



## Education and Training

Pathway: Teaching/Training

Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
EDPC01.01	Planning/ Preparing	#4: Fundamentals of Education Professions #6: Applications of Education Professions	Employ fundamental knowledge of subject matter to plan/prepare instruction.	Use resources and processes to update knowledge and skills on an ongoing basis.	Reference multiple sources of information.
					Reference multiple learning methods.
					Identify sources of National, State, or Regulatory standards.
					Explain major concepts, assumptions, debates, principles, and theories central to the subject matter.
					Test hypotheses and uses methods of inquiry and standards of evidence appropriate for the subject matter in order to generate knowledge and skills.
					Define knowledge as an evolving construct.
				Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.	Use prerequisite knowledge as a foundation in instructional plans.
					Explain learner misunderstanding in terms of lack of prerequisite knowledge.
				Apply principles of scope and sequence to plan instruction.	Order content from simple to complex.
					Connect various elements of content.
				Integrate various content to make explicit the connections to other subject matter.	Integrate multiple subject matter into instructional plans.
					Make connections logical, accurate, and meaningful to learners.
				Explain connections to life and career applications to make content relevant to learners.	Integrate real-world applications into instructional plans.
					Make connections logical, accurate, and meaningful to learners.



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EDPC01.02	Planning/ Preparing	#6: Applications of Education Professions #7: Introduction to Education #8: Introduction to the Exceptional Learner	Use needs of learners and organizations to design courses/programs.	Analyze standards, organization goals, and learners to select appropriate content.	Align content to National, State, Business and Industry, and Regulatory standards.				
					Customize content to organization goals.				
					Customize content to learners' abilities, interests, and future objectives.				
				Use assessment tools to determine needs of learners and organizations.	Use self-assessments. Use a variety of methods.				
				Employ analytical skills to evaluate instructional resources and program materials.	Evaluate alignment to instructional goals.				
					Evaluate alignment to learner characteristics. Evaluate comprehensiveness, accuracy, and literacy characteristics.				
EDPC01.03	Planning/ Preparing	#3: Human Growth and Development #9: Diversity in Education and Training	Employ knowledge of learning and developmental theory to describe individual learners.	Locate information to describe individual learners.	List multiple and diverse characteristics of individual learners. Identify resources for locating information.				
				Apply learning and developmental theory to relate individual characteristics to the learning process.	Explain the relevance of individual characteristics to the learning process.				
					Identify typical characteristics.				
					Identify exceptional characteristics.				
				EDPC01.04	Planning/ Preparing	#4: Fundamentals of Education Professions #9: Diversity in Education and Training #11: Managing the Learning Environment	Use content knowledge and instructional skills to construct standards based educational goals.	Use knowledge of learners to align goals with learners' developmental level, abilities, interests, and future objectives.	Address intellectual, social, career, and developmental needs.
									Explain the relationship of goals to the real world.
	Accommodate the needs of diverse learners.								



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			(CONTINUED)	Use National, State, Business and Industry, or Regulatory standards to establish learner performance standards.	Use standards that challenge all learners.
				Identify clear goals.	Use standards that are applicable to contexts that are meaningful to learners.
				Identify a variety of learning goals.	Describe learning indicators rather than learner activities.
					Identify goals that are measurable.
					Identify short- and long-term goals.
					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.
EDPC01.05	Planning/ Preparing	#6: Applications of Education Professions #7: Introduction to Education #9: Diversity in Education and Training #12: Methods of Teaching and Learning	Apply knowledge of teaching and learning and instructional skills to plan educational strategies.	Use knowledge of learners to align instructional strategies to learners' backgrounds.	Vary strategies according to learner characteristics.
					Align strategies to learners' existing skills.
					Align strategies to learners' prior knowledge.
					Align strategies to learners' interests.
					Align strategies to learners' cultural experiences.
					Align strategies to learners' role experiences.
					Align strategies to learners' developmental level.



