



# UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

**TOPIC:** Approval of High School Practicum for Local Credit

**SUBMITTED BY:** Dr. Alicia G. Carrillo, Ph.D., Career & Technical Education Director

**OF:** Curriculum and Instruction Department

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** December 16, 2015

## **Recommendation:**

Administration recommends board approval of the High School Practicum course as a local elective credit, pending TEA approval for State elective credit (EGA Legal, EHAA Legal).

## **Rationale:**

The High School Practicum course will serve to provide students with an opportunity to take a course structured to introduce them to workplace skills necessary for employment in different departments of a high school campus. High School Practicum is a campus-based internship in a high school that provides students with background knowledge of skills/abilities required to work in the various and differing high school settings.

Students in the High School Practicum course work under the joint direction and supervision of both a high school teacher and other high school staff member to which the student is assigned during the day. Depending on the student's work assignment, the mentor will identify knowledge, skills and abilities required for placement in a particular high school setting and will help student develop these skills. Students may assist in preparing instructional materials, activities or presentations; assist with record keeping; make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, administrators and any educational personnel found in a high school setting.

Additionally, approval of this course for local credit enables participating students to be able to use this Practicum to count towards full-day attendance, provided student is enrolled for at least four hours: "A student must be enrolled for at least four hours per day to be considered in membership for one full day (19 TAC 129.21 [h])." "The classes in which the student is enrolled for the four hours may be for either state approved or local credit. 2015-16 TEA/UIIL Side by Side, Enrollment Requirements, paragraph 1, p. 9."

## **Budgetary Information:**

No impact.

## **Board Policy Reference and Compliance:**

EHAA Legal "The District may offer courses for local credit, at its discretion, in addition to those in the required curriculum ..." *Education Code 28.002(f); 19 TAC 74.1(b)*

EGA Legal

*19 TAC 129.21 [h]*

*2015-16 TEA/UIIL Side by Side*

## High School Practicum (One to Three Credits).

1. (a) General requirements. This course is recommended for students in Grade 12. Recommended prerequisite: Business Information Management I (BIM I).
2. (a) Introduction. High School Practicum is a campus-based internship in a high school setting that provides students with background knowledge of skills required to work in the various and differing high school settings

Students in the High School Practicum course work under the joint direction and supervision of both a high school teacher and other high school staff member to which the student is assigned during the day. Depending on the student's work assignment, the mentor will identify knowledge, skills and abilities required for placement in a particular high school setting and will help student develop these skills. Students may assist in preparing instructional materials, activities or presentations; assist with record keeping; make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, administrators and any educational personnel found in a high school setting.

(b) Knowledge and skills:

(1) The student explores careers/departments found in a high school setting. The student is expected to:

- (A) assess personal characteristics needed to work in selected departments of interest in a high school setting;
- (B) compare high school departments based on knowledge/skills/ abilities required to work in the different departments/curriculum areas; and
- (C) create a personal college/career plan to prepare for a career in a high school setting.

(2) The student understands the processes necessary to operate/administer the different departments/programs found in a high school. The student is expected to:

- (A) apply principles and theories about the learning process in specific teaching or training situations;
- (B) identify effective instructional practices to accommodate learning differences, learner exceptionality, and special-needs conditions;
- (C) analyze personal behaviors and skills necessary for successful employment in non-instructional high school departments; and
- (D) assess technical skills needed.

(3) The student communicates effectively. The student is expected to:

- (A) assess the effectiveness of personal verbal, non-verbal, written, presentation and electronic communication skills;



- (B) communicate effectively with educators and other high school staff members;
- (C) evaluate the role of effective communication/presentation skills necessary for success in different high school departments; and
- (D) integrate effective communication skills in whatever department the student is placed in.

(4) The student creates and maintains an effective work environment. The student is expected to:

- (A) create and maintain a safe and effective work environment;
- (B) develop personal characteristics required for an effective work environment; and
- (C) demonstrate specific conflict management and mediation techniques supportive of an effective work environment; and
- (D) use assessment strategies to promote personal growth or training improvement.

(5) The student understands the relationship between education and society. The student is expected to:

- (A) become an advocate for public education;
- (B) select school and community resources to develop professional growth;
- (C) design activities to build support of family members, community members, and business and industry to promote education.

(6) The student develops technology skills. The student is expected to:

- (A) recommend technology applications appropriate for specific subject matter and/or department needs; and
- (B) integrate the skillful use of technology as a tool for peer tutoring and for effective management of assigned program area(s).

(7) The student continues development as a campus-based professional. The student is expected to:

- (A) identify strategies and resources for professional improvement;
- (B) demonstrate personal characteristics that promote ongoing professional development;
- (C) develop a professional growth plan.

(8) The student rotates through different high school departments. The student is expected to:

- (A) apply effective work strategies and concepts within the local educational facility; and
- (B) document, assess, and reflect on instructional experiences.

(9) The student documents technical knowledge and skills. The student is expected to:

(A) Create/update a professional electronic portfolio to include:

1. Letter of application
2. Resume
3. Certifications
4. Technical skills/competencies
5. Dual Credit coursework;
6. Awards/recognition;
7. Community Service
8. Work samples
9. Practicum supervisor's evaluation
10. Develop a personal philosophy of work/career

(B) Present the portfolio to all interested stakeholders such as in a slide, video or poster presentation.

#### RESOURCES:

District-developed Scope and Sequence.  
District-developed activities.

#### TEACHER CERTIFICATION

Certified high school teacher with three or more years of teaching experience.