week are utilized for classroom instruction and certain days of the week are utilized for field experiences.
- Go over all forms that will be used for documentation and cover all policies and procedures which students will be expected to follow.

Safety should be taught early in the school year. This practice will help to safeguard student safety as well as eliminate certain liability issues for the school. A study of safety might include the following:

- Assign students to research and study safety policies, practices, and issues specific to their assigned field-site classroom.
- Ask second-year student-interns to recount safety practices and problems/issues they encountered during their first year.
- Ask a school liaison officer talk about theft, robbery, and general personal safety.
- If there is a school requirement for auxiliary or paraprofessional personnel to obtain first aid training or CPR certification, student-interns may also be required to meet the same training/credential requirement.

Many schools have first and second-year student-interns combined in the same class. Consider the following:

- Realize that some information needs to be heard more than once. Following initial discussions (which will serve as initial instruction for first-year student-interns and review for second-year student-interns), first year student-interns might work on more basic instructional activities than the more in-depth activities assigned to second-years.

- Second-year student-interns can serve as resources for some of the units of instruction.
- Allow second-year student-interns to assume major leadership roles in arranging guest speakers and field trips for the class.
- Plan some group instruction topics and activities that are unique for second-year student-interns.

Student-intern documentation of field-site training hours and wages earned, if applicable, is necessary to satisfy state funding rules and labor laws (refer to Training Plan, Child Labor Laws, and Training Reports). Documentation of training responsibilities, reactions, and achievements is also recommended as a communication tool to solidify student learning.

Teach goal setting after students receive their first evaluation by the field-site teacher. Have student-interns set training goals each grading period. The **Family, Career and Community Leaders of America's (FFCLA) Power of One Module "Working on Working"** is an excellent resource for this purpose.

Be flexible - lesson plans should adjust each year to reflect changing needs of student-interns and changing circumstances at field-site classrooms.

Provide instruction and activities to complement the student-interns' field experiences. Knowledge and skills that are essential components of preparation for education careers but that are not included in the training opportunities at the field-site classroom will require more extensive and varied classroom instruction. In addition, supplemental experiences may be arranged through special short-term assignments such as internships, mentorships, or job shadowing at sites other than a student's regular placement.

Expect field-site visits to be an ongoing process. Coordination of field experiences involves routine rotations for observation, scheduled observation of lessons or other events, and periodic evaluation visits with the field-site teacher. In addition to routine coordination visits, distribute student evaluations to the field-site teachers each grading period; allow ample time for completion, review, and discussion.

Early in the year involve student-interns in the process of planning the ways in which appreciation will be expressed to participating field-site teachers. Facilities and service providers will need to be booked if an appreciation event is planned. It may be best to conduct these events in early April to avoid much of the "end-of-school" avalanche of events while being able to recognize achievements spanning most of the school year. Be sure to consider the priority given to the preparation of standardized testing.

Develop and utilize student leadership skills to facilitate classroom management.

Responsibilities related to **FCCLA** and/or **Texas Association of Future Educator (TAFE)** activities or other classroom activities can be delegated to student-interns. For instance, student-interns can select, arrange, and send notes of appreciation to guest speakers or sites for field trips.

Utilize the wide array of available **FCCLA** and **TAFE** programs and resources to promote student-interns' interests and the development of leadership and other occupational knowledge and skills.

Group instruction or individualized instruction can be utilized to work with students who have not passed portions of the required standardized tests.

Continually seek additional resources and techniques to enhance delivery of instruction in the Education and Training Program. Materials must be enhanced with additional information and activities to keep the student-intern interest level high and to most effectively address all essential knowledge and skills. Suggestions regarding sources and specific resources can be obtained through professional development activities - both from the information presented at the sessions attended and by the exchange of ideas with other teacher-coordinators in attendance.

Utilizing Educational Technology in the Education and Training Program

Educational technology involves using technological developments, such as computers, audiovisual equipment, and mass media, to facilitate teaching and learning. Educational technology can be used in a variety of ways in education and training courses to facilitate classroom instruction, management and documentation, and student learning. How a given teacher-coordinator chooses to use educational technology will depend upon such factors as technology available, needs of students, personal preference, and comfort with using specific technologies, and individual educational practice. Some methods of using educational technology are cited below as examples of the many potential ways educational technology can be used by the teacher-coordinator or the student-interns.

