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.

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.


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.


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.


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.