

Education and Training

Career Field Technical Content Standards

With
Academic Content Standards in
English Language Arts, Mathematics and Social Studies

July 2008



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FOREWORD

The *Education and Training Career Field Technical Content Standards* are the curricular framework for Ohio College Tech Prep and career-technical education programs in education and training. This document reflects the career field framework outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

This document represents a collaborative effort of the following professional partners: the Ohio Board of Regents, the Ohio Department of Education's Office of Career-Technical and Adult Education, the College Tech Prep Curriculum Service Center at the University of Toledo and the Ohio Resource Center at The Ohio State University. Secondary and postsecondary educators, along with business professionals, also participated in the development of the technical content standards.

The *Education and Training Career Field Technical Content Standards* combine business standards (reflecting English language arts, mathematics and technology), academic content standards (English language arts, mathematics and social studies) and the business process framework to develop technical literacy in education and training. This document is comprised of a single pathway that focuses on the teaching profession.

This document delineates competencies that outline the knowledge and skills needed for career success in the above pathway. It includes a) core competencies that span the Education and Training career field addressing critical workplace skills, including technical skills; business processes; legal and ethical aspects; health and safety; and b) pathway competencies that describe specific occupational knowledge and skills.

In addition, benchmarks from the Ohio *English Language Arts Academic Content Standards*, the *Mathematics Academic Content Standards* and *Social Studies Academic Content Standards* have been embedded, outlining the language arts, mathematics and social studies knowledge and skills associated with specific technical competencies. The *Science Academic Content Standards* were considered but not embedded in this technical content standards document.

The Education and Training document seeks to provide the basis for educational programming that will foster the development of what Doug Bush, vice president and chief information officer, Intel Corporation, refers to as the "T-shaped" employee. The T-shaped employee combines broad knowledge, insight and understanding of business processes, academic attainment and workplace readiness (the crossbar of the "T") with depth of knowledge and expertise in a career specialty (the post of the "T"). The T-shaped employee is needed to ensure that Ohio's education and training workforce of tomorrow is competitive in a global environment that requires specialized skills in a broader context aimed at the innovation of new products and services in an ever-changing economy.

This document forms the basis for the development of an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand College Tech Prep, career-technical education and postsecondary degree programs in education and training and related fields.

The document is available at College Tech Prep Ohio website: www.techprepohio.org and through the Ohio Department of Education career field initiative Web at: www.ode.state.oh.us keyword search: *career field initiative*.

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A number of individuals contributed their time and expertise to this development. Special thanks go to all the business representatives and educators named in this document.

Further acknowledgement is due to:

- David Burns, Executive Director, Secondary Education and Workforce Development, Ohio Department of Education;
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- Jon Tafel, Vice Chancellor for Educational Linkages and Access, Ohio Board of Regents;
- Rich Mangini, Associate Director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Leslie Brady, Assistant Director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Anthony Landis, Assistant Director College Tech Prep and Carl D. Perkins Programs, Ohio Board of Regents;
- Nenna Davis, College Tech Prep Consultant, Office of Career-Technical and Adult Education, Ohio Department of Education; and
- Debbie Roshto, Director, Office of Curriculum and Instruction, Ohio Department of Education.

Those listed above provided vision and implementation support for the *Education and Training Career Field Technical Content Standards* and Ohio's educational programs.

Also, special thanks are due to the following professional partners of this project:

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The people listed above contributed significant research, subject matter, writing and facilitation expertise to the development of the *Education and Training Career Field Technical Content Standards*.

DEVELOPMENT OF EDUCATION AND TRAINING CAREER FIELD TECHNICAL CONTENT STANDARDS

The process for the development of the *Education and Training Career Field Technical Content Standards* began in January 2008 with the convening of a Futuring panel and culminated in May 2008 with the work of a panel of business representatives and educators focusing on academic correlation. Over the course of 2008, numerous business representatives as well as secondary and postsecondary educators from across the state of Ohio took part in the formal development process. The following summarizes the various stages of the development process.

Futuring Panel

January 11, 2008

The Education and Training Futuring Panel brought together key business and education representatives from across the state to advise the Ohio Department of Education and the Ohio Board of Regents on future trends impacting the Education and Training Career Field and to suggest ways in which those trends could be incorporated into an *Education and Training Career Field Technical Content Standards* document.

Business Review Panel

February 8, 2008

A diverse group of Ohio education and training representatives participated on this panel. Drawn from various sectors and regions of the state, the panel identified what education and training employees should know and be able to do in the teaching professions pathway. The business panel built upon work outlined by the futuring panel by identifying essential and recommended knowledge and skills.