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			(CONTINUED)	Apply teaching/learning theory to select appropriate learning activities.	Identify multiple activities. Align activities with learning goals. Align activities with the nature of the content. Explain the advantages and disadvantages of the activities. Incorporate technologies appropriate to the subject matter. Vary the role of the educator.
				Use multiple ways to group learners to enhance instruction.	Explain how groupings support educational goals. Permit learners to participate in selecting patterns of instructional groups.
				Use organizational skills to design a coherent structure of instructional strategies.	Relate all elements of instruction to each other and to instructional goals. Allocate time realistically. Identify different learning pathways based on learner needs.
				Develop strategies to encourage the transfer of knowledge and skills.	Customize content to fit multiple learner purposes and settings. Contextualize instructional examples based on learners' characteristics. Use assignments that apply knowledge and skills to relevant real-world purposes and settings.
EDPC01.06	Planning/ Preparing	#12: Methods of Teaching and Learning	Identify needed materials and resources to support instructional plan.	Identify materials and resources needed to enhance instruction.	Identify personal and organizational resources. Identify community resources. Describe access to resources. Explain how identified materials and resources support educational goals.



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			(CONTINUED)	Identify resources to aid learners in learning.	Identify personal and organizational resources. Identify community resources. Describe access to resources. Explain how identified materials and resources support educational goals.
EDPC01.07	Planning/ Preparing	#7: Introduction to Education	Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.	Apply assessment theory to select appropriate assessment/evaluation strategies.  Apply knowledge of content and teaching/learning to select appropriate assessment/evaluation strategies.	Identify the purpose of the assessment.  Explain the alignment of selected assessment strategies to educational goals.  Identify multiple strategies. Describe learner self-assessment strategies.  Assess/evaluate multiple goals. Assess/evaluate content goals. Assess/evaluate process goals. Identify clearly the criteria and standards to be used to assess/evaluate.
EDPC02.01	Learning Environment	#5: Parenting and/or Child Development #11: Managing the Learning Environment	Establish a positive climate to promote learning.	Establish respect and rapport to foster positive social and intellectual interactions.  Explain the importance of content to promote interest in learning.	Encourage respectful interactions between instructor and learners.  Encourage respectful interactions among learners. Demonstrate fairness. Give recognition to learners' cultural backgrounds.  Demonstrate enthusiasm for content.  Identify real-world connections. Encourage lifelong learning.



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			(CONTINUED)	Establish challenging expectations for each learner.	Base standards of achievement on National, State, and Regulatory standards. Explain standards to learners in a clear manner. Expect high performance on a consistent basis. Encourage learner responsibility for learning.
EDPC02.02	Learning Environment	#11: Managing the Learning Environment	Employ motivational, social, and psychological theory and effective practices to guide learners' personal conduct.	Document expectations to make standards of conduct clearly known.  Use various strategies to monitor learners' personal conduct.  Provide appropriate feedback to respond to learners' personal conduct.	Communicate positive and negative outcomes of behavior. Enlist participation of learners in determining expectations. Utilize principles of conflict resolution. Utilize principles of democracy. Stay continually alert to learners' conduct. Use appropriate intervention aimed at prevention. Use appropriate intervention aimed at correction. Provide consistent responses. Provide respectful responses. Provide responses reflective of learners' needs. Utilize positive and negative outcomes of behavior fairly and consistently.



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EDPC02.03	Learning Environment	#6: Applications of Education Professions #11: Managing the Learning Environment	Use organizational and relationship-building skills to manage instructional activities and related procedures.	Utilize engagement of learners to optimize benefits of instructional groups.	Engage learners consistently.
					Vary the participants and structure of groupings.
					Utilize meaningful group tasks.
				Employ time management skills to effectively manage instructional transitions.	Utilize efficient transitions.
					Optimize instructional time.
				Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).	Implement effective resource management systems.
					Optimize instructional time.
				Reutilize procedures to perform non-instructional duties.	Utilize efficient procedures.
					Prepare learners to expect the procedural routines.
					Enlist learners to participate in procedural routines.
Employ organizational and relationship-building skills to supervise others.	Preserve maximum amount of instructional time.				
	Prepare others to work independently.				
	Prepare others to work productively.				
EDPC02.04	Learning Environment	#6: Applications of Education Professions	Employ awareness of physical elements to optimize learning.	Use arrangement of space, equipment, and furniture to optimize learning.	Arrange physical space, equipment, and furniture to enhance instructional plan.
					Adjust instructional plan to accommodate physical space, equipment, and furniture.
				Use physical access to facilitate learning for all learners.	Provide equitable access for all learners.
					Use physical resources optimally.



