Education & Training Career Cluster

1. Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

ED 1.1: Provide information using motivational and engaging communication techniques.
Sample Indicators:
- *Identify data and explain relevance to audience and context.*
- *Explain the significance of the tone, volume, rate and clarity of voice in communication.*
- *Use concise, coherent organization.*
- *Use language, terminology and complexity suitable to audience and sensitive to culture and gender.*
- *Address multiple intelligences and modalities through use of multiple mediums.*

ED 1.2: Enlist stakeholder commitment using persuasive communication techniques.
Sample Indicators:
- *Create awareness of problem and explain relevance to audience and context.*
- *Propose needed action and the role of the audience in that action.*
- *Create visualization of effects of proposed action.*

ED 1.3: Use non-verbal communication to enhance verbal communication.
Sample Indicators:
- *Explain the congruency between non-verbal and verbal communication.*
- *Describe intentional use of appearance, gesture and tone of voice.*

ED 1.4: Customize communication messages to fit the audience members.
Sample Indicators:
- *Describe audience characteristics.*
- *Explain alignment of communication components to audience characteristics.*

ED 1.5: Recognize and address barriers to oral communication.
Sample Indicators:
- *Address language barriers.*
- *Explain alignment of communication components to audience characteristics.*

ED 1.6: Give clear verbal directions.
Sample Indicators:
- *Organize steps logically.*
- *Use language, terminology and complexity suitable to audience.*
- *Reference prior knowledge and experience of audience.*

- *Address both content and processes.*
- *Use appropriate volume, rate and clarity of voice.*

ED 1.7: Utilize feedback to improve communication.
Sample Indicators:
- *Interpret verbal and non-verbal feedback.*
- *Allow appropriate response time based on audience and context.*
- *Adapt communication based on feedback.*

ED 1.8: Utilize discussion skills.
Sample Indicators:
- *Construct objectives for the discussion.*
- *Describe evidence that participants actively contributed.*
- *Maintain focus on discussion topic.*
- *Explain evidence that participants' understanding of the topic advanced after discussion.*

ED 1.9: Utilize questioning skills.
Sample Indicators:
- *Describe evidence that participants' understanding of the topic advanced after participation.*
- *Create questions that are suitable for audience and context in terms of Bloom's Taxonomy of higher-order thinking.*

ED 1.10: Apply listening skills to enhance learning and stakeholder investment in learning organization.
Sample Indicators:
- *Explain components of active listening*
- *Describe barriers to effective listening.*

ED 1.10: Follow verbal directions.
Sample Indicators:
- *Follow directions completely and precisely*
- *Demonstrate appropriate response to directions*

2. **Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.**

ED 2.1: Write informational correspondence to stakeholders in the learning environment.
Sample Indicators:
- *Use language, terminology and complexity suitable to audience.*
- *Use concise, coherent organization.*

- *Explain the significance of the tone of the correspondence and the need for sensitivity to culture and gender.*

ED 2.2: Write summative reports regarding the learning environment.
Sample Indicators:
- *Recognize data.*
- *Address both positive and negative aspects of the topic.*

ED 2.3: Write requests for funding, resources and services in the learning setting.
Sample Indicators:
- Describe required formatting and components.
- Use language and terminology suitable to audience.
- Recognize data.
- Use persuasive communication.

ED 2.4: Employ graphic communication to enhance learning and stakeholder investment in learning organization.
Sample Indicators:
- *Explain relevance to audience and context.*
- *Use complexity suitable to audience.*

ED 2.5: Write business communications, reports and position papers on issues affecting learning environments and/or educational organizations.
Sample Indicators:
- *Recognize data.*
- *Synthesize multiple sources of information.*
- *Use coherent organization.*
- *Use language and terminology suitable to audience with sensitivity to culture and gender.*

3. **Use critical thinking to process educational communications, perspectives, policies and/or procedures.**

ED 3.1: Analyze the diversity of objectives and perspectives of multiple stakeholders.
Sample Indicators:
- *Demonstrate respect for multiple viewpoints.*
- *Explain underlying assumptions of multiple viewpoints.*
- *Identify common ground among multiple viewpoints.*

ED 3.2: Analyze educational, public and organizational policies and procedures.
Sample Indicators:

- *Predict the impact of policies and procedures on educational facilities, instructional strategies and goals.*
- *Explain options for aligning educational facilities, policies and procedures with instructional goals.*

4. Evaluate and manage risks to safety, health and the environment in education and training settings.

ED 4.1: Evaluate equipment and facility safety within the learning environment.
Sample Indicators:
- *Identify potential hazards related to equipment and building codes.*
- *Explain procedures for documenting and reporting hazards to appropriate authorities.*
- *Explain appropriate corrective actions for equipment and building hazards.*
- *Describe system for monitoring compliance with relevant equipment and facility safety procedures.*

