

**Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education**

**Subchapter G. Education and Training**

*Statutory Authority: The provisions of this Subchapter G issued Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a), (b-2), and (b-17), unless otherwise noted.*



- (3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.
- (b) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
  - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - (3) Principles of Education and Training is designed to introduce learners to the various careers within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5)

(B)



Source: The provisions of this §127.316 adopted to be effective April 26, 2022, 47 TexReg 2166.

**§127.317. Child Development (One Credit), Adopted 2021.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.
- (1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.
  - (2) If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
  - (3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services or Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
  - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - (3) Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) apply interpersonal communication skills in business and industry settings;
    - (B) explain the value of and demonstrate collaboration within the work environment;
    - (C) apply productive work habits, including time management, organization, initiative, and self-direction;
    - (D) identify work ethics and professional skills needed in a work environment; and
    - (E) identify and demonstrate problem-solving, creativity, and critical-thinking skills needed within the work environment.
  - (2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:

- (A) compare parenting styles and the potential influence of each style on a child's development;
- (B) investigate the legal rights and responsibilities of parents;
- (C) analyze positive relationship characteristics and d (d)2E94p2d79( )0.5 (o) (i)0.nt;(i)5.6 (ng l)5.6 ( )0.5 (i)5.5

- (E) identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.
- (6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:
  - (A) analyze the physical, emotional, social, intellectual, and moral development of children ages 13 months through 35 months, including those with special needs.



- (E) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type I diabetes;
  - (F) explore careers that provide service to children ages 6 through 11 years;
  - (G) discuss legislation and public policies affecting children ages 6 through 11 years; and
  - (H) analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.
- (9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:
- (A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;
  - (B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;
  - (C) evaluate the importance of and influences on individual and group identity such as self-concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;
  - (D) develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;
  - (E) create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;
  - (F) explore careers that provide service to children ages 12 through 19 years;
  - (G) discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;
  - (H) analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and
  - (I) propose short- and long-5 (lo)MCID 10 BDC4o

- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Child Development or Child Development Associate Foundations. Students shall be awarded two credits for successful completion of this course.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
  - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - (3) Child Guidance is a course that addresses the knowledge and skills related to child growth and guidance, equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-





- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
  - (1) The student identifies professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) demonstrate effective written communication;
    - (B) practice various forms of communication such as verbal and non-verbal communication skills used in education and career settings;
    - (C) apply decision-making skills;
    - (D) identify and exhibit characteristics of professionalism; and
    - (E) develop effective work ethic practices.
  - (2) The student understands the need for establishing a safe, healthy learning environment for young children. The student is expected to:
    - (A) describe a safe physical setting for an indoor classroom environment;
    - (B)

- (B) explain the importance of positively addressing challenging behaviors; and
  - (C) compare various positive guidance techniques.
- (6) The student describes the benefits of objective observations and assessments of young children in the early childhood classroom. The student is expected to:
- (A) investigate and compare various observation tools and strategies;
  - (B) analyze how observations impact curriculum planning and individualized teaching; and
  - (C) describe how objective observations are used to build productive relationships with families.
- (7) The student examines the importance of positive and productive relationships with families of young children. The student is expected to:
- (A) investigate and describe different family structures;
  - (B) describe ways to establish partnerships with families; and
  - (C) describe methods for effectively communicating with families.
- (8) The student analyzes the components of operating an effective, professional early childhood program. The student is expected to:
- (A) discuss the importance of establishing and maintaining professional relationships within an early childhood program;
  - (B) research various techniques for navigating disagreements or conflicts between personnel of an early childhood program;
  - (C) investigate the qualities of teaching with intentionality; and
  - (D) explain the importance of advocating for early childhood education.
- (9) The student documents technical knowledge and skills. The student is expected to:
- (A) assemble professional portfolio components such as a resume, samples of learning experiences, service-learning log, and assessment results; and
  - (B) present the portfolio to interested stakeholders such as industry professionals, parents, community members, campus teachers and administrators, and peers.

*Source: The provisions of this §127.319 adopted to be effective April 26, 2022, 47 TexReg 2166.*

**§127.320. Practicum in Early Learning (Two Credits), Adopted 2021.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.
- (1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.
  - (2) If the commissioner makes the determination that instructional materials funding has been made available, this section shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
  - (3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Child Guidance. Recommended prerequisites: Child Development or Child Development Associate Foundations. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

(3) Practicum in Early Learning is a field-based course that provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teach4 (n)2 ( )0.5 (oi)5.5 (n

(E)



- (C) collaborate with professional early learning community members to meet the needs of students and families.
- (8) The student develops technology skills appropriate for effectively supporting students in the classroom. The student is expected to:
- (A) utilize a variety of assistive technologies that are age-appropriate for specific student learning needs, including for early learners with special needs; and
  - (B) integrate various educational technologies as tools for instruction, evaluation, communication, and management.
- (9) The student understands the professional, ethical, and legal responsibilities of early childhood professionals. The student is expected to:
- (A) demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals;
  - (B) analyze professional and ethical standards that apply to early childhood professionals; and
  - (C) analyze situations requiring decisions based on professional, ethical, and legal considerations.
- (10) The student explores the need and opportunities for continued professional development for early education professionals. The student is expected to:
- (A) identify strategies and resources for the professional development of early education professionals such as research and assessment; and
  - (B) create a plan for professional career growth, including short-term and long-term goals.
- (11) The student understands facility operations, including nutrition, program management, and safety guidelines. The student is expected to:
- (A) explain the importance of accurate record maintenance such as personnel, student, incident, and facility documentation;
  - (B) create a meal plan that promotes good nutrition and wellness;
  - (C) explain the importance of allocation of facility resources and budget management; and
  - (D) explain the importance of safety procedures and regulations.
- (12) The student continues to participate in field-based experiences in early childhood settings. The student is expected to:
- (A) apply instructional strategies and concepts within a local educational or training facility; and
  - (B)

**§127.321. Extended Practicum in Early Learning (One Credit), Adopted 2021.**

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.
- (1) No later than August 31, 2022, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.
- (2) If the commissioner makes the determination that instructional materials funding has been made available, this funding shall be available beginning with the 2022-2023 school year.