Teacher-Coordinator

- Prepare and update lesson plans on a computer.
- Develop instructional materials such as PowerPoints, podcasts, lessons in game format using computers, or other computer-generated activities.
- Video or audio record selected learning experiences that may benefit future classes (such as recording a panel of experts, guest speaker, or off-site interview). These can be posted as podcasts for students to view.
- Develop various forms and tools through computer applications.
- Prepare and maintain individual training plans electronically.
- Maintain grade books through use of computer applications.
- Enter and manage student data through computer applications; use Google Classroom™.
- Prepare correspondence on computer; save electronically as examples for future correspondence (updating and revising as needed).
- Access information via the Internet (embed Youtube™ or teacher tube videos into lessons). Communicate with teachers, administrators, field-site teachers, etc. via email.
- Expand professional development opportunities through electronic communication and distance learning.
- Schedule and facilitate distance learning experiences for the student-interns to participate.
- Create a website for the student-interns to access to get information about the class.
- Create materials online using websites such as glogster.com.

Student-Interns

- Use computer software programs for individualized instruction.
- Conduct independent study/research via the internet.
- Prepare written assignments using word processing applications.
- Create and present presentations using computer software applications and multimedia. Create computer-generated products such as brochures or flyers.
- Develop resumes and career portfolios using computer applications.
- Correspond with key pals (the Internet equivalent of a pen pal) from other schools on course-related topics.
- Utilize computer or multimedia applications to complete **Family, Career and Community Leaders of America (FFCLA)** and **Texas Association of Future Educator (TAFE)** programs and projects.
- Use the internet to create projects for class (i.e., make posters on glogster.com).
- Create an electronic portfolio that can be easily updated.

Field-Site Classroom Info Sheet

Name of School	
Principal's Name	
Teacher's Name (First and Last)	
Teacher's Email Address	
Teacher's Room Number	
School Secretary	
School Telephone	

Class Period	Room Number	Subject	Teacher
0			
1			
2			
3			
4			
5			
6			
7			
8			

Dimensions of Classroom Door:

Dimensions of Bulletin Board:

Work Verification Sheet

[Insert student's first and last name]

has completed work for me on [insert date]

from ____: ____ AM/PM to ____: ____ AM/PM

Signature of Field-Site Teacher

***Please give this verification to the Teacher-Coordinator.

Classroom Performance Evaluation

Name of Student:		
	Possible Points	Actual Points
Dependable and punctual Minimal absences, none unexcused Arrives to class on time Turns in assignments when due	20	
Class participation and contribution exhibits cooperation and teamwork Participates in classroom activities Comes to class prepared Utilizes class time for field-site assignments/projects and class work	20	
Follows school policies No office referrals Abides by school district rules	20	
Follows class policies Prompt and accurate in reports	20	
Follows program regulations Follows call-in procedures when absent Keeps teacher informed of progress/problems	20	
Perfect attendance bonus	4	
Exemplary behavior bonus	Varies	
Total Points		

Classroom Instruction Total

Absences/Tardies for Three Weeks	Absences/Tardies for Semester
Absences:	Absences:
Tardies:	Tardies:
<i>Comments:</i>	

Student Data Sheet

Student's Information			
Year:		Course:	
Student's Name (First and Last):			
Student's Address: (Street, City Zip)			
Grade:	Age:	Date of Birth (MM/DD/YYYY):	
Home Phone:			
Father's Information			
Father's Name (First and Last):			
Home Phone:			
Father's Address: (Street, City Zip)			
Father's Employer:			
Father's Work Phone:			
Mother's Information			
Mother's Name (First and Last):			
Home Phone:			
Mother's Address: (Street, City Zip)			
Mother's Employer:			
Mother's Work Phone:			

First Semester					Second Semester			
Period	Course	Teacher	Room		Period	Course	Teacher	Room
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			
7					7			
8					8			
9					9			