Educator Review Panel

February 29, 2008

This panel was composed of representatives from secondary and postsecondary institutions across Ohio. The panel determined *when* in the educational process (e.g., high school or college) competencies should be addressed and to *what depth*. In addition, the educator panel members were asked to note questions they had on decisions made by the business review panel and formulate suggestions for additions, deletions and editorial changes to the draft document.

Academic Review Panel

April 29, 2008

The academic review panel brought together business representatives, secondary and postsecondary technical educators with academic educators to identify benchmarks from the *Ohio Academic Content Standards for English Language Arts, Mathematics and Social Studies* that are embedded within the technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

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PHILOSOPHY AND PRINCIPLES FOR IMPLEMENTATION

Ohio Career Field Initiative

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of Administrative Rule 3301-61-03 (Criteria for Secondary Workforce Development Programs), go to: www.ode.state.oh.us and keyword search: *CTAE Rules*. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a “grouping of occupations and broad industries based on commonalities” (see www.careerclusters.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**
Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context so students can generalize learning, make connections between education and work and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **emphasizes the acquisition of strong academic knowledge and skills; and**
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end — success at work and in life.
- **facilitates high-school-to-postsecondary transitions.**
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs and graduate school.

Ohio Career Field Technical Content Standards

Career field technical content standards outline the knowledge and skills needed for success within a career field, multiple pathways and in some cases, areas of specialization. Validated by Ohio business and industry representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary, adult and postsecondary education systems with the workplace.

While mirroring the diverse nature of each career field, all career field technical content standards documents will delineate competencies that outline the knowledge and skills that span the career field (core competencies), as well as those that relate to specific career field pathways (pathway competencies) and, in some cases, career field specialization (specialization competencies).

Additionally, academic benchmarks from Ohio's academic content standards for English language arts, mathematics, science and social studies are correlated with the career field technical content standards. The embedded benchmarks have been determined by business representatives and academic and technical educators from secondary and postsecondary institutions to be strongly related to specific knowledge and skills statements or competencies for the given career field.

Key features of Ohio Career Field Technical Content Standards include:

- broad as well as specialized technical competencies;
- embedded benchmarks for the English language arts, mathematics, science and social studies academic content standards; and
- workplace readiness competencies (communications; safety, health and environment; problem solving and critical thinking; leadership, management and teamwork; information technology applications; ethics and legal responsibility; business processes and career development and employability).

Career Pathways

A key component of the Ohio Career Field Initiative is a career pathway, which is a series of academic and technical career-focused course work and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

- challenging technical course work in a chosen career field based on career field technical content standards;
- rigorous academics that meet Ohio’s academic content standards and grade-level expectations;
- electives that relate to career objectives;
- instructional enhancements such as experiential and authentic learning opportunities (e.g. work-based learning, mentorships, internships) and career-technical student organization participation;
- opportunities (when appropriate) for program and student certification and licensure;
- preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
- preparation for transition to employment with advancement opportunities; and
- performance targets that include high school academic and technical testing/exit and postsecondary entry/placement requirements.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, go to www.ode.state.oh.us and keyword search: *career field initiative*.

STRUCTURE AND FORMAT

The *Education and Training Career Field Technical Content Standards* document is composed of a series of units, competencies and descriptors:

- *units* are a grouping of competencies sharing a common subject or theme;
- *competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for career success; and
- *descriptors* follow each competency and serve to define what is meant by the related competency.

Also included in the document are selected benchmarks from the Ohio's Academic Content Standards for English language arts, mathematics and social studies, which correlate with specific technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

Competencies that are common across the career field and/or are critical for success in the Education and Training Career Field are referred to as core competencies. These core competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- providing the basis for effective collaboration, teamwork and communication across pathways;
- laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

In the Education and Training document, core competencies include those focusing on:

- Introduction to education and training;
- Organizational processes;
- Communications;
- Academic foundations;
- Safety and health; and
- Technology.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties.

Core and pathway competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

In the Education and Training Career Field Technical Content Standards, business representatives have designated competencies as *essential* or *recommended* within the pathway. Educators have designated *when* (by the end of the 12th grade and/or bachelor's degree) and *to what depth* (introduced, reinforced, proficient) competencies should be addressed. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

DEFINITIONS AND CODES

Determined by Educator and Business (EDU/BUS) Panel

Essential (E) Competency:

E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates with a bachelor degree program) should be able to perform this competency for career success.

Recommended (R) Competency:

R = Competency should be included but is not essential for minimal level of employability or is related only to a subspecialty within a pathway.