ED 4.2: Control risks to individual health and safety in the learning setting.
Sample Indicators:
- *Identify appropriate infection control procedures and assess strategies/methods to control risks.*
- *Describe universal precautions for blood-borne pathogens and the procedures for responding to and reporting exposure.*
- *Explain procedures related to recognition of and responses to controlled substance risks.*
- *Describe safe body mechanics relevant to the learning setting.*
- *Describe safe ergonomics relevant to the learning setting.*
- *Explain procedures related to criminal background checks, if appropriate to the learning setting.*
- *Identify governmental regulations regarding worker and learner safety.*
- *Describe fire precautions and response procedures.*
- *Describe procedures for responding to violent and threatening behaviors, health risks and fire emergencies.*
- *Describe procedures for documenting and reporting violent and threatening behaviors, health risks and fire emergencies.*
- *Identify risks to psychological health in the learning setting.*
- *Explain appropriate responses to psychological risks.*
- *Monitor compliance with relevant individual health and safety regulations and procedures.*
- *Identify types of bullying and develop appropriate strategies/methods for dealing with bullying.*

ED 4.3: Control environmental health and safety in the learning setting.
Sample Indicators:
- *Identify potential hazards.*
- *Inspect the setting for environmental safety hazards.*
- *Describe corrective actions for potential hazards.*

- *Explain safe practices for the storage and use of hazardous materials.*
- *Monitor compliance with relevant environmental health and safety regulations and procedures.*
- *Describe procedures for documenting and reporting environmental hazards to appropriate authorities.*

5. Demonstrate group collaboration skills to enhance professional education and training practice.

ED 5.1: Employ interpersonal skills to enhance professional practice.
Sample Indicators:
- *Use collaboration skills.*
- *Use compromise skills.*
- *Use conflict resolution techniques.*
- *Use consultation skills.*
- *Use mentoring skills.*
- *Use motivational strategies.*

ED 5.2: Employ group processes knowledge and skills to enhance professional practice.
Sample Indicators:
- *Use parliamentary procedure.*
- *Conduct productive and efficient meetings.*
- *Build consensus among stakeholders.*

6. Analyze ethical and legal policies of professional education and training practice.

ED 6.1: Explain major laws that govern behavior within learning settings.
Sample Indicators:
- *Explain major laws affecting a variety of issues in learning settings.*
- *Explain personal and organizational liabilities associated with major laws.*
- *Identify regulatory agencies.*
- *Identify sources for updating information on legal boundaries.*
- *Identify sources for obtaining assistance in interpreting legal responsibilities.*
- *Explain consequences of non-compliance.*

ED 6.2: Analyze ethical responsibilities in professional practice within learning settings.
Sample Indicators:
- *Identify sources of applicable ethical codes.*
- *Analyze applicable ethical codes.*
- *Explain personal and organizational liabilities associated with ethical codes.*
- *Identify regulatory agencies.*
- *Identify sources for updating information on ethical boundaries.*

- *Identify sources for obtaining assistance in interpreting ethical responsibilities.*
- *Explain consequences of non-compliance.*

ED 6.3: Explain institutional policies and procedures that relate to ethical and legal behavior.
Sample Indicators:
- *Explain rationale for policies and procedures.*
- *Analyze expected effects of compliance and non-compliance.*
- *Explain consequences of non-compliance.*

7. **Explain legal rights that apply to individuals and practitioners within education and training settings.**

ED 7.1: Explain major laws that govern behavior within learning settings.
Sample Indicators:
- *Explain rights of expression.*
- *Explain nondiscrimination rights.*
- *Explain rights to due process.*
- *Explain privacy rights.*

ED 7.2: Explain legal rights of professional practitioners within learning settings.
Sample Indicators:
- *Explain rights of expression.*
- *Explain nondiscrimination rights.*
- *Explain rights to due process.*
- *Explain privacy rights.*

8. **Demonstrate ethical and legal behavior within and outside of education and training settings.**

ED 8.1: Perform work duties according to legal boundaries.
Sample Indicators:
- *Comply with applicable law.*
- *Document, record and report required information.*
- *Comply with financial audit requirements.*

ED 8.2: Perform work duties in accordance with legal rights of stakeholders and coworkers.
Sample Indicators:
- *Comply with applicable law.*
- *Encourage others to comply with applicable law.*

ED 8.3: Perform work duties according to ethical boundaries.
Sample Indicators:

- *Explain how decision-making and actions taken are aligned with commitments to learners and the profession.*
- *Analyze ethical dilemmas.*
- *Propose responses to ethical dilemmas.*
- *Maintain confidentiality.*

9. **Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.**

ED 9.1: Complete professional development requirements.
Sample Indicators:
- *Identify appropriate sources of professional development.*
- *Identify timelines.*
- *Obtain documentation from issuing institutions/agencies.*
- *Develop a continual improvement plan through professional development, technical workshops, conferences and/or college coursework and involvement in professional organizations.*

ED 9.2: Complete assessments of knowledge and skills.
Sample Indicators:
Identify timelines.
- *Complete applicable internal assessments.*
- *Complete applicable external assessments.*
- *Obtain documentation of successful completion.*

10. **Apply organizational skills and logic to enhance professional education and training practice.**