Formal Observation of Student Lesson Plan

Student Name:	Topic:	Date:
	Possible Points	Actual Points
Prepared on time	10	
Completed advance written work (written objectives, list-procedures, materials)	5	
Focus/motivator/lesson introduction	5	
Objectives stated in class	10	
Use of visual relating to lesson	10	
Utilizes varying activities (minimum of 3 minutes)	10	
Summarizes lesson	10	
Knowledge of subject	15	
Lesson delivery (clarity, thorough, concise)	15	
Evaluation relating to objectives	10	
Total Points		
<i>Comments:</i>		

Evaluation of Field Experiences

Student Name:	Course Name:	Teacher Name:	Field Site:
Six-Weeks (circle one): 1 2 3 4 5 6	Date:	Evaluation Due Date:	Dates of Absences/ Tardies:
Evaluation			
Human Relations			
Cooperative/Works well with others/Willing to do less desirable tasks			0 1 2 3 4
Patient/Tolerant/Tactful			0 1 2 3 4
Accepting of pupils			0 1 2 3 4
Friendly/Self confident			0 1 2 3 4
Communication Skills			
Voice projection			0 1 2 3 4
Enunciation			0 1 2 3 4
Grammatical proficiency			0 1 2 3 4
Handwriting (chalkboard, charts, etc.)			0 1 2 3 4
Follows instructions			0 1 2 3 4
Professional Attitude/Abilities			
Excellent attendance/Punctual			0 1 2 3 4
Shows initiative/enthusiasm			0 1 2 3 4
Responsible/Exhibits quality work habits			0 1 2 3 4
Seeks suggestions			0 1 2 3 4
Appropriate appearance			0 1 2 3 4
Integrity			0 1 2 3 4
Exercises persistence			0 1 2 3 4
Observes district policies			0 1 2 3 4

EVALUATION OF FIELD EXPERIENCES

Texas Education Agency

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Education and Training Professional Career Portfolio

A professional career portfolio is a means of documenting your career preparation. It will be a study guide and contribution to your future success. At a glance, you will be able to review your personal attributes and the occupational skills that make you the right candidate for a career in education. The portfolio will also contain details about your accomplishments, awards, leadership roles, and more. Development of your career portfolio is an ongoing process. As you build, modify, and study the contents of your portfolio, you will have a growing sense of accomplishment. By using the portfolio as a study guide before job interviews and as a selling tool during interviews, you will gain confidence and self-esteem.

Sample Outline for Portfolio

Professional Commitment and Responsibility

- A resume is a summary of your job history and an important advertising tool. Employers expect all applicants to have a resume. It is a screening device that helps the employer select the best applicant for the interview process. It can include
 - attainment of technical skill competencies;
 - licensures or certifications; and/or
 - recognitions, awards, and scholarships.
- Application: can be used to file copies of employment applications and should include tips for success in the application process
- Reference letters from people you know personally and who are willing to write a letter on your behalf
- Personal Information: Use this section to keep track of personal information employers need to know, such as the following:
 - One or two paragraphs about yourself
 - List of personal qualities that make you an excellent candidate for a job
 - List of personal references
 - List of work and salary history
 - Network list of the people you know who can provide you with job leads and put you in touch with the people who make hiring decisions
 - List of personal achievements
- Notes: Notes related to research for prospective jobs, related to the application and interview process, and any information related to securing a job will be helpful
- Abstract of key points of the practicum
- Documentation of performance and growth through classroom instruction and field experiences

Samples of work include

- lesson plan samples from **Texas Association of Future Educator** and/or **Family, Career and Community Leaders of America** project or leadership activities and record of field experience activities (summary of placements, record of interviews and observations, sample work, etc.),
- evaluation from the practicum supervisor,
- other information that would be helpful such as an employer's evaluation of your work, and/or
- extended learning experiences such as community service and active participation in Career and Technical Student Organizations and professional organizations.

Guidelines for Field-Site Classroom Assignments

When beginning work on lessons for your field-site classroom, adhere to the following guidelines:

- Ask your field-site teacher first if you have questions about a project.
- Select several ideas that will meet the project requirements.
- Confer with your teacher-coordinator about project choices.
- Decide on the best project.
- Use class time efficiently. You will have time in class to work. If you require more time, you may need to come in before or after school.
- The project must be completed by the end of school on the day before it is to be presented at your field-site classroom.
- All projects (such as fingerplays, flannel board stories, laboratory demonstrations, PowerPoint presentations) must be practiced and occasionally demonstrated for the teacher-coordinator before presentation at the field-site classroom.