Determined by Educator (EDU) Panel

Grade Level:

- 12** = by the end of Grade 12
- BD** = by the end of the bachelor degree program

Depth:

- I** = Introduce competency
- R** = Reinforce, or add depth after introducing a competency, **OR** after proficiency
- P** = Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

Determined by Academic Review Panel

Correlated English Language Arts Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for English Language Arts* that have been determined to be embedded in corresponding technical competency

Correlated Mathematics Academic Content Benchmarks

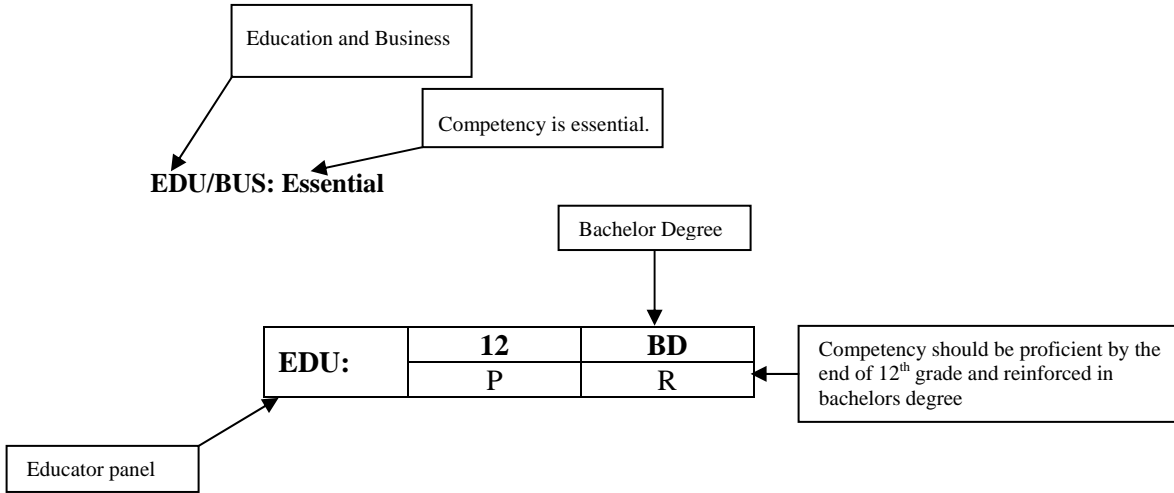
Benchmarks drawn from the *Ohio Academic Content Standards for Mathematics* that have been determined to be embedded in the corresponding technical competency

Correlated Social Studies Academic Content Benchmarks

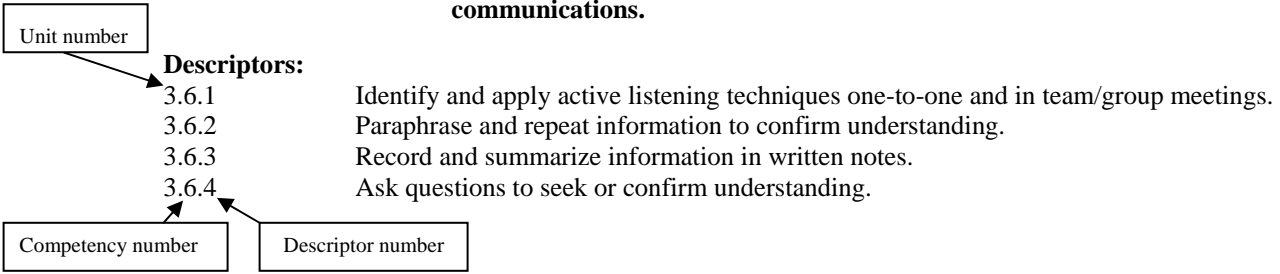
Benchmarks drawn from the *Ohio Academic Content Standards for Social Studies* that have been determined to be embedded in the corresponding technical competency

Sample Competency

Unit 3: Communications

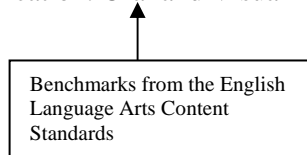


Competency 3.6: Apply active listening skills to obtain and clarify information provided in oral communications.



Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)



EDUCATION AND TRAINING UNITS

Page	Unit #	Unit
		EDUCATION AND TRAINING CORE BODY OF KNOWLEDGE
1	1	Introduction to Education and Training
4	2	Organizational Processes
8	3	Communications
13	4	Academic Foundations
15	5	Safety and Health
18	6	Technology
		TEACHING PROFESSIONS PATHWAY
22	7	Learning and Developmental Characteristics
27	8	Subject Knowledge
30	9	Assessment
33	10	Instructional Strategies
37	11	Learning Environment
39	12	Collaboration and Communication
41	13	Professional Responsibilities and Growth

Education and Training Competency Chart

At the end of the secondary program (12) and bachelor degree (BD) each competency is coded:
I = Introductory; P = Proficient; R = Reinforce. In addition, business and education panels (EDU/BUS) validated each competency: EDU/BUS: E = Essential; R = Recommended

Competency	12	BD	EDU/ BUS
Unit 1: Introduction to Education and Training			
1.1 Utilize career planning skills to explore career opportunities in education and training.	P	R	E
1.2 Demonstrate professionalism in an education and training setting.	P	R	E
1.3 Explain the various components of diversity.	P	R	E
1.4 Adhere to a professional code of conduct.	P	R	E
Unit 2: Organizational Processes			
2.1 Describe the purpose of education historically and currently for individuals, groups and society.	I	P	E
2.2 Describe the organizational structures of education and training systems.	I	P	E
2.3 Identify effective relationships with internal and external stakeholders.	I	P	E
2.4 Describe the accountability systems that education and training organizations use to manage and improve performance.	I	P	E
2.5 Explain employment practices.	I	P	E
2.6 Demonstrate the ability to lead and to work on a team.	P	R	E
Unit 3: Communications			
3.1 Write and utilize coherent and focused communications that support a defined perspective.	P	R	E
3.2 Deliver formal and informal presentations that demonstrate organization and delivery skill.	P	R	E
3.3 Listen and speak effectively to contribute to group discussions and meetings.	P	R	E
3.4 Apply active listening skills to obtain and clarify information provided in oral communications.	P	R	E
3.5 Apply research strategies to investigate issues, topics and problems.	P	R	E
Unit 4: Academic Foundations			
4.1 Demonstrate a solid foundation in core academic areas (e.g., English language arts, mathematics, science, social studies).	P	R	E
4.2 Apply basic theories of educational psychology to enhance student learning.	P	R	E
4.3 Describe sociological factors that impact learning.	P	R	E
4.4 Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.	P	R	E
Unit 5: Safety and Health			
5.1 Maintain general safety standards in accordance with applicable regulations, health standards and organizational policies.	P	R	E

Competency		12	BD	EDU/ BUS
5.2	Complete requirements for first aid and cardiopulmonary resuscitation (CPR) certification.	P	R	R
5.3	Identify practices that contribute to healthy environments.	P	R	E
5.4	Explain emergency response plans.	P	R	E
5.5	Assess the impact of stress on health.	P	R	E
Unit 6: Technology				
6.1	Demonstrate basic technology competencies through effective use of multiple software applications.	P	R	E
6.2	Use existing and emerging technologies to accomplish educational goals.	P	R	E
6.3	Explain the laws and regulations governing information gathering, software and educational use.	P	R	E
6.4	Align curricular goals and instructional objectives with the capabilities of electronic media.	P	R	E
TEACHING PROFESSION PATHWAY				
Unit 7: Learning and Developmental Characteristics				
7.1	Explain how students learn and the developmental characteristics of age groups.	P	R	E
7.2	Determine what students know and are able to do, and use that knowledge to meet the needs of all students.	I	P	E
7.3	Expect that all students will achieve to their full potential.	I	P	E
7.4	Model respect for students' diverse cultures, language skills and experiences.	P	R	E
7.5	Recognize characteristics of gifted students, students with disabilities and at-risk students.	I	P	E
7.6	Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.	I	P	E
Unit 8: Subject Knowledge				
8.1	Demonstrate excellence in the content/subject area to be taught.	I	P	E
8.2	Use content-specific instructional strategies to teach the central concepts and skills of the discipline.	I	P	E
8.3	Describe school and district priorities and the Ohio academic and technical content standards.	I	P	E
8.4	Explain the relationship of knowledge within the content area to other content areas.	I	P	E
8.5	Connect content to relevant life experiences and career opportunities.	P	R	E
8.6	Describe the importance of reading and writing skills for personal and social growth and for achieving excellence in all subject matters.	P	R	E
Unit 9: Assessment				
9.1	Explain assessment types, their purposes and the data they generate.	I	P	E
9.2	Select, develop and use diagnostic, formative and summative assessments.	I	P	E
9.3	Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	I	P	E