ED 10.1: Employ record keeping skills to enhance professional practice and meet accountability standards.
Sample Indicators:
- *Apply various strategies.*
- *Explain alignment of strategies to educational objectives.*

11. **Demonstrate group management skills that enhance professional education and training practice.**

ED 11.1: Explain conditions that contribute to a receptive working climate.
Sample Indicators:
- *Explain the role of trust among those working together.*
- *Explain strategies for establishing trust among individuals.*
- *Explain the role of respect among those working together.*
- *Explain strategies for establishing respect among individuals.*

ED 11.2: Use environment to enhance work productivity, efficiency and quality.
Sample Indicators:
- *Explain ways that spatial arrangements enhance productivity, efficiency and quality of work.*
- *Explain ways that environmental conditions are engineered to meet needs of those working in the environment.*

Administration & Administrative Support Career Pathway (ED-ADM)

1. Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

ED-ADM 1.1: Develop and communicate a vision of success to inspire all learners and stakeholders.
Sample Indicators:
- *Identify learning goals appropriate for different societal groups.*
- *Integrate needs and characteristics of diverse learners.*
- *Describe the educational organization as a complex social, cultural and economic system.*
- *Apply theories and strategies of social and organizational change.*
- *Explain the ways that data-based research strategies and strategic planning inform the vision.*
- *Employ multiple means of communication.*

ED-ADM 1.2: Develop plans, strategies and processes to implement vision that is promoted with stakeholder involvement.
Sample Indicators:
- *Formulate motivational strategies.*
- *Interpret data that predicts success of implementation plans and processes.*
- *Create positive relationships with families and caregivers.*
- *Create productive relationships with community partners.*
- *Design short-and long-term plans.*
- *Develop and maintain records regarding progress with vision.*

ED-ADM 1.3: Employ a vision of success plan that motivates all learners and stakeholders to share the vision.
Sample Indicators:
- *Practice persuasive communication.*
- *Formulate a data-driven system for monitoring and evaluating realization of vision.*
- *Revise vision based on data-based evaluation.*
- *Express commitment to continuous and sustainable improvement.*
- *Monitor and evaluate progress and revise plans.*

2. Identify behaviors necessary for developing and sustaining a positive learning culture.

ED-ADM 2.1: Define strategies to assess the learning climate.
Sample Indicators:
- *Create culture of collaboration, trust, learning and high expectations.*
- *Collect and analyze data and information pertinent to the educational environment.*
- *Analyze subgroup data.*

ED-ADM 2.2: Select context-appropriate strategies to capitalize on diversity.
Sample Indicators:
- *Support understanding, appreciation and use of the community's diverse cultural, social and intellectual resources.*
- *Review and evaluate language diversity.*
- *Review and evaluate disabilities.*
- *Review and evaluate gender differences.*
- *Review and evaluate race and ethnicity differences.*
- *Review and evaluate the impact of socioeconomic status.*

3. Create instructional programs to meet the learning organization's objectives.

ED-ADM 3.1: Construct an organizational profile to describe learner needs.
Sample Indicators:
- *Explain diverse needs of learners.*
- *Explain performance standards.*
- *Create a comprehensive, rigorous and coherent curricular program.*
- *Manage time spent on quality instruction and correlate success via data.*

ED-ADM 3.2: Evaluate instructional programs to determine alignment with organizational objectives.
Sample Indicators:
- *Utilize multiple measurement and assessment strategies.*
- *Explain alignment with organizational objectives.*

ED-ADM 3.3: Use technology and information systems to meet instructional objectives.
Sample Indicators:
- *Integrate use of technology and information systems into each instructional program.*
- *Utilize technology and information systems to monitor success of instructional programs.*

ED-ADM 3.4: Utilize appropriate resources to support instructional programs.
Sample Indicators:
- *Discuss with instructional staff concerning program needs.*
- *Identify multiple sources of resources.*

4. Identify instructional practices that meet the learning organization's objectives.

ED-ADM 4.1: Construct a profile of learner performance to assess needs of learners.
Sample Indicators:
- *Utilize appropriate research strategies.*
- *Analyze differences among subgroups.*

ED-ADM 4.2: Employ strategies to promote research-based instructional practice.
Sample Indicators:
- *Identify data-based, effective practice strategies.*
- *Explain alignment between practices and human development theory.*
- *Explain alignment between practices and learning theories.*
- *Explain alignment with individual differences.*

ED-ADM 4.3: Support instructional staff in understanding and applying effective practices for teaching and learning.
Sample Indicators:
- *Consult with instructional staff regarding needs for increased knowledge and skills.*
- *Plan in-service opportunities.*
- *Explain alignment between in-service topics and organization vision.*
- *Explain alignment between in-service topics and reflective practice research.*
- *Explain alignment between in-service topics and learner performance data.*
- *Explain alignment between in-service processes and adult learning theory and practice.*
- *Monitor implementation of effective practices following in-service opportunities.*
- *Express a commitment to lifelong learning.*

ED-ADM 4.4: Define and use appropriate resources to support effective practices for teaching and learning.
Sample Indicators:
- *Discuss with instructional staff regarding needed instructional resources.*
- *Identify multiple sources of resources.*