- (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:
  - (A) explain the role of theories in understanding human development;
  - (B) describe theoretical perspectives regarding influences on human development throughout the lifespan;
  - (C) summarize how historical theories influence modern theories of human development;
  - (D) compare research methods commonly used to study human development; and
  - (E) compare pedagogy and andragogy.
- (3) The student understands the importance of prenatal care in the development of a child. The student is expected to:
  - (A) describe nutritional needs prior to and during pregnancy;
  - (B) explain reasons for medical care and good health practices prior to and during pregnancy;
  - (C) outline stages of prenatal development;
  - (D) discuss the role of genetics in prenatal development; and
  - (E) identify environmental factors affecting development of the fetus.
- (4) The student understands the development of children ages newborn through two years. The student is expected to:
  - (A) analyze the physical, emotional, social, and cognitive development of infants from the CUPM (B)

- (C) investigate the influences of the family and society on children in the early to middle childhood stage of development;
  - (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;
  - (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and
  - (F) compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.
- (7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:
- (A) analyze the biological and cognitive development of adolescents;
  - (B) analyze the emotional and social development of adolescents;
  - (C) discuss various theoretical perspectives relevant to adolescent growth and development;
  - (D) investigate the influences of the family and society on adolescents;
  - (E) summarize strategies for optimizing the development of adolescents, including those with special needs;
  - (F) determine techniques that promote the health and safety of adolescents; and
  - (G) compare and suggest developmentally appropriate guidance techniques for adolescents.
- (8) The student understands the importance of care and protection of children and adolescents. The student is expected to:
- (A) determine services provided by agencies that protect the rights of children and adolescents;
  - (B) summarize various resources focusing on the care and protection of children and adolescents;
  - (C) discuss the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;
  - (D) analyze forms, causes, effects, prevention, and treatment of child abuse;
  - (E) explain the impact of appropriate health care and importance of safety for children and adolescents; and
  - (F) discuss responsibilities of community members, legislation, and public policies related to care and protection of children and adolescents.
- (9) The student understands the development of adults ages 20 through 39 years. The student is expected to:
- (A) analyze various development theories relating to early adults, including biological and cognitive development;
  - (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;
  - (C) investigate the influences of society and culture on early adults; and
  - (D) discuss the importance of family, human relationships, and social interaction for early adults.
- (10) The student understands the development of adults ages 40 through 65 years. The student is expected to:



- (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
- (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
- (3) Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing, and training services needed to provide learning support services in Kindergarten-Grade 12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; students will also understand laws and pedagogical justifications regarding classroom technology use. Students will develop knowledge of developmentally appropriate practice for age level when technology is used by learners. This course provides an opportunity for students to participate in training related to standards set by the International Society for Technology-5 (s)2.8 (i(t)5.6 (E)-2J0du(-5 ((h)-6.1 at)0.6 (iiogy)ecn.Tc 0 Tw 16.521 9.15(e)3.9(s)01 EMC



- (D) cite sanctions and consequences for educator misconduct such as those stemming from inappropriate relationships.
- (3) The student understands multiple forms of communication necessary for effective teaching. The student is expected to:
  - (A) demonstra(n)6 (g.)1.5 (o(n)6 (e)3.9 ((o(n)6f(n)2 (f (i)0.6 ((o(n)6c (o(n)6 (g.0.6 (n)-2.ve)-1.1 (m)3.5 (T)42.v

- (A) analyze the relationship between technology and student engagement in the classroom;
  - (B) design learning experiences that incorporate 21st century learning skills such as creativity, collaboration, critical thinking, communication, and resiliency;
  - (C) create lessons using different types of technology such as presentation software, spreadsheet software, image editing software, video creation software, polling software, and word processing software;
  - (D) apply technology to assess student learning at the beginning of, during, and at the end of a lesson;
  - (E) design lessons that use technology to assess student learning at the beginning of, during, and at the end of a lesson;
- (C)

with record keeping, and perform other duties of teachers, trainers, paraprofessionals, or other educational personnel.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by the education profession and other related occupations. The student is expected to:
    - (A) demonstrate written communication;
    - (B) perform job-appropriate numerical and arithmetic application;
    - (C) practice various forms of communication such as verbal and non-verbal communication skills and appropriate uses of social media in educational and career settings;
    - (D) exhibit teamwork skills;
    - (E) apply decision-making skills;
    - (F) implement problem-solving techniques;
    - (G) acquire conflict-management skills;
    - (H) develop leadership skills;
    - (I) demonstrate professionalism to include appropriate attire expected of professionals in educational settings; and
    - (J) develop effective work ethic practices.
  - (2) The student identifies strategies that promote health and wellness by balancing the unique challenges of being an educator with personal responsibilities. The student is expected to:
    - (A) identify signs of personal stress and anxiety;
    - (B) choose appropriate boundaries for a healthy work-life balance; and
    - (C)

(D)



(C)

shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

- (b) General requirements. This course is recommended for students in Grade 12. Prerequisite: Instructional Practices. Recommended prerequisites: Principles of Education and Training, Human Growth and Development, and Child Development. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
  - (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
  - (3) Practicum in Education and Training is a field-based course that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Stu-

(B) describe and develop appropriate boundaries for a healthy work-





