



**Education and Training**  
Foundation

Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC01.01	Academic Foundations	Psychology	Apply fundamental knowledge of psychology to enhance learner achievement.	Employ fundamental knowledge of developmental theory to enhance learner achievement.	Identify major theorists.
					Explain major theories using real-world examples.
					Critique major theories.
				Employ fundamental knowledge of learning theory to enhance learner achievement.	Use theory to predict and explain individual and group behavior.
					Identify major theorists.
					Explain major theories using real-world examples.
				Employ fundamental knowledge of motivation theory to enhance learner achievement.	Critique major theories.
					Use theory to predict and explain individual and group behavior.
					Identify major theorists.
				Employ fundamental knowledge of the dynamics of psychological change to enhance professional practice.	Explain major theories using real-world examples.
					Critique major theories.
					Use theory to predict and explain individual and group behavior.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC01.02	Academic Foundations	Sociology	Apply fundamental knowledge of sociology to enhance learner achievement.	Employ fundamental knowledge of the social interaction of individuals and institutions to enhance learner achievement.	Identify multiple social factors and institutions that impact learning.
					Explain factors using real-world examples.
					Use social interaction of individuals and institutions to predict and explain individual and group behavior.
				Analyze social barriers to learning.	Identify multiple barriers.
					Explain barriers using real-world examples.
					Propose solutions to barriers.
				Employ fundamental knowledge of the dynamics of sociological change to enhance professional practice.	Identify major theorists.
					Explain major theories using real-world examples.
Critique major theories.					
Use theory to predict and explain individual and group behavior.					
EDC01.03	Academic Foundations	Educational Psychology	Apply fundamental knowledge of cultural, ethnic, and racial groups to enhance learner achievement.	Explain the history of multiple cultural, ethnic, and racial groups as it relates to learning.	Explain history that relates to learning settings and institutions.
					Explain history that relates to family and community.
					Explain history that relates to work.
				Explain multiple cultural, ethnic, and racial groups' belief systems that relate to learning.	Explain achievement belief systems.
					Explain life goals belief systems.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC01.04	Academic Foundations	Economics	Apply fundamental knowledge of the relationships between education and society to enhance learner achievement.	Apply fundamental knowledge of economics to enhance learner achievement.	Identify major economic factors affecting learning and educational practice.
					Explain factors using real world examples.
					Relate factors to local funding issues.
				Employ fundamental knowledge of educational philosophies to enhance learner achievement.	Identify major philosophers.
					Explain major philosophies using real-world examples.
					Critique major philosophies.
				Analyze structures for governing professional practices in learning settings.	Relate educational philosophies to contemporary issues in professional practice.
					Identify multiple governance structures.
					Explain governance structures using real-world examples.
	Critique governance structures.				
	Relate governance structures to contemporary issues in professional practice.				
EDC01.05	Academic Foundations	Educational Psychology	Apply fundamental knowledge of instructional strategies to enhance learner achievement.	Explain models of instruction.	Explain various models.
					Explain optimal contexts for using models.
				Employ models of instruction to enhance learner achievement.	Use various models.
					Explain appropriateness of models in terms of context and learner results.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC01.06	Academic Foundations	Tests and Measurements	Apply fundamental knowledge and skills of assessment to enhance learner achievement.	Employ fundamental knowledge of measurement to enhance learner achievement.	Explain concepts of measurement.
					Measure educational outcomes appropriately.
				Employ fundamental knowledge of non-numeric data to enhance learner achievement.	Interpret measurements appropriately.
					Explain concepts of non-numeric data.
Collect non-numeric data appropriately.					
Interpret non-numeric data appropriately.					
EDC01.07	Academic Foundations	Economics	Apply fundamental knowledge of economics to enhance learner achievement.	Employ fundamental knowledge of macroeconomics to enhance funding for professional practices in learning settings.	Identify major macroeconomic factors.
					Explain factors using real-world examples.
					Relate factors to contemporary funding issues.
				Employ fundamental knowledge of microeconomics to enhance funding for professional practices in learning settings.	Identify major microeconomic factors.
					Explain factors using real-world examples.
					Relate factors to local funding issues.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC02.01	Communications	Language Arts Courses	Apply verbal communication skills to enhance learning and stakeholder commitment to learning organization.	Use motivational and engaging communication to provide information.	Cite data.
					Explain relevance to audience and context.
					Explain the significance of the tone of the communication.
					Use concise, coherent organization.
					Use language, terminology, and complexity suitable to audience.
					Use language sensitive to culture and gender.
					Address multiple intelligences and modalities.
					Use appropriate volume, rate, and clarity of voice.
				Use multiple mediums.	
				Use persuasive communication to enlist stakeholder commitment.	Create awareness of problem.
					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.
					Explain the significance of the tone of the communication.
					Use concise, coherent organization.
					Use language, terminology, and complexity suitable to audience.
Use language sensitive to culture and gender.					
Address multiple intelligences and modalities.					
Use appropriate volume, rate, and clarity of voice.					
Use multiple mediums.					