Evaluating an Education and Training Program

Purpose: Not only is an annual program evaluation required to satisfy State Board of Education rules, an annual assessment should be conducted to ensure that quality instructional and training experiences for students are provided and maintained in the Education and Training Program.

Rationale: Ongoing and systematic evaluation is essential to improving and maintaining a quality program. Evaluations based on program goals serve to identify both strengths and weaknesses of the Education and Training Program.

Things to Consider

Begin by establishing program goals and objectives, upon which evaluation techniques and criteria will be based.

Determine who the evaluators will be; possibilities include the following:

- Teacher-coordinator
- Students
- Parents/guardians
- Field-site teachers
- School administrators
- Advisory committee members

Prepare tools/techniques for conducting the evaluation; the evaluation content and techniques should measure how effectively program goals and objectives are achieved.

1. Techniques include checklists, resumes, interviews, observations, questionnaires, and rating scales.
2. Determine a method for interpreting results and making recommendations.
3. Decide whether evaluations will be formative, summative, or both (depending on the evaluator).

Students and field-site teachers benefit from having evaluation instruments and criteria at the beginning of the training.

Examples

Evaluator	Technique
Teacher-Coordinator	Use a checklist to assess student performance weekly. Base assessment on knowledge and skills, field-site expectations, and course goals and objectives.
Evaluator	Technique
Student	<p>A daily or weekly log or journal reflecting learning experiences and skills acquired is important. Written responses to a questionnaire are valuable ways to collect end-of-course information. For example:</p> <ul style="list-style-type: none"> • What was your most valuable learning experience in the education and training course? Why? • What did you like most about your education and training experiences? • What problems or concerns did you experience? Explain. • What suggestions do you have for improving the course?
Parent/ guardian	<p>Interviews and conferences are very helpful. Some sample questions include the following:</p> <ul style="list-style-type: none"> • How do you think your student has benefited from participating in the Education and Training program? • What problems have you or your student encountered because of the student's participation in the course? • What suggestions do you have for improving the course?
School Administrator	An interview or conference with the school principal or other administrator is advantageous in evaluating the contribution of the Education and Training program to the overall goals and objectives of the campus.
Field-Site Teacher	<p>The evaluation tool/technique should be concise and time-efficient for the respondent. Checklists, interviews, or brief questionnaires are examples of tools that are appropriate for management personnel.</p> <p>Some sample questions include the following:</p>

EVALUATING AN EDUCATION AND TRAINING PROGRAM

Texas Education Agency

	<ul style="list-style-type: none"> • Were you provided with adequate information about the Education and Training program at the beginning of the school year? If not, please explain. • Please rate how well the Education and Training program objectives supported and assisted students in their roles and responsibilities at the field-site classroom. <input type="checkbox"/> Very well <input type="checkbox"/> Adequately <input type="checkbox"/> Inadequately (Please explain.) • Was the teacher-coordinator responsive/supportive to your needs and concerns? If not, please explain. • How were your expectations of the Education and Training program met? How were they not met? • What were the most valuable components of the Education and Training program? • Please list your recommendations for improving the course.
Advisory Committee	An on-site campus observation is one example of an appropriate technique for advisory committee members.

Self-Evaluation for Unobserved Activities

When the teacher-coordinator is not able to observe your presentation or other activity at the field-site classroom, you must record the following information about the activity to receive a grade. This will be written in your journal and will be turned in during the class period immediately following your activity. After you have completed your journal entry, ask your field-site teacher to initial and provide a written comment.

Name of Project:	
Due Date:	Date Presented:
Source for Idea:	
What I did:	
How did the learners benefit?	
How I think I did:	
How I can improve:	
Grade I think I deserve:	

Filing System

A well-organized and maintained filing system can be an important asset in Education and Training programs. How a teacher-coordinator collects and files necessary materials, reflects on and determines the efficiency of the teacher-coordinator. A suggested list of materials to keep on file follows:

Student records frequently used by the teacher and student may include:

- student's daily schedule/ calendar;
- daily memos/ reminders (i.e., signed correspondence from parents and field-site teachers);
- student agreement;
- assessments and progress reports;
- weekly training report;
- documentation of field-site coordination; and/or
- training plan agreement.