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EDPC03.01	Instruction	#2: Information Technology Applications #10: Instructional/Educational Technology #12: Methods of Teaching and Learning	Employ instructional strategies to advance learning.	Use appropriate representations to make content meaningful to learners.	Vary representations.
					Utilize clear and accurate representations.
					Utilize representations that encourage critical thinking and problem solving.
					Link representations to learners' prior knowledge and experience.
					Solicit additional representations from learners.
				Use learning activities and assignments to challenge and engage learners.	Vary activities and assignments.
					Align activities and assignments with learning goals.
					Encourage learners to initiate and adapt activities and assignments in order to enhance learners' understanding.
				Use content and knowledge of teaching/learning to deliver instruction coherently.	Provide reflection time.
					Include a closure process.
					Utilize a consistent pace of instruction.
				Employ instructional materials and resources to enhance learning.	Utilize a pace of instruction that is appropriate for learners.
					Utilize multiple materials and resources.
					Utilize community materials and resources.
					Align materials and resources with learning goals.
	Encourage learners to choose, adapt, and create materials and resources in order to enhance learners' understanding.				



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			(CONTINUED)	Use questioning techniques to encourage higher-order thinking.	Provide adequate time for responding to questions.
					Probe answers to extend thinking.
					Encourage learners' questioning.
				Use discussion techniques to engage learners.	Encourage learners to initiate topics.
					Permit learners to offer unsolicited contributions.
					Engage all learners.
				Employ educational technology to enhance learning.	Demonstrate technological literacy and skills.
					Utilize multiple technologies.
					Align technologies with instructional goals.
					Explain standards for determining the credibility of information.
					Analyze the advantages and disadvantages of use of technology for instruction.
				Use cooperative learning techniques to engage learners.	Evaluate technology-based instructional materials.
					Align groupings of learners and group tasks to learner needs and characteristics.
					Align groupings of learners and group tasks to learning goals.
					Encourage learners to influence groupings and tasks in order to enhance learners' understanding.
				Use work-based learning techniques to extend learning.	Foster productivity of learning groups.
			Apply knowledge and skills in real-world settings.		
					Coach worksite applications of knowledge and skills.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Use project-based learning techniques to extend learning.	Apply cross-curricular knowledge and skills to real world settings. Apply research and problem solving skills.
				Provide support for learning organizations and activities to extend learning opportunities.	Apply work, community, and home applications of knowledge and skills. Give awards and recognition. Sponsor and advises organizations and activities.
EDPC03.02	Instruction	#12: Methods of Teaching and Learning	Use learner response to plan appropriate in-process adaptations in instructional plans.	Analyze learner performance to determine needed adjustments in instructional plans.	Accept responsibility for learner performance. Seek new approaches to help struggling learners.
				Incorporate learner questions and interests to make instruction relevant and responsive to learners.	Maintain coherent instruction. Maintain alignment of instruction to appropriate educational goals.
				Use spontaneous events to enhance learning.	Incorporate events into instruction. Maintain alignment of instruction to appropriate educational goals.
EDPC03.03	Instruction	#12: Methods of Teaching and Learning	Use assessment/evaluation to advance learning.	Employ data to assess/evaluate learning.	Use multiple sources of data. Interpret data correctly. Utilize learner self-assessment. Utilize authentic assessment. Utilize appropriate technology.
				Use feedback provided to learners to enhance learning.	Provide accurate feedback. Provide substantive feedback. Provide constructive feedback. Provide specific feedback. Assist learners in interpreting progress. Encourage learners to use feedback to enhance their learning.