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Use non-verbal communication to enhance verbal communication.	Explain the congruency between non-verbal and verbal communication. Describe intentional use of appearance, gesture, and tone of voice.
				Use knowledge of audience to customize communication.	Describe audience characteristics. Explain alignment of communication components to audience characteristics.
				Recognize and address barriers to oral communication.	Address language barriers. Explain alignment of communication components to audience characteristics.
				Give clear verbal directions.	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.
				Utilize feedback to improve communication.	Interpret verbal and non-verbal feedback. Allow appropriate response time based on audience and context. Adapt communication based on feedback.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC02.02	Communications	Language Arts Courses	Employ interactive communication to enhance learning and stakeholder commitment to learning organization.	Utilize interviewing skills.	Obtain complete information.
					Maintain focus on interview objectives.
					Explain evidence that interviewee understood the purpose of the interview and the information conveyed in the interview.
				Utilize discussion skills.	Construct objectives for the discussion.
					Describe evidence that participants actively contributed.
					Maintain focus on discussion topic.
				Utilize questioning skills.	Explain evidence that participants' understanding of the topic advanced.
					Describe evidence that participants actively responded.
					Questions are suitable for audience and context in terms of Bloom's Taxonomy of higher-order thinking.
				Apply listening skills to enhance learning and stakeholder investment in learning organization.	Explain evidence that participants' understanding of the topic advanced.
					Explain components of active listening.
				Follow verbal directions.	Describe barriers to effective listening.
Follow directions completely.					
					Follow directions precisely.
EDC02.03	Communications	Language Arts Courses	Apply writing skills to enhance learning and stakeholder investment in learning organization.	Write informational correspondence to stakeholders.	Use language, terminology, and complexity suitable to audience.
					Use concise, coherent organization.
					Explain the significance of the tone of the correspondence.
					Use language sensitive to culture and gender.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Write clear directions.	Organize steps logically. Use language, terminology, and complexity suitable to audience. Address both content and processes. Use concise, coherent organization.
				Write summative reports.	Cite data. Use language, terminology, and complexity suitable to audience. Address both positive and negative aspects of the topic. Use language sensitive to culture and gender.
				Write position papers.	Cite data. Synthesize multiple sources of information. Use persuasive communication. Use coherent organization. Use language and terminology suitable to audience. Use language sensitive to culture and gender.
				Write requests for funding, resources, and services.	Describe required formatting and components. Include all required components. Use language and terminology suitable to audience. Cite data. Use persuasive communication. Use concise, coherent organization. Use language sensitive to culture and gender.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Employ graphic communication to enhance learning and stakeholder investment in learning organization.	Explain relevance to audience and context. Use complexity suitable to audience. Use graphics that can be easily seen and
EDC03.01	Problem Solving and Critical Thinking	#3: Human Growth and Development	Apply problem-solving and critical thinking skills to enhance instruction and learner achievement.	Utilize scientific thinking to solve problems.	Define the problem. Explain hypothetical solutions based on prior knowledge. Describe the collection of data. Explain analysis of data. Explain conclusions.
				Synthesize multiple and conflicting data and viewpoints to derive a position on educational issues.	Explain similarities in data and viewpoints. Explain dissimilarities in data and viewpoints. Use inductive and deductive reasoning. Explain a position based on multiple and conflicting data and viewpoints.
				Utilize reflection strategies to improve instructional skills and learner achievement.	Solicit and evaluate feedback of others. Evaluate self-assessments. Encourage others to use reflection strategies. Explain behavior adaptations motivated by reflection.
				Utilize perspective-taking to enhance instruction and learner achievement.	Use open-ended questioning. Encourage respect for multiple opinions.