5. Model leadership skills for personnel in order to improve the performance of the learning organization.

ED-ADM 5.1: Plan strategies to enhance personnel performance.
Sample Indicators:
- *Explain alignment with organizational and personal objectives.*
- *Identify past performance.*
- *Employ authentic problems and tasks.*
- *Identify learner performance.*

- *Utilize multiple strategies.*
- *Explain alignment with adult learning theories and practices.*
- *Develop evaluation methods to monitor individual progress.*

ED-ADM 5.2: Prepare personnel to meet organizational and personal objectives.
Sample Indicators:
- *Define high standards.*
- *Describe a commitment to the worth of all individuals.*
- *Communicate expectations clearly to personnel.*
- *Communicate clearly to personnel the positive and negative consequences of behavior.*
- *Apply positive and negative consequences of behavior fairly and consistently.*

6. Identify operations to meet the learning organization's objectives.

ED-ADM 6.1: Use data to make decisions.
Sample Indicators:
- *Collect qualitative data.*
- *Collect quantitative data.*
- *Analyze data.*
- *Interpret research.*
- *Identify multiple options for action.*
- *Formulate action based on data.*

ED-ADM 6.2: Construct a strategic plan to guide use of resources.
Sample Indicators:
- *Recognize needs assessment.*
- *Consult all personnel.*
- *Utilize consensus-building processes.*
- *Utilize conflict-resolution processes.*
- *Analyze costs and benefits.*
- *Prepare written procedures and policies.*

ED-ADM 6.3: Plan facilities to meet organizational objectives.
Sample Indicators:
- *Identify safety and security.*
- *Explain alignment with organizational objectives.*
- *Explain alignment with educational goals.*
- *Explain adequacy of facilities.*

ED-ADM 6.4: Arrange adequate resources to meet organizational objectives.
Sample Indicators:
- *Explain organization finance structures and models.*
- *Justify strategies to secure adequate funds.*
- *Justify strategies to recruit personnel.*
- *Justify strategies to retain personnel.*

7. Plan strategically to meet the learning organization's objectives.

ED-ADM 7.1: Develop stakeholder partnerships to meet organizational objectives.
Sample Indicators:
- *Select diverse stakeholders.*
- *Apply community relations models.*
- *Employ marketing strategies and processes.*
- *Utilize a variety of outreach methods.*
- *Construct a plan for media relations.*

ED-ADM 7.2: Recognize stakeholders' needs and interests to engage their participation.
Sample Indicators:
- *Analyze needs and interests of stakeholders to utilize in developing plans of collaboration.*
- *Construct a plan for visibility.*
- *Identify various strengths of diverse stakeholders.*

8. Apply internal and external resources to meet the learning organization's objectives and learner needs.

ED-ADM 8.1: Employ stakeholder resources that assist in meeting organizational objectives.
Sample Indicators:
- *Utilize resources of multiple stakeholders.*
- *Communicate and explain mutual benefits to stakeholders, organization and learners.*
- *Construct plans to meet special needs of the organization.*

ED-ADM 8.1: Use resources that address learner needs.
Sample Indicators:
- *Utilize multiple resources.*
- *Explain mutual benefits to society, organization and learners.*
- *Construct plans to encourage offerings of new resources.*

ED-ADM 8.1: Recognize and manage community issues or joint concern using organizational resources.
Sample Indicators:

- *Identify concerns of multiple stakeholders.*
- *Explain mutual benefits to stakeholders, organization and learners.*

9. Describe advocacy strategies to promote the learning organization's needs.

ED-ADM 9.1: Respond to community issues of joint concern using organizational resources.
Sample Indicators:
- *Identify concerns of multiple stakeholders.*
- *Explain mutual benefits to stakeholders, organization and learners.*

ED-ADM 9.2: Explain the relationship of political, social, economic, legal and cultural contexts to organizational objectives.
Sample Indicators:
- *Explain intersection of larger contexts and institutional objectives.*
- *Analyze causes of contextual barriers to organizational vision.*
- *Explain related contextual norms and values.*
- *Analyze ways that policies of larger contexts affect organization's vision.*

ED-ADM 9.3: Influence political, social, economic, legal and cultural contexts that promote realization of the organization's vision.
Sample Indicators:
- *Describe contextual issues, trends and potential changes.*
- *Communicate contextual issues, trends and potential changes to stakeholders.*

ED-ADM 9.4: Monitor political, social, economic, legal and cultural contexts that promote realization of the organization's vision and objectives.
Sample Indicators:
- *Engage decision makers representing larger contexts in dialogue.*
- *Engage stakeholders in advocating for organization-friendly political, social, economic, legal and cultural policies.*

Professional Support Services Career Pathway (ED-PS)

1. Identify strategies, techniques and tools used to determine the needs of diverse learners.

ED-PS 1.1: Formulate learner needs using multiple strategies.
Sample Indicators:
- *Utilize observation.*
- *Utilize interviewing.*
- *Utilize consultation.*
- *Utilize testing.*