Competency		12	BD	EDU/ BUS
9.4	Communicate a student’s progress with the student, parents and colleagues.	I	P	E
9.5	Involve learners in self-assessment and goal setting to address gaps between performance and potential.	I	P	E
Unit 10: Instructional Strategies				
10.1	Align instructional goals and activities with school and district priorities and with Ohio’s academic and technical content standards.	P	R	E
10.2	Plan and deliver instruction that will close the achievement gap.	I	P	E
10.3	Communicate clear learning goals, and link learning activities to those defined goals.	P	R	E
10.4	Apply knowledge of how students think and learn to instructional design and delivery.	I	P	E
10.5	Differentiate instruction to support the learning needs of all students.	I	P	E
10.6	Select activities that are designed to help students develop as independent learners and complex problem solvers.	I	P	E
10.7	Use resources effectively to enhance student learning.	I	P	E
Unit 11: Learning Environment				
11.1	Create an environment that is physically and emotionally safe.	P	R	E
11.2	Treat all students fairly, and establish an environment that is respectful, supportive and caring.	P	R	E
11.3	Motivate students to work productively and to assume responsibility for their own learning.	I	P	E
11.4	Create learning situations in which students work independently, collaboratively and/or as a whole class.	P	R	E
11.5	Maintain an environment that is conducive to learning for all students.	P	R	E
Unit 12: Collaboration and Communication				
12.1	Involve parents and caregivers in support of student learning, emotional and physical development, and mental health.	I	P	E
12.2	Collaborate with other teachers, administrators, school personnel and district staff.	I	P	E
12.3	Collaborate with the local community and community agencies, when appropriate.	I	P	E
Unit 13: Professional Responsibilities and Growth				
13.1	Uphold and follow professional ethics, policies and legal codes of professional conduct.	P	R	E
13.2	Engage in continuous, purposeful professional development.	I	P	E
13.3	Seek opportunities to positively impact teaching quality, school improvement and student achievement.	I	P	E

EDUCATION AND TRAINING CAREER FIELD TECHNICAL CONTENT STANDARDS

Core Body of Knowledge

Unit 1: Introduction to Education and Training

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 1.1: Utilize career planning skills to explore career opportunities in education and training.

Descriptor:

- 1.1.1 Describe education and training career options (e.g., preschool; infant and toddler; elementary, middle and high school; special education; career-technical education; non-school opportunities).
- 1.1.2 Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).
- 1.1.3 Identify the state and national professional standards that guide the practice of teaching in today's society.
- 1.1.4 Research the licensure, endorsement requirements and respective education necessary to qualify for the various teaching positions.
- 1.1.5 Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.
- 1.1.6 Develop personal goals, and plan activities to meet those goals.

Correlated English Language Arts Academic Content Standards

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain the use of a budget in making personal economic decisions and planning for the future.* (Economics E, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 1.2: Demonstrate professionalism in an education and training setting.

Descriptor:

- 1.2.1 Describe the process by which individuals are socialized into education and training organizations.
- 1.2.2 Explain what it means to be a professional educator and a member of the education and training profession.
- 1.2.3 Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession.
- 1.2.4 Demonstrate respect for cultural and generational values.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 1.3: Explain the various components of diversity.

Descriptor:

- 1.3.1 Identify the multiple categories of diversity that teachers need to recognize and to which they need to respond.
- 1.3.2 Describe how diverse categories of students and families influence teacher expectations and student achievement.
- 1.3.3 Explain how diversity is related to a dynamic global society.
- 1.3.4 Describe the impact of linguistic diversity in an education and training setting.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 1.4: Adhere to a professional code of conduct.

Descriptor:

- 1.4.1 Differentiate legal and ethical issues.
- 1.4.2 Perform duties according to laws, regulations, policies and contract provisions.
- 1.4.3 Explain the implications of an individual's past or present legal history on teaching credentials.
- 1.4.4 Discuss the implications of both ethical and unethical behavior.
- 1.4.5 Complete work-related duties within an ethical framework.
- 1.4.6 Maintain behavior in concert with the legal and ethical framework of the teaching profession.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Unit 2: Organizational Processes

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 2.1: Describe the purpose of education historically and currently for individuals, groups and society.

Descriptor:

- 2.1.1 Trace the development of modern education and training and its impact on society.
- 2.1.2 Describe various environments in which education and training are delivered.
- 2.1.3 Explain the impact of economic, social and technological changes on education and training.
- 2.1.4 Explain the concept, barriers and impact of systemic change in education and training organizations.
- 2.1.5 Discuss inertia, status quo and change forces within organizations.

Correlated English Language Arts Academic Content Standards

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues. (History B, 11-12)*
- *Explain the role of diverse cultural institutions in shaping American society. (People in Societies C, 11-12)*

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 2.2: Describe the organizational structures of education and training systems.