				Utilize conflict resolution strategies.	Use third party intervention and support. Openly and respectfully identify issues. Identify solutions that meet needs of all parties involved.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC03.02	Problem Solving and Critical Thinking	#3: Human Growth and Development	Apply critical thinking to respond to educational issues.	Analyze the diversity of objectives and perspectives of multiple stakeholders.	Express respect for multiple viewpoints.
					Explain underlying assumptions of multiple viewpoints.
					Identify common ground among multiple viewpoints.
				Analyze public and organizational policies and procedures.	Predict the impact of policies and procedures on instructional goals.
					Explain options for aligning policies and procedures with instructional goals.
EDC04.01	Information Technology Applications	#2: Information Technology Applications	Use Personal Information Management (PIM)/ productivity applications.	Manage personal schedule and contact information.	Identify PIM applications such as MS Outlook, Lotus Notes, and others.
					Create tasks (to-do) list.
					Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc.
				Create memos and notes.	Create reminder for oneself.
					Create and send notes, informal memos, and reminders using PIM applications such as Lotus Notes, MS Outlook, and others.
EDC04.02	Information Technology Applications	#2: Information Technology Applications	Use electronic mail applications.	Understand and identify the functions and purpose of email systems.	Demonstrate knowledge of the basic purposes of email systems.
					Demonstrate knowledge of basic email features and options.
					Demonstrate knowledge of security issues and guidelines for legal usage of email.
					Demonstrate knowledge of contamination protection strategies for email, including not downloading attachments from unknown sources.
					Demonstrate knowledge of email etiquette.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Use email to communicate within and across organizations.	Access email system using login and password functions. Access email messages received. Access email attachments. Access needed information using email help facilities and tools. Create email messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity, email etiquette).
EDC04.03	Information Technology Applications	#2: Information Technology Applications	Use Internet applications.	Search for and access information.	Access business and technical information using the Internet. Select search engine(s) to use. Select appropriate search procedures and approaches. Locate information using search engine(s) and Boolean logic. Evaluate Internet resources (e.g., accuracy of information.)
EDC04.04	Information Technology Applications	#2: Information Technology Applications	Use writing/publishing applications.	Prepare simple reports and other business communications.	Demonstrate proficiency in keyboarding skills. Retrieve existing documents. Create documents (e.g., letters, memos, reports) using existing forms and templates. Safeguard documents using name and save functions. Format text using basic formatting functions.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Prepare complex reports and other business communications, integrating graphics and other non-text elements.	Create new word processing forms, style sheets, and templates. Use advanced formatting features (e.g., headers/footers/dropped caps, indexing). Place graphics in document. Output desktop publishing files. Enhance publications using different fonts, styles, attributes, justification, etc.
EDC04.05	Information Technology Applications	#2: Information Technology Applications	Use presentation applications.	Prepare and deliver presentations for training, sales and information sharing.	Identify hardware items that support presentation software (e.g. scanners, digital cameras, printers, and projection systems). Insert a graph into a presentation. Create computer presentation and handouts in accordance with basic principles of graphics, design and visual communication. Run slide shows manually and automatically. Edit presentations.
EDC04.08	Information Technology Applications	#2: Information Technology Applications	Use collaborative/groupware applications.	Facilitate group work through management of shared schedule and contact information. Facilitate group work through management of shared files and online information. Facilitate group work through instant messaging or virtual meetings.	Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc. Maintain shared database of contact information. Organize, store, and share files in network directories. Organize, store, and share files using web sites. Participate in virtual group discussions and meetings.