- *Utilize review of documents.*

ED-PS 1.2: Evaluate the appropriateness of assessment tools.
Sample Indicators:
- *Evaluate multiple assessment tools.*
- *Identify process to align assessment tool(s) to learner need and characteristics.*
- *Explain alignment to learner characteristics.*
- *Explain alignment to assessment purpose.*
- *Identify learner input.*

ED-PS 1.3: Use appropriate assessment tools to determine needs of learners.
Sample Indicators:
- *Utilize multiple tools.*
- *Define standardized measures.*
- *Define qualitative measures.*
- *Define quantitative measures.*

ED-PS 1.4: Interpret assessment results to determine needs of learners.
Sample Indicators:
- *Evaluate multiple data sources by triangulation.*
- *Explain assessment-related statistical concepts.*
- *Justify conclusions.*

ED-PS 1.5: Explain assessment results to stakeholders.
Sample Indicators:
- *Discuss with learners.*
- *Collect learner input in assessment profile.*
- *Monitor understanding of information.*
- *Develop prototype assessment plan.*

ED-PS 1.6: Prepare stakeholders to participate in developing an action plan for facilitating individual learner success.
Sample Indicators:
- *Utilize appropriate resources for learner success.*
- *Identify strategies for learner success.*
- *Identify current data on learner success.*
- *Define required standardized measures of success.*

ED-PS 1.7: Recognize when a learner needs proactive support for learning.
Sample Indicators:
- *Identify multiple strategies for recognizing needs.*

- *Explain benefits of proactive support.*
- *Identify research-based data to support benefits of proactive actions.*
- *Explain potential resources for support.*

ED-PS 1.8: Identify existing barriers to learning.
Sample Indicators:
- *Identify multiple strategies for recognizing barriers.*
- *Explain benefits of intervention.*
- *Identify and explain potential resources for intervention.*

ED-PS 1.9: Justify the need for increased resources to meet needs of learners.
Sample Indicators:
- *Utilize persuasive communication.*
- *Explain mutual benefits to society, organization and learners.*
- *Summarize learner successes.*
- *Select stakeholders and recognize their input during the process.*

2. Implement methods to enhance learner success.

ED-PS 2.1: Identify appropriate resources that meet a specific learner's needs.
Sample Indicators:
- *Identify multiple resources.*
- *Explain availability of resources.*
- *Explain alignment of resources with learner needs.*
- *Explain alignment of resources with learner characteristics.*

ED-PS 2.2: Develop a personal or group action plan for educational success.
Sample Indicators:
- *Identify multiple sources of data to document need and potential success.*
- *Interpret data correctly.*
- *Engage appropriate stakeholders in the process.*
- *Explain educational goals.*
- *Explain alignment of goals to the means.*
- *Record plan in writing.*

3. Identify resources and support services to meet learners' needs.

ED-PS 3.1: Refer learners to appropriate resources.
Sample Indicators:
- *Identify multiple resources.*
- *Explain alignment to client needs.*

- *Explain alignment to client characteristics.*
- *Explain locations, costs, services and procedures clearly.*
- *Plan follow-up contacts to determine outcomes.*

ED-PS 3.2: Conduct group meetings with appropriate stakeholders in the learning organization regarding supporting individual learner progress.
Sample Indicators:
- *Employ principles of group dynamics.*
- *Explain purposes of meetings clearly.*
- *Explain goals.*
- *Identify responsibilities.*

ED-PS 3.3: Provide and support specialized services to enhance learning.
Sample Indicators:
- *Explain alignment of services and support to learning theory.*
- *Explain alignment of services and support to principles of academic, career and personal/social development.*
- *Explain alignment of services and support to client need and characteristics.*
- *Explain goals.*
- *Explain principles of support and service processes.*

4. **Identify resources and support services available in the learning organization to enhance the learning environment.**

ED-PS 4.1: Refer learners to appropriate resources.
Sample Indicators:
- *Identify multiple resources.*
- *Explain alignment to client needs.*
- *Explain alignment to client characteristics.*
- *Explain locations, costs, services and procedures clearly.*
- *Plan follow-up contacts to determine outcomes.*

ED-PS 4.2: Conduct group meetings with appropriate stakeholders in the learning organization regarding supporting individual learner progress.
Sample Indicators:
- *Employ principles of group dynamics.*
- *Explain purposes of meetings clearly.*
- *Explain goals.*
- *Identify responsibilities.*

ED-PS 4.3: Provide and support specialized services to enhance learning.
Sample Indicators:
- *Explain alignment of services and support to learning theory.*
- *Explain alignment of services and support to principles of academic, career and personal/social development.*
- *Explain alignment of services and support to client need and characteristics.*
- *Explain goals.*
- *Explain principles of support and service processes.*

ED-PS 4.4: Evaluate outcomes of the sources and support services used to enhance learning.
Sample Indicators:
- *Align measured outcomes with a pre-constructed plan for support or services.*
- *Utilize appropriate data-collection strategies.*
- *Analyze data accurately.*
- *Justify conclusions.*
- *Align measured outcomes with a pre-constructed plan for support or services.*
- *Utilize appropriate data-collection strategies.*
- *Analyze data accurately.*
- *Justify conclusions.*