Descriptor:

- 2.2.1 Identify the hierarchy within various educational and training systems.
- 2.2.2 Differentiate among administrative, management, leadership and supervisory positions.
- 2.2.3 Describe roles of various organizational members.
- 2.2.4 Identify support agencies outside the education system and their value to the learning environment.
- 2.2.5 Identify funding sources and level of contribution for education and training.

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 2.3: Identify effective relationships with internal and external stakeholders.

Descriptor:

- 2.3.1 Identify internal and external stakeholder needs.
- 2.3.2 Describe the importance of maintaining a liaison with families, communities, agencies and political advocates.
- 2.3.3 Describe the importance of maintaining stakeholder satisfaction and of addressing problems and complaints.
- 2.3.4 Participate in communicating with internal and external stakeholders to ensure that services meet expectations.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 2.4: Describe the accountability systems that education and training organizations use to manage and improve performance.

Descriptor:

- 2.4.1 Describe the accreditation and licensure requirements that education and training organizations must meet.
- 2.4.2 Discuss the safety, health and environmental compliances for education and training organizations.
- 2.4.3 Describe the methods education and training organizations use to evaluate teaching and learning effectiveness.
- 2.4.4 Discuss the financial accountability measures an education and training organization must meet.
- 2.4.5 Define an employee performance and improvement plan.

Correlated English Language Arts Academic Content Standards

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 2.5: Explain employment practices.

Descriptor:

- 2.5.1 Describe human resources functions and strategies (e.g., recruiting, training, evaluating).
- 2.5.2 Discuss legal implications concerning discrimination, harassment, discipline and termination.
- 2.5.3 Describe how to access information about employee benefits and policies.
- 2.5.4 Describe the role of organized labor.

Correlated English Language Arts Academic Content Standards

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 2.6: Demonstrate the ability to lead and to work on a team.

Descriptors:

- 2.6.1 Recognize the importance of teamwork and its impact on operations.
- 2.6.2 Explain the roles and responsibilities of the individual as part of the team.
- 2.6.3 Describe the twenty-first century interpersonal skills that contribute to leadership and teamwork.
- 2.6.4 Explain the importance of the culture and climate of an organization.
- 2.6.5 Help team members meet their individual and team goals.
- 2.6.6 Facilitate inducting new employees into the informal organization.
- 2.6.7 Utilize conflict resolution and dispute management skills.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 3: Communications

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 3.1: Write and utilize coherent and focused communications that support a defined perspective.

Descriptors:

- 3.1.1 Use various note-taking techniques to summarize main ideas.
- 3.1.2 Structure ideas and arguments in an organized manner, supported by relevant documentation and/or examples.
- 3.1.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.1.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.1.5 Identify positions from relevant research and resources.
- 3.1.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.1.7 Utilize tables, charts and graphs to clarify textual explanations and to support arguments.

Correlated English Language Arts Academic Content Standards

- *Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (Writing Processes A, 8-10; Writing Processes A, 11-12)*
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (Writing Processes F, 8-10)*
- *Edit to improve sentence fluency, grammar and usage. (Writing Processes D, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*

Correlated Mathematics Academic Content Benchmarks

- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability. (Data Analysis and Probability A, 8-10)*
- *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data. (Data Analysis and Probability D, 8-10)*
- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas. (Mathematical Processes E, 8-10)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 3.2: Deliver formal and informal presentations that demonstrate organization and delivery skill.

Descriptors:

- 3.2.1 Demonstrate appropriate grammar, diction and sentence structure.
- 3.2.2 Communicate main ideas and supporting facts to achieve the communication’s purpose.
- 3.2.3 Use appropriate technology to enhance clarity and persuasiveness.
- 3.2.4 Use proper organization and structure to achieve coherence.
- 3.2.5 Use technical terms, references and quoted material properly.
- 3.2.6 Engage an audience with appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 3.3: Listen and speak effectively to contribute to group discussions and meetings.

Descriptors:

- 3.3.1 Conduct meetings in a timely, organized and professional manner.
- 3.3.2 Clarify the purpose and goals of a discussion or meeting.
- 3.3.3 Demonstrate respect for diverse positions, values and cultures.
- 3.3.4 Give and receive feedback appropriately.
- 3.3.5 Summarize the results of meetings, including agreements and disagreements.
- 3.3.6 Speak succinctly and clearly to convey information.
- 3.3.7 Communicate with non-English-speaking populations.
- 3.3.8 Respect linguistic differences in communicating.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax.* (Communication: Oral and Visual B, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 3.4: Apply active listening skills to obtain and clarify information provided in oral communications.

