

# Communication and Technology in Education

Subject: Career Development and Career and Technical Education

Grade: 10

Expectations: 41

Breakouts: 65

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant

(E) apply decision-making skills;

(i) apply decision-making skills

(F) identify and implement problem-solving techniques;

(i) identify problem-solving techniques

(ii) implement problem-solving techniques

(G) describe conflict-management skills;

(i) describe conflict-management skills

(H) describe and demonstrate professionalism;

(i) describe professionalism

in6-7c0o)-7 4ff2ooff-1Tct20 Tc 0 Tw 1.7 Tc250()TjEMC /LBody #MCID 372 0C -0.00

- (C) distinguish between appropriate and inappropriate uses of social media and other communication platforms and methods; and
    - (i) distinguish between appropriate and inappropriate uses of social media
    - (ii) distinguish between appropriate and inappropriate uses of other communication platforms
    - (iii) distinguish between appropriate and inappropriate uses of other communication methods
  - (D) cite sanctions and consequences for educator misconduct such as those stemming from inappropriate relationships.
    - (i) cite sanctions for educator misconduct
    - (ii) cite consequences for educator misconduct
- (3) The student understands multiple forms of communication necessary for effective teaching. The student is expected to:
- (A) demonstrate effective verbal communication skills with various stakeholders such as students, educators, parents/guardians, community members, and other professionals;
    - (i) demonstrate effective verbal communication skills with various stakeholders
  - (B) demonstrate active listening skills to obtain and clarify information;
    - (i) demonstrate active listening skills to obtain information
    - (ii) demonstrate active listening skills to clarify information
  - (C) identify various forms of digital communication for educators such as email, blogs, wikis, podcasts, vlogs, digital streaming, infographics, digital portfolios, or social media;
    - (i) identify various forms of digital communication for educators
  - (D) construct effective and professional electronic communication with parents and stakeholders such as newsletters, emails, and websites;
    - (i) construct effective electronic communication with parents
    - (ii) construct effective electronic communication with stakeholders
    - (iii) construct professional electronic communication with parents
    - (iv) construct professional electronic communication with stakeholders
  - (E) demonstrate effective professional collaboration and communication such as participation in professional learning communities, peer-coaching, and mentoring;
    - (i) demonstrate effective professional collaboration
    - (ii) demonstrate effective professional communication
  - (F) demonstrate effective student-teacher communication such as assignment feedback and one-on-one interaction;
    - (i) demonstrate effective student-teacher communication
  - (G) facilitate effective student group work and multiple strategies for student engagement; and
    - (i) facilitate effective student group work
    - (ii) facilitate multiple strategies for student engagement



- (6) The student creates engaging lessons and lesson plans incorporating technology. The student is expected to:
- (A) analyze the relationship between technology and student engagement in the classroom;
    - (i) 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;
    - (i) design learning experiences that incorporate 21st century learning skills
  - (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;
    - (i) create lessons using different types of technology
  - (D) apply technology to assess student learning at the beginning of, during, and at the end of a lesson;
    - (i) apply technology to assess student learning at the beginning of a lesson
    - (ii) apply technology to assess student learning during a lesson
    - (iii) apply technology to assess student learning at the end of a lesson
  - (E) design authentic learning experiences that align with content-area Texas Essential Knowledge and Skills and use technology to maximize active, deep learning across grade levels to show appropriate use based on age;
    - (i) design authentic learning experiences that align with content-area Texas Essential Knowledge and Skills
    - (ii) design authentic learning experiences that use technology to maximize active learning across grade levels to show appropriate use based on age
    - (iii) design authentic learning experiences that use technology to maximize deep learning across grade levels to show appropriate use based on age
  - (F) create an interactive lesson that utilizes appropriate technology; and
    - (i) create an interactive lesson that utilizes appropriate technology
  - (G) create a differentiated lesson that incorporates the appropriate use of technology.
    - (i) create a differentiated lesson that incorporates the appropriate use of technology