ED-PS 4.5: Recommend future support services that enhance learning.
Sample Indicators:
- *Record learner input.*
- *Identify and explain recommendations.*
- *Record action strategies.*
- *Include learner input.*
- *Support recommendations.*
- *Include action strategies.*

ED-PS 4.6: Evaluate outcomes of the sources and support services used to enhance learning.
Sample Indicators:
- *No sample indicators.*

ED-PS 4.7: Recommend future support services that enhance learning.
Sample Indicators:
- *No sample indicators.*

Teaching & Training Career Pathway (ED-TT)

1. **Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.**

    ED-TT 1.1: Use resources and professional development to update knowledge and skills on an ongoing basis.
    Sample Indicators:
    - *Reference multiple sources of information and learning methods.*
    - *Utilize analytical skills while evaluating instructional resources and program materials.*
    - *Evaluate alignment to instructional goals.*
    - *Evaluate alignment to learner characteristics.*
    - *Evaluate comprehensiveness, accuracy and literacy characteristics.*
    - *Explain major concepts, assumptions, debates, principles and theories central to the subject matter.*
    - *Test hypotheses and use methods of inquiry and standards of evidence appropriate for the subject matter in order to generate knowledge and skills.*
    - *Demonstrate a commitment to lifelong learning.*

    ED-TT 1.2: Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.
    Sample Indicators:
    - *Test learner's prerequisite knowledge as a foundation in instructional plans.*
    - *Explain learner misunderstanding in terms of lack of prerequisite knowledge.*

    ED-TT 1.3: Apply principles of scope and sequence while planning instruction.
    Sample Indicators:
    - *Order content from simple to complex.*
    - *Connect various elements of content.*

    ED-TT 1.4: Integrate various content to make explicit the connections to other subject matter and explain connection to life and career applications.
    Sample Indicators:
    - *Integrate multiple subject matter into instructional plans and real-world applications.*
    - *Make connections logical, accurate and meaningful to learners.*

    ED-TT 1.5: Analyze standards, organization goals and learners when selecting content.
    Sample Indicators:
    - *Align content as appropriate to National, State, Business and Industry and Regulatory standards.*
    - *Customize content to learners' abilities, interests and future objectives.*

ED-TT 1.6: Use assessment tools when determining needs of learners and organizations.
Sample Indicators:
- *Utilize self-assessments.*
- *Utilize a variety of methods.*
- *Develop assessment tools.*

2. Employ knowledge of learning and developmental theory to describe individual learners.

ED-TT 2.1: Locate theory-based information to describe individual learners.
Sample Indicators:
- *List multiple and diverse characteristics of individual learners.*
- *Identify resources for locating information.*

ED-TT 2.2: Apply learning and developmental theory to relate individual characteristics to the learning process.
Sample Indicators:
- *Explain the relevance of individual characteristics to the learning process.*
- *Identify typical characteristics.*
- *Identify exceptional characteristics.*

3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.

ED-TT 3.1: Use knowledge of learners to align goals with learners' developmental level, abilities, interests and future objectives.
Sample Indicators:
- *Address intellectual, social, career and developmental needs.*
- *Explain the relationship of goals to the real world.*
- *Accommodate the needs of diverse learners.*

ED-TT 3.2: Use National, State, Business and Industry, or Regulatory standards to establish learner performance standards.
Sample Indicators:
- *Use standards that challenge all learners.*
- *Use standards that are applicable to contexts that are meaningful to learners.*

ED-TT 3.3: Identify multiple learning goals that establish performance standards for learners.
Sample Indicators:
- *Explain learning goals for multiple content areas or multiple strands of a content area.*
- *Explain knowledge goals.*

- *Explain skill mastery goals.*
- *Explain thinking process goals.*
- *Explain learning goals for multiple content areas or multiple strands of a content area.*

ED-TT 3.4: Select appropriate assessment/evaluation strategies while applying assessment theory.
Sample Indicators:
- *Identify the purpose of the assessment.*
- *Explain the alignment of selected assessment strategies to educational goals.*
- *Identify multiple strategies.*
- *Describe learner self-assessment strategies.*

ED-TT 3.5: Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.
Sample Indicators:
- *Assess/evaluate multiple goals.*
- *Assess/evaluate content goals.*
- *Assess/evaluate process goals.*
- *Identify clearly the criteria and standards to be used to assess/evaluate.*
- *Identify the alignment of instruction to standards.*

4. Identify materials and resources needed to support instructional plans.

ED-TT 4.1: Identify materials and resources needed to enhance instruction and aid learners in learning.
Sample Indicators:
- *Identify personal and organizational resources.*
- *Identify community resources.*
- *Explain how identified materials and resources support educational goals.*

5. Establish a positive climate to promote learning.

ED-TT 5.1: Establish respect and rapport to foster positive social and intellectual interactions.
Sample Indicators:
- *Demonstrate respectful interactions between instructor and learners.*
- *Demonstrate respectful interactions among learners.*
- *Demonstrate fairness.*
- *Give recognition to learners' cultural backgrounds.*