Descriptors:

- 3.4.1 Identify and apply active listening techniques, both one-to-one and in team or group meetings.
- 3.4.2 Interpret verbal cues and behaviors to enhance communication.
- 3.4.3 Interpret nonverbal cues and behaviors to enhance communication.
- 3.4.4 Paraphrase and repeat information to confirm understanding.
- 3.4.5 Ask questions to seek or confirm understanding.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 3.5: Apply research strategies to investigate issues, topics and problems.

Descriptors:

- 3.5.1 Locate, select and utilize relevant information from a variety of sources.
- 3.5.2 Formulate open-ended research questions suitable for inquiry and investigation.
- 3.5.3 Compile, organize and evaluate information.
- 3.5.4 Determine the credibility of data and sources.
- 3.5.5 Use style guides to produce written reports, including source acknowledgements.
- 3.5.6 Communicate findings orally, visually and in writing or through multimedia.

Correlated English Language Arts Academic Content Standards

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*
- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement. (Research D, 8-10; Research D, 11-12)*
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (Research E, 8-10; Research E, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability. (Data Analysis and Probability A, 8-10)*
- *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data. (Data Analysis and Probability D, 8-10)*
- *Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis. (Data Analysis and Probability E, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use a variety of mathematical representations flexibly and appropriately to organize, record and communicate mathematical ideas. (Mathematical Processes E, 8-10)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience. (Mathematical Processes I, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 4: Academic Foundations

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 4.1: Demonstrate a solid foundation in core academic areas (e.g., English language arts, mathematics, science, social studies).

Descriptors:

- 4.1.1 Apply core academic skills and knowledge in daily operations and interactions with parents, the community and other professionals.
- 4.1.2 Utilize core academic skills contextually within the technical content.
- 4.1.3 Stress the relevance of academics to the attainment of technical knowledge and skills.
- 4.1.4 Enhance inquiry-based instruction with aligned academics.

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 4.2: Apply basic theories of educational psychology to enhance student learning.

Descriptors:

- 4.2.1 Compare and contrast the various theories of learning.
- 4.2.2 Identify the stages of human development.
- 4.2.3 Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.
- 4.2.4 Apply various theories of learning when appropriate.
- 4.2.5 Apply Universal Design for Learning principles.

Correlated English Language Arts Academic Content Standards

- *Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.* (Reading Applications: Informational, Technical and Persuasive Text D, 11-12)
- *Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.* (Reading Applications E, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 4.3: Describe sociological factors that impact learning.

Descriptors:

- 4.3.1 Identify multiple social factors that impact learning.
- 4.3.2 Discuss the social interactions of individuals as a predictor of individual and group behavior.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.* (Reading Applications: Informational, Technical and Persuasive Text D, 11-12)
- *Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.* (Reading Applications: Informational, Technical and Persuasive Text E, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 4.4: Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.

Descriptors:

- 4.4.1 Describe problem-solving methods used in education and training organizations.
- 4.4.2 Combine critical thinking and team building skills to address problems.
- 4.4.3 Engage in group decisions, keeping them within ethical, safety and legal boundaries.
- 4.4.4 Adjust plans and schedules to respond to unexpected events and conditions.
- 4.4.5 Address conflict between available resources, requirements and timelines.
- 4.4.6 Evaluate the solutions and unintended consequences of problem-solving methods.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 5: Safety and Health

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 5.1: Maintain general safety standards in accordance with applicable regulations, health standards and organizational policies.

Descriptors:

- 5.1.1 Check and correct potential hazards.
- 5.1.2 Identify the locations and operation of fire alarms and exits.
- 5.1.3 Maintain work areas in accordance with standards for cleanliness and safety.
- 5.1.4 Describe how to operate fire extinguishers, and identify classes of fires.
- 5.1.5 Maintain and wear personal protective equipment (PPE) as appropriate.
- 5.1.6 Identify effective body mechanics and repetitive motion factors associated with ergonomics.
- 5.1.7 Complete orientation to pertinent equipment before operating.
- 5.1.8 Handle hazardous materials in accordance with applicable regulations and health standards.

Correlated English Language Arts Academic Content Standards

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

EDU/BUS: Recommended

EDU:	12	BD
	P	R

Competency 5.2: Complete requirements for first aid and cardiopulmonary resuscitation (CPR) certification.

Descriptors:

- 5.2.1 Identify the laws pertinent to emergency care.
- 5.2.2 Acquire First Aid certification.
- 5.2.3 Acquire CPR certification.
- 5.2.4 Perform automated external defibrillation (AED).
- 5.2.5 Practice universal precautions to protect against infection and communicable diseases.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 5.3: Identify practices that contribute to healthy environments.