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EDC04.10	Information Technology Applications	#2: Information Technology Applications	Use computer operations applications.	Manage computer operations.	Apply basic commands of operating system software.
					Employ desktop operating skills.
				Manage file storage.	Apply appropriate file and disk management techniques.
					Differentiate between files and directories.
					Determine file organization.
EDC05.01	Systems	#3: Human Growth and Development	Use systems theory to explain models of education delivery.	Explain factors that affect learning systems.	Explain the interdependence and mutual influence of stakeholders.
					Explain role of feedback.
					Explain role of external regulations.
					Explain role of social responsibility.
					Explain role of research.
				Explain the role of the individual in learning systems.	Explain role of non-educational systems.
					Explain role of partnerships.
					Explain role of professional organization membership.
				Explain the role of organizations in learning systems.	Explain role of mentoring.
					Explain role of clarifying identity and purpose.
					Explain role of governance.
				Identify systems that deliver education and training.	Explain role of professional development provider.
					Explain role of being a legislative voice.
Identify systems that fund education and training.	Identify public sources.				
	Identify private sources.				
	Identify public sources.				
	Identify private sources.				



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC05.02	Systems	Academic Courses	Form, sustain, and modify instructional systems to facilitate learning.	Explain concepts of systemic change.	Explain system change in terms of changes in individual behavior.
					Explain system change in terms of structural changes in system.
					Explain inertia.
					Explain status quo.
					Explain change forces.
				Communicate with stakeholders.	Communicate frequently.
					Communicate honestly.
				Use system resources to meet learner needs.	Use multiple resources.
					Encourage reciprocity among system entities.
				Advocate for learning organization and learners.	Participate in professional organizations.
					Communicate learning successes among system entities.
					Promote learning initiatives within systems.
				Monitor system outcomes.	Use data.
					Evaluate quality, productivity, efficiency, and cost effectiveness.
					Explain outcomes in terms of interconnected components of systems.
					Explain outcomes in terms of organizational structure.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC06.01	Safety, Health, and Environmental	#3: Human Growth and Development	Control risks to safety, health, and environment in the learning setting.	Evaluate equipment and facility safety within the learning environment.	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 regulations and procedures.
				Control risks to individual health and safety in the learning setting.	Identify appropriate infection control procedures.
					Describe universal precautions for bloodborne 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.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	(CONTINUED)	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.
				Control environmental health and safety in the learning setting.	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.
EDC06.02	Safety, Health, and Environmental	#3: Human Growth and Development	Use emergency procedures as necessary.	Use first aid procedures as necessary.	Acquire and maintain certification.
					Analyze emergency situations and respond with appropriate actions.
				Use CPR procedures as necessary.	Acquire and maintain certification.
					Analyze emergency situations and respond with appropriate actions.
				Use safety equipment as necessary.	Identify safety equipment needed in the learning setting.
					Identify regulations for use of safety equipment in the learning setting.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Create a disaster plan.	Solicit partnerships with community agencies. Explain the disaster plan. Communicate the plan to all stakeholders. Identify mechanisms for practicing the plan.
EDC07.01	Leadership and Teamwork	Academic Courses	Apply planning knowledge and skills to enhance professional practice.	Employ data to make decisions.  Analyze the dynamics of change to enhance professional practice.  Employ strategic planning skills to enhance professional practice.  Employ project planning skills to enhance professional practice.	Use multiple sources of data. Analyze data appropriately. Explain alignment of data and decisions made. Evaluate multiple change factors. Adjust actions based on changing needs. Identify measurable goals. Prioritize. Analyze trends, factors, and issues that influence the organization and its future success. Create an action plan with timelines and accountability measures. Explain socially responsible components. Explain contexts that benefit from teamwork. Align project goals and activities with organizational mission. Analyze tasks. Create an action plan with timelines, needed resources, delegation of duties, and Identify means to recognize and reward contributions.