ED-TT 5.2: Explain the importance of content to promote interest in learning.
Sample Indicators:
- *Demonstrate enthusiasm for content.*

- *Identify real-world connections.*

ED-TT 5.3: Establish challenging expectations for each learner.
Sample Indicators:
- *Formulate standards of achievement on applicable National, State, Business and Industry and Regulatory standards.*
- *Explain standards to learners in a clear manner.*
- *Judge learner responsibility for learning.*

ED-TT 5.4: Arrange space, equipment and furniture within learning settings to optimize learning and provide appropriate access and spacing requirements.
Sample Indicators:
- *Arrange physical space, equipment and furniture to enhance instructional plan.*
- *Identify equitable access for all learners.*
- *Utilize physical resources optimally.*
- *Demonstrate fairness.*
- *Recognize learners' cultural backgrounds.*

6. **Identify motivational, social and psychological practices that guide personal conduct.**

ED-TT 6.1: Document standards of conduct and expectations clearly.
Sample Indicators:
- *Communicate positive and negative outcomes of behavior.*
- *Enlist participation of learners in determining expectations.*
- *Utilize principles of conflict resolution.*
- *Utilize principles of democracy.*

ED-TT 6.2: Monitor learners' personal conduct using a variety of strategies.
Sample Indicators:
- *Stay continually alert to learners' conduct.*
- *Use appropriate intervention aimed at prevention.*
- *Use appropriate intervention aimed at correction.*

ED-TT 6.3: Respond to learners' personal conduct by providing appropriate feedback.
Sample Indicators:
- *Demonstrate consistent responses.*
- *Demonstrate respectful responses.*
- *Demonstrate responses reflective of learners' needs.*
- *Utilize positive and negative outcomes of behavior fairly and consistently.*

7. **Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.**

ED-TT 7.1: Utilize engagement of learners to optimize benefits of instructional groups.
Sample Indicators:
- *Recognize learners consistently.*
- *Experiment with the structure of participants in groupings.*
- *Utilize meaningful group tasks.*

ED-TT 7.2: Manage instructional transitions while employing time management skills.
Sample Indicators:
- *Utilize efficient transitions.*
- *Plan instructional time for optimal use.*

ED-TT 7.3: Employ organizational skills while managing instructional resources (i.e., tools, equipment, supplies and materials).
Sample Indicators:
- *Utilize effective resource management systems.*
- *Plan instructional time for optimal use.*

ED-TT 7.4: Demonstrate non-instructional duties.
Sample Indicators:
- *Utilize efficient procedures.*
- *Explain expected procedural routines that learners must follow.*

ED-TT 7.5: Supervise learners using organizational and relationship-building skills.
Sample Indicators:
- *Manage learners to work independently.*
- *Manage learners to work productively.*

8. **Demonstrate flexibility and adaptability in instructional planning.**

ED-TT 8.1: Use appropriate representations to make content meaningful to learners.
Sample Indicators:
- *Utilize various representations.*
- *Utilize clear and accurate representations.*
- *Utilize representations that encourage critical thinking and problem-solving.*
- *Connect representations to learners' prior knowledge and experience.*
- *Collect additional representations from learners.*

ED-TT 8.2: Utilize learning activities and assignments to challenge and engage learners.
Sample Indicators:
- *Utilize various activities and assignments.*
- *Connect activities and assignments with learning goals.*
- *Appraise learners of the importance to initiate and adapt activities and assignments in order to enhance their understanding.*

ED-TT 8.3: Utilize content and knowledge of teaching/learning while delivering instruction.
Sample Indicators:
- *Provide adequate time for reflection and closure process.*
- *Utilize a consistent pace of instruction that is appropriate for learners.*

ED-TT 8.4: Utilize instructional materials, resources and technology to enhance learning.
Sample Indicators:
- *Utilize community materials and resources.*
- *Distinguish alignment of materials and resources with learning goals.*
- *Explain the importance for learners to choose, adapt and create materials and resources in order to enhance their understanding.*
- *Demonstrate literacy and skills for multiple technologies*
- *Distinguish alignment of technologies with instructional goals.*
- *Explain standards for determining the credibility of information.*
- *Analyze the advantages and disadvantages of use of technology for instruction.*
- *Evaluate technology-based instructional materials.*

ED-TT 8.5: Utilize questioning techniques to encourage higher-order thinking skills.
Sample Indicators:
- *Identify adequate time for responding to questions.*
- *Assess answers to extend thinking.*
- *Develop learners' questioning ability.*

ED-TT 8.6: Utilize discussion techniques to engage learners.
Sample Indicators:
- *Develop learners' ability to initiate topics and to offer unsolicited contributions.*
- *Utilize all learners in instruction.*

ED-TT 8.7: Use cooperative learning techniques to engage learners.
Sample Indicators:
- *Categorize groupings of learners and group tasks to learning goals, learner needs and characteristics.*
- *Demonstrate the importance of groupings and tasks in enhancing learners' understanding.*