Permanent student files might contain the following items:

- Student Interest Form for Enrollment
- Evaluation of Field Experiences
- Classroom Performance Evaluation
- Completed Training Plan Agreement(s)
- Student's Evaluation of Personal Achievement
- Information necessary for follow-up
- Records pertinent to students with disabilities
- Newspaper clippings, records of special accomplishments, and letters of recommendation

Possible items in the education and training teacher's filing system are:

- advisory committee member lists and minutes;
- correspondence, sample correspondence, certificates and nomination forms;
- prospective lists of field-site teachers and students;
- curriculum materials, instructional materials' bibliographies, **TAFE** and **FCCLA** materials, and teaching aid sources;
- budget, inventory, and financial records;
- reports and records of the teacher's field experience coordination activities; and/or
- U.S. Department of Labor resources and reference materials.

Student's Evaluation of Personal Achievement

Element	Student Response
<p>When you enrolled in the education and training course, what did you expect or want to learn? Explain your opinion about the extent that this has been accomplished this year.</p>	
<p>State three things that you learned from participating in the education and training course this year. Of the three listed, which do you feel will be most beneficial to you in the future?</p>	
<p>What is one thing that you had expected to learn that was not covered during the year? How do you think you will be affected in the future by not acquiring this knowledge or skill?</p>	
<p>On a separate paper, write a letter to next year's students describing some tips that they should follow to be successful in this class next year.</p>	

Sample Business Card: Student

Students can effectively use business cards to promote the Education and Training program throughout the community, as well as to enhance students' career preparation. Effectively designed business cards present a professional, businesslike image in student contacts related to field-site placement, **TAFE** or **FCCLA** activities, or employment interviews. With a variety of software programs available for design of business cards, students can assist with designing their own business cards or a template for cards to be used by all students enrolled in the Education and Training program.

Business cards may be designed in a variety of ways.

Decide what pertinent information should be included, such as

- student's name;
- student's job title, if applicable;
- name of Education and Training program;
- school name;
- contact information (Note: It is recommended that the student not provide home contact information. However, a school telephone number and/or address could be provided as appropriate.); and/or
- correctly punctuated Education and Training (spelled out, not abbreviated).

Emphasize through larger, bolded letters the information you want noticed first - for instance, the student's name, program name or logo, or perhaps the school name or logo.

Sample Business Card: Teacher-Coordinator

Business cards are essential tools used by teacher-coordinators in promoting the Education and Training program throughout the community. Effectively designed business cards present a professional, businesslike image when contacting field-site teachers, parents, students, advisory committee members, and school district personnel. They provide information needed for contacting the teacher-coordinator. They may also be used as introductory cards for students making contact for potential field-site placements. (See the two-sided sample below.)

Business cards may be designed in a variety of ways. General suggestions include:

- The teacher-coordinator should not provide a home telephone number on the business card.
- Make sure education and training is spelled out and not abbreviated.
- Emphasize the information you want noticed first through larger, bolded letters. For example, the teacher-coordinator's name, the education and training program name or logo, and the school name or logo*.

Decide what pertinent information should be included, such as

- name of education and training course or program (i.e., Education and Training),
- name of teacher-coordinator,
- mailing address,
- school name,
- school phone number, and/or
- email address.


**Logos help relate the teacher-coordinator to a specific program or school within the community.*

Sample Public Relations Planning Chart

Types of Publicity	Before School Opening	At School Opening	Each Semester	Once During Year	At end of school
Newspaper articles	X	X	X		X
Free radio and television time	X		X		
Presentations to civic clubs	X		X		
Letters to students and parents/guardians				X	
Parent/guardian orientation	X				
Field-site teacher orientation	X				
School exhibits, posters, and brochures		X	X		
School public address system		X	X		
Outreach to elementary and middle schools			X		
Community bulletin boards			X		
Interpret program to school counselors			X		
Interpret program to family and consumer sciences teachers and students			X		
School publications			X		
TAFE and FCCLA activities			X		
School open house				X	
Career fair and other student recruitment events				X	
Presentations for parent-teacher groups				X	
School assembly program				X	
Visual media presentations				X	
Appreciation certificates to field-site teachers and advisory committee members				X	
Field-site teacher appreciation event				X	
Section in school yearbook				X	
Letter of appreciation to field-site teachers and parents/guardians					X