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EDC07.02	Leadership and Teamwork	#3: Human Growth and Development	Apply group processing knowledge and skills to enhance professional practice.	Employ interpersonal skills to enhance professional practice.	Use collaboration skills.
					Use compromise skills.
					Use conflict resolution techniques.
					Use consultation skills.
					Use mentoring skills.
				Use motivational strategies.	
				Employ group processes knowledge and skills to enhance professional practice.	Use parliamentary procedure.
Conduct productive and efficient meetings.					
Build consensus among stakeholders.					
EDC08.01	Ethics and Legal Responsibilities	#3: Human Growth and Development	Explain ethical and legal boundaries of professional practice in learning settings.	Explain major laws that govern behavior within learning settings.	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.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Analyze ethical responsibilities in professional practice within learning settings.	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.
				Explain institutional policies and procedures that relate to ethical and legal behavior.	Explain rationale for policies and procedures.
					Analyze expected effects of compliance and non-compliance.
					Explain consequences of non-compliance.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDC08.02	Ethics and Legal Responsibilities	#3: Human Growth and Development	Explain legal rights that apply within learning settings.	Explain legal rights of stakeholders.	Explain rights of expression.
					Explain nondiscrimination rights.
					Explain rights to due process.
					Explain privacy rights.
				Explain legal rights of professional practitioners within learning settings.	Explain rights of expression.
					Explain nondiscrimination rights.
					Explain rights to due process.
					Explain privacy rights.
EDC08.03	Ethics and Legal Responsibilities	#3: Human Growth and Development	Exhibit ethical and legal behavior in practice.	Perform work duties according to legal boundaries.	Comply with applicable law.
					Practice within legislated scope of profession.
					Document, record, and report required information.
					Comply with financial audit requirements.
				Perform work duties in accordance with legal rights of stakeholders and coworkers.	Comply with applicable law.
					Encourage others to comply with applicable law.
				Perform work duties according to ethical boundaries.	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.				



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EDC09.01	Employability and Career Development	#1: Career Exploration in Education and Training	Use research skills to explore career options.	Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice.	Assess independence and initiative.
					Assess flexibility.
					Assess warmth, caring, friendliness, and compassion.
					Assess enthusiasm, cheerfulness and sense of humor.
					Assess fairness and tolerance.
					Assess honesty, openness, and integrity.
				Explain career trajectories in education and training.	Identify practice settings.
					Analyze interests, aptitudes, and abilities and match them to characteristics and requirements of the profession.
					Explain future demographic and sociological trends that are likely to affect employment in education and training.
					Explain the developmental cycle of the profession.
				Use relationships with other professionals to explore career options.	Acquire membership in professional associations.
					Enter into job shadowing and mentoring relationships.
				Construct an individual career plan.	Write the career plan.
					Incorporate completion of certification/licensure/credentialing requirements.
Revisit and adjust plan throughout career preparation and throughout career as practitioner.					



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EDC09.02	Employability and Career Development	#1: Career Exploration in Education and Training #6: Applications of Education Professions	Acquire state-specific certification/license/credentialing required to practice.	Successfully complete requirements for certification/license/credentialing.	Complete required academic preparation.
					Meet non-academic requirements.
					Pass applicable standardized assessments of knowledge and skills.
				Make application for certification/license/credentials.	Identify issuing agency.
					Identify timelines.
Present documentation of completion of requirements.					
Identify costs involved.					
EDC09.03	Employability and Career Development	#1: Career Exploration in Education and Training #6: Applications of Education Professions	Complete state-specific requirements to maintain employment and advance career.	Complete professional development requirements.	Identify appropriate sources of professional development.
					Identify timelines.
					Obtain documentation from issuing institutions/agencies.
				Complete assessments of knowledge and skills.	Identify timelines.
					Complete applicable internal assessments.
Complete applicable external assessments.					
Obtain documentation of successful completion.					