- *Assess productivity of learning groups.*

ED-TT 8.8: Use work-based and project-based learning techniques to extend learning.
Sample Indicators:
- *Apply knowledge and skills in real-world settings.*
- *Employ worksite, community and home applications of knowledge and skills.*
- *Apply cross-curricular knowledge and skills to real-world settings.*
- *Apply research and problem-solving skills.*

ED-TT 8.9: Identify support for learning organizations and activities to extend learning opportunities.
Sample Indicators:
- *Arrange awards and recognition.*
- *Plan and advise organizations and activities.*

ED-TT 8.10: Identify needed adjustments in instructional plans using an analysis of learner performance.
Sample Indicators:
- *Assess responsibility for learner performance.*
- *Identify new approaches to help struggling learners.*

ED-TT 8.10: Incorporate learner questions and interests to make instruction relevant and responsive to learners.
Sample Indicators:
- *Manage coherent instruction.*
- *Manage alignment of instruction to appropriate educational goals.*

ED-TT 8.12: Utilize spontaneous events to enhance learning.
Sample Indicators:
- *Combine events into instruction.*
- *Relate alignment of instruction to appropriate educational goals.*

9. **Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.**

ED-TT 9.1: Utilize data to assess/evaluate learning.
Sample Indicators:
- *Utilize multiple sources of data and interpret correctly.*
- *Utilize learner self-assessment and authentic assessment.*
- *Utilize appropriate technology.*

ED-TT 9.2: Utilize feedback provided to learners to enhance learning.
Sample Indicators:
- *Identify accurate, substantive, constructive and specific feedback.*
- *Prepare learners in interpreting progress.*
- *Relate the importance of learners using feedback to enhance their learning.*

ED-TT 9.3: Plan adjustments in instruction that reflect assessment and teaching/learning theory.
Sample Indicators:
- *Organize alignment of adjustments to assessment data.*
- *Identify and describe adjustments in terms of data-based effective practice.*

ED-TT 9.4: Collect accurate records through the use of organization skills in order to monitor and guide learner progress.
Sample Indicators:
- *Collect and maintain complete, orderly and timely records.*
- *State the availability of records to appropriate stakeholders.*

ED-TT 9.5: Utilize an organized system for recording non-instructional data.
Sample Indicators:
- *Collect and maintain complete and timely records.*
- *State the availability of records to appropriate stakeholders.*

10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

ED-TT 10.1: Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.
Sample Indicators:
- *Prepare a written philosophy of instruction.*
- *Identify research-based, effective practice.*
- *Interpret efficacy.*
- *Revise current philosophy regularly.*

ED-TT 10.2: Employ various strategies while systematically monitoring effectiveness of instruction.
Sample Indicators:
- *Discuss with colleagues.*
- *Discuss accuracy of instruction.*
- *Identify supporting data.*

ED-TT 10.3: Develop instructional practice based upon analysis of past actions.
Sample Indicators:

- *Describe a commitment to continuous improvement.*
- *Identify multiple alternative actions.*
- *Explain merits of alternative actions.*

ED 10.4: Utilize participation in professional associations to improve knowledge and skills.
Sample Indicators:
- *Practice membership in professional organizations.*
- *Utilize services of professional associations.*

ED-TT 10.5: Employ in-service education to improve knowledge and skills.
Sample Indicators:
- *Formulate a written personal growth plan.*
- *Identify multiple resources.*
- *Utilize technology.*
- *Utilize observations of colleagues.*
- *Explain applications of in-service learnings.*

11. Implement strategies to maintain relationships with others to increase support for the organization.

ED-TT 11.1: Use an organized system for recording learner assignments.
Sample Indicators:
- *Maintain complete, orderly and timely records.*
- *Make records accessible to appropriate stakeholders.*

ED-TT 11.2: Use an organized system for recording learner progress.
Sample Indicators:
- *Maintain complete, interpretable and timely records.*
- *Make records accessible to appropriate stakeholders.*

ED-TT 11.3: Use an organized system for recording non-instructional data.
Sample Indicators:
- *Maintain complete and timely records.*
- *Make records accessible to appropriate stakeholders.*

ED-TT 11.4: Advocate for needs of learners, organization, community and profession.
Sample Indicators:
- *Explain mutual benefits.*
- *Assess needs of all categories of stakeholders.*
- *Cite supporting data.*

ED-TT 11.5: Seek opportunities to promote instructional program.
Sample Indicators:
- *Communicate frequently.*
- *Provide accurate program descriptions.*
- *Address the goals of stakeholders.*
- *Cite outcome data.*

ED-TT 11.6: Seek opportunities to engage stakeholders in organization vision.
Sample Indicators:
- *Engage stakeholders frequently.*
- *Discuss the role of parental support.*
- *Give recognition to stakeholder contributions to program.*

ED-TT 11.7: Provide information to meet appropriate accountability standards.
Sample Indicators:
- *Follow policies on organizational reporting.*
- *Respond to concerns of stakeholders.*
- *Report both positive and negative outcomes.*
- *Provide accurate information.*