Code	Topic	Course	Knowledge and Skill	Performance Element	Measurement Criteria
			(CONTINUED)	Apply assessment and teaching/learning theory to plan adjustments in instruction.	Align adjustments to assessment data. Justify adjustments in terms of data-based effective practice.
EDPC04.01	Professional Responsibilities	Academic Courses	Use reflection on past performance to assess effectiveness of instructional practice.	<p>Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.</p> <p>Employ various strategies to systematically monitor effectiveness of instruction.</p> <p>Analyze past actions to refine instructional practice.</p>	<p>Prepare a written philosophy of instruction.</p> <p>Reference research-based, effective practice.</p> <p>Address efficacy.</p> <p>Update philosophy regularly.</p> <p>Consult colleagues.</p> <p>Reflect accurately on instruction.</p> <p>Cite supporting data.</p> <p>Express a commitment to continuous improvement.</p> <p>Suggest multiple alternative actions.</p> <p>Explain merits of alternative actions.</p>
EDPC04.02	Professional Responsibilities	#6: Applications of Education Professions	Locate pathways to improve knowledge and skills.	<p>Use participation in professional associations to improve knowledge and skills.</p> <p>Employ in-service education to improve knowledge and skills.</p>	<p>Establish membership.</p> <p>Utilize services of professional associations.</p> <p>Participate in professional association activities.</p> <p>Prepare a written personal growth plan.</p> <p>Identify multiple resources.</p> <p>Utilize technology.</p> <p>Utilize observations of colleagues.</p> <p>Explain applications of in-service learnings.</p>



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EDPC04.03	Professional Responsibilities	#6: Applications of Education Professions	Use community-building skills to advance the profession and organizational vision.	Form partnerships with colleagues to establish a community of learners.	Seek opportunities to work collaboratively with colleagues.
					Maintain cordial relationships.
					Share personal expertise.
					Share in decision-making and problem solving.
				Employ interpersonal skills to recruit and attract able individuals to teaching/training.	Demonstrate enthusiasm for teaching/training.
					Demonstrate competency in teaching/training.
					Use persuasive communication.
					Offer assistance to those pursuing teaching/training.
				Utilize expertise to advance organizational vision.	Assume additional responsibilities.
					Focus on the well being of learners and the organization.
				Participate in community affairs to engage community in organization vision.	Apply personal expertise to issues of mutual concern.
					Focus on the well being of the community.
EDPC04.04	Professional Responsibilities	#12: Methods of Teaching and Learning	Use organizational skills to maintain accurate records.	Use organizational skills to record learner assignments.	Maintain complete, orderly, and timely records.
					Make records accessible to appropriate stakeholders.
				Use organizational skills to record learner progress.	Maintain complete, interpretable, and timely records.
					Make records accessible to appropriate stakeholders.
				Use organizational skills to record non-instructional data.	Maintain complete and timely records.
					Make records accessible to appropriate stakeholders.



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EDPC04.05	Professional Responsibilities	#4: Fundamentals of Education Professionals #6: Applications of Education Professions	Plan strategies to maintain relationships with organization stakeholders.	Advocate for needs of learners, organization, community, and profession.	Explain mutual benefits.
					Assess needs of all categories of stakeholders.
					Cite supporting data.
				Seek opportunities to promote instructional program.	Communicate frequently.
					Provide accurate program descriptions.
					Address the goals of stakeholders.
					Cite outcome data.
				Seek opportunities to engage stakeholders in organization vision.	Engage stakeholders frequently.
					Give recognition to stakeholder contributions to program.
				Provide information to meet appropriate accountability standards.	Follow policies on organizational reporting.
					Respond to concerns of stakeholders.
					Report both positive and negative outcomes.
					Provide accurate information.