**INTEGRATING FCCLA PROGRAMS
INTO EDUCATION AND TRAINING PROGRAMS OF STUDY**
Texas Education Agency

Integrating FCCLA into Education and Training Programs of Study

 Education & Training	Administration/ Administrative Support <i>Administrator</i>	Professional Support Services <i>School Counselor</i>	Teaching/ Training <i>Early Childhood Educator</i>	Teaching/ Training <i>Teacher</i>
Career Connection	X	X	X	X
Community Service Award	X	X	X	X
FACTS			X	
Families Today	X	X	X	X
You-Me-Us	X	X	X	X
Meet the Challenge	X	X	X	X
Balancing Family and Career	X	X	X	X
Parent Practice	X	X	X	X
Banking Basics	X	X	X	X
Cash Control	X	X	X	X
Making Money	X	X	X	X
Consumer Clout	X	X	X	X
Financing Your Future	X	X	X	X
Leaders at Work	X	X	X	X
Speak Out for FCCLA	X	X	X	X
Power of One				
A Better You	X	X	X	X
Family Ties	X	X	X	X
Working on Working	X	X	X	X
Take the Lead	X	X	X	X
STAR Events				
Career Investigation	X	X	X	X
Chapter Service	X	X	X	X
Chapter Showcase	X	X	X	X
Early Childhood		X	X	
Illustrated Talk	X	X	X	X
Interpersonal Communication	X	X	X	X
Job Interview	X	X	X	X
National Programs in Action	X	X	X	X
Parliamentary Procedure	X	X	X	X
Teach and Train	X	X	X	X

Examples for Integrating FCCLA Programs into Education and Training

There are countless opportunities to integrate state and national **FCCLA** programs into education and training programs. Following are a few examples to get you started. To generate "extra-super" ideas, involve your students in the brainstorming process!

Career Connection

All stages of the **FCCLA** Career Connection process can be linked to exploration of education careers that meet students' discovered strengths and targeted career goals.

Community Service Award

Project ideas include the following:

- Host a community appreciation activity for teachers, highlighting the contributions that teachers make to families and the community as a whole.
- Plan and implement an Education Career Day to showcase benefits and incentives available to future teachers.
- Perform service projects teaching selected knowledge and skills to various ages of learners.

Families First

Through a You-Me-Us project, students can promote parent involvement in their children's education. In conjunction with Parent Practice, students can apply knowledge of human development to practices that promote the development of learners.

Financial Fitness

Students can develop and present lessons to educate their peers on the different money management units included in this program.

Power of One

Through A Better You or Working on Working project, students can explore and develop personal skills and characteristics related to education careers.

STAR Events

Events easily related to education careers include Applied Technology, Chapter Service, Focus on Children, Interpersonal Communication, and Job Interview. Additionally, other events generically correlate to all career preparation areas.

Suggested Do's and Don'ts When Visiting the Field-site Classroom**Do:**

Be well-groomed and properly prepared for the visit.

Be alert. Observe what is going on without appearing to “snoop.”

Remember the names of persons at each field-site school.

Be friendly with everyone without fraternizing with them.

Express appreciation to persons at the field-site for the training given to the student.

Show an interest in the work in progress. Be curious; ask questions if the opportunity presents itself.

Take notes (after leaving) about items which may be used for a conference with the student or assigned as study assignments.

Be quick to sense the field-site teacher's desire to terminate a conference.

Don't:

Call attention to errors, bad practices, or unsafe conditions while visiting the field-site classroom. Do so in private conferences with the student or field-site teacher, as appropriate.

Demonstrate to a student how to perform a task that is assigned.

Pose as an expert or authority on any matter concerning the work in progress.

Request a conference with the field-site teacher when she or he is obviously busy.

Interrupt or interfere with the student-intern's field experience