

## Ready, Set, Teach! – Grade Level 11-12 TEKS Manager

Grade Level: 1 ½

Place a check (✓) in each column to show TEKS taught.

Prerequisite: Child Development and/or Preparation for Parenting or teacher approval	TEKS	1 <sup>st</sup> 6 wks	2 <sup>nd</sup> 6 wks	3 <sup>rd</sup> 6 wks	4 <sup>th</sup> 6 wks	5 <sup>th</sup> 6 wks	6 <sup>th</sup> 6 wks
1. Exploring the teaching profession. The student is expected to:	(A) <b>determine</b> knowledge and skills needed by the teaching profession;						
	(B) <b>demonstrate</b> personal characteristics needed to work in the teaching profession;						
	(C) <b>identify</b> qualities of effective schools;						
	(D) <b>define</b> a personal philosophy of education; and						
	(E) <b>prepare</b> a personal career plan in preparation for a career in the field of education.						
2. Achieving excellence in subject matter. The student is expected to:	(A) <b>demonstrate</b> subject matter competence;						
	(B) <b>analyze</b> the importance of subject matter knowledge and integrated learning;						
	(C) <b>demonstrate</b> the continuous development of learning skills; and						
	(D) <b>demonstrate</b> teaching skills appropriate for specific students and subject matter.						
3. Understanding the learner and learning process. The student is expected to:	(A) <b>apply</b> principles and theories about human development to teaching situations;						
	(B) <b>apply</b> principles and theories about the learning process to teaching situations;						
	(C) <b>demonstrate</b> teacher behaviors and skills that facilitate the learning process; and						
	(D) <b>explains</b> the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.						
4. Communicating effectively. The student is expected to:	(A) <b>demonstrate</b> effective verbal, non-verbal, written, and electronic communication skills;						
	(B) <b>communicate</b> effectively in situations with educators and parents/guardians;						
	(C) <b>evaluate</b> the role of classroom communications in promoting student literacy and learning; and						
	(D) <b>demonstrate</b> effective communication skills in teaching.						
5. Planning effective instruction. The student is expected to:	(A) <b>explain</b> the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;						
	(B) <b>explain</b> the rationale and process for instructional planning;						
	(C) <b>describe</b> principles and theories that impact instructional planning;						
	(D) <b>create</b> clear short and long term learning objectives that are developmentally appropriate for students; and						
	(E) <b>demonstrate</b> teaching planning to meet instructional goals.						

6. Developing and using effective instructional strategies. The student is expected to:	(A) <b>analyze</b> concepts for developing effective instructional strategies;							
	(B) <b>determine</b> the influence of student learning needs and subject matter on selection of instructional strategies;							
	(C) <b>utilize</b> instructional strategies effectively; and							
	(D) <b>utilize</b> learner feedback to guide selection and adjustment of instructional strategies.							
7. Creating an effective learning environment. The student is expected to:	(A) <b>describe</b> characteristics of safe and effective learning environments;							
	(B) <b>demonstrate</b> teacher characteristics that promote an effective learning environment;							
	(C) <b>apply</b> classroom management techniques that promote on effective learning environment; and							
	(D) <b>describe</b> conflict management and mediation techniques supportive of an effective learning environment.							
8. Assessing teaching and learning. The student is expected to:	(A) <b>describe</b> the role of assessment as part of the learning process and the teaching profession;							
	(B) <b>analyze</b> the assessment process;							
	(C) <b>use</b> assessment to foster student learning; and							
	(D) <b>utilize</b> assessment strategies to promote personal growth and teaching improvement.							
9. Understanding the relationship between school and society. The student is expected to:	(A) <b>explain</b> the relationship of school and society;							
	(B) <b>support</b> learning through advocacy;							
	(C) <b>utilize</b> school and community resources for professional growth; and							
	(D) <b>utilize</b> the support of family members, community members, and business/industry to promote learning.							
10. Developing technology skills. The student is expected to:	(A) <b>describe</b> the role of technology in the instructional process;							
	(B) <b>utilize</b> technology applications appropriate for specific subject matter and student needs; and							
	(C) <b>demonstrate</b> skillful use of technology as a tool for instruction, evaluation, and management.							
11. Continuing development as a teaching professional. The student is expected to:	(A) <b>identify</b> strategies and resources for the professional development of educators;							
	(B) <b>demonstrate</b> teacher characteristics that promote ongoing professional development;							
	(C) <b>use</b> research and assessment to improve teaching; and							
	(D) <b>develop</b> a professional growth plan.							