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EDC10.01	Technical Skills	#3: Human Growth and Development	Employ planning skills to enhance professional practice.	Construct goals and objectives.	Construct measurable goals and objectives.
					Align goals and objectives to organizational mission.
					Align actions to goals and objectives.
				Analyze tasks to enhance professional practice.	Deconstruct tasks into progressive steps.
					Explain knowledge, skills, and resources needed to accomplish tasks.
				Employ time management skills to enhance professional practice.	Prioritize tasks.
					Align time to the scope of the task.
EDC10.02	Technical Skills	#3: Human Growth and Development	Employ instructional skills to enhance learner achievement.	Apply instructional strategies to enhance learner achievement.	Apply various strategies.
					Explain alignment of strategies to educational objectives.
					Explain alignment of strategies to characteristics of learners.
				Adapt instructional strategies based on learner performance.	Assess learner performance.
					Explain adaptations based on assessment data.
				Use instructional tools to enhance learner achievement.	Use various tools.
					Explain alignment of tools to strategies.
EDC10.03	Technical Skills	#3: Human Growth and Development	Employ organizational skills to enhance professional practice.	Employ record keeping skills to enhance professional practice and meet accountability standards.	Maintain timely, accurate, accessible records.
					Maintain records of learner performance.
					Maintain financial records.



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			(CONTINUED)	Employ logic skills to enhance professional practice.	Sequence tasks and educational content logically. Explain connections of new tasks and educational content to prior knowledge and experience.
EDC10.04	Technical Skills	Language Arts Courses	Employ presentation skills to enhance professional practice.	Align presentation strategies to audience.  Employ multi-media strategies.	Identify characteristics of audience.  Explain alignment of strategies to characteristics.  Use various mediums. Combine mediums.
EDC10.05	Technical Skills	Language Arts Courses	Employ research skills to enhance professional practice.	Identify credible sources of research to enhance professional practice.  Conduct research to enhance professional practice.  Interpret research to enhance professional practice.  Disseminate research results to enhance professional practice.	Identify professional literature sources. Identify Internet sources. Conduct action research. Explain importance of research question to professional practice. Analyze research data appropriately. Explain appropriate implications of research to professional practice. Write reports of research that are understandable to stakeholders. Explain research results verbally to stakeholders in understandable terms.
EDC10.07	Technical Skills	#3: Human Growth and Development	Employ group management skills to enhance professional practice.	Explain conditions that contribute to a receptive working climate.	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.



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			(CONTINUED)	Use environment to enhance work productivity, efficiency, and quality.	<p>Explain ways that spatial arrangements enhance productivity, efficiency, and quality of work.</p> <p>Explain ways that environmental conditions are engineered to meet needs of those working in the environment.</p>
EDC10.08	Technical Skills	Tests and Measurements	Employ assessment skills to enhance professional practice.	<p>Use data to assess performance.</p> <p>Communicate assessment to stakeholders.</p> <p>Use assessment to shape professional practice.</p>	<p>Use multiple sources of data, including self-assessment.</p> <p>Use appropriate assessment tools, including reflection.</p> <p>Interpret data appropriately.</p> <p>Communicate assessment in terms that are understandable to the audience.</p> <p>Communicate assessment information in a timely manner.</p> <p>Maintain appropriate confidentiality.</p> <p>Solicit feedback from stakeholders.</p> <p>Adapt professional practice based on assessment data.</p> <p>Disseminate assessment results to encourage replication.</p>