Descriptors:

- 5.3.1 Describe strategies for reducing exposure to health threatening environments (e.g., temperature, chemicals, communicable diseases, blood-borne pathogens).
- 5.3.2 Explain basic sanitation, dietary, health and hygiene principles.
- 5.3.3 Describe strategies for promoting wellness in the work environment.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative, and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 5.4: Explain emergency response plans.

Descriptors:

- 5.4.1 Explain and discuss procedures for addressing an emergency (e.g., natural disaster, substance abuse).
- 5.4.2 Describe the PPE and the response equipment and materials needed for emergency responses.
- 5.4.3 Demonstrate universal precautions for protecting against infection and communicable diseases.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 5.5: Assess the impact of stress on health.

Descriptors:

- 5.5.1 Differentiate between stress and stressors.
- 5.5.2 Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.
- 5.5.3 Recognize the function of employee assistance programs.
- 5.5.4 Describe effective strategies for managing stress.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Unit 6: Technology

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 6.1: Demonstrate basic technology competencies through effective use of multiple software applications.

Descriptors:

- 6.1.1 Create documents using a computer (e.g., text documents, spreadsheets, databases, graphics, publications, newsletters).
- 6.1.2 Access and complete research on the Internet.
- 6.1.3 Access student information from electronic sources.
- 6.1.4 Perform calculations and analysis on data.
- 6.1.5 Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.

Correlated English Language Arts Academic Content Standards

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)
- *Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.* (Data Analysis and Probability B, 8-10)
- *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.* (Data Analysis and Probability D, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 6.2: Use existing and emerging technologies to accomplish educational goals.

Descriptors:

- 6.2.1 Describe the range of options and role of technology in the instructional process.
- 6.2.2 Utilize a variety of educational technology tools to support and enhance instructional activities.
- 6.2.3 Describe applications of educational technology to support classroom management strategies.
- 6.2.4 Examine the effective use of technology in terms of planning for and assisting students to meet instructional objectives.
- 6.2.5 Utilize technology support staff effectively.
- 6.2.6 Demonstrate a variety of productivity and utility software applications.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

EDU/BUS: Essential

EDU:	12	BD
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Competency 6.3: Explain the laws and regulations governing information gathering, software and educational use.

Descriptors:

- 6.3.1 Specify copyright laws designed to protect publications, performances and artistic creations.
- 6.3.2 Identify requirements for access and use of copyrighted materials, and the consequences of failing to secure formal permission.
- 6.3.3 Describe the safety and health issues related to technology.
- 6.3.4 Explain social, legal, ethical and cultural issues related to technology.
- 6.3.5 Examine policies for the use of technology in schools.

Correlated English Language Arts Academic Content Standards

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 6.4: Align curricular goals and instructional objectives with the capabilities of electronic media.

Descriptors

- 6.4.1 Identify electronic resources suitable for specific content learning and teaching.
- 6.4.2 Plan learning environments and experiences that are supported by technology.
- 6.4.3 Develop students' abilities to access, evaluate and use technology.
- 6.4.4 Use technology for its ability to accurately represent particular ideas and concepts.

Correlated English Language Arts Academic Content Standards

- *Give presentations using a variety of delivery methods, visual displays and technology.*
(Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

TEACHING PROFESSIONS PATHWAY

Units 7 – 13 are directly modeled after the Ohio Standards for the Teaching Profession developed by the Ohio Educator Standards Board. Adjustments to the language, additions and reformatting were made to conform to the Ohio Career Field objectives and structure. Also, clear links to Ohio’s Teacher Education and Licensure Standards, Praxis III, the Interstate New Teacher Assessment and Support Consortium (INTASC), Ohio’s Education Transfer Assurance Guide (TAG) and the National Association of State Directors of Career Technical Education Consortium are maintained throughout the pathway.

Unit 7: Learning and Developmental Characteristics

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 7.1: Explain how students learn and the developmental characteristics of age groups.

Descriptors:

- 7.1.1 Describe research on human development, learning theory and the brain.
- 7.1.2 Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.
- 7.1.3 Examine differences and exceptionalities in the ways students learn.
- 7.1.4 Articulate the role of language in learning and the cultural influences on the development of language.
- 7.1.5 Discuss major theories and concepts on motivation and their relationships to classroom instruction.
- 7.1.6 Identify factors in students’ school, home, community and culture that may influence development, learning and motivation.
- 7.1.7 Demonstrate a variety of instructional strategies that meet learner and group needs at an appropriate level of development.
- 7.1.8 Describe the principles of assessment as they apply to variances in human development and learning.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
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Competency 7.2: Determine what students know and are able to do, and use that knowledge to meet the needs of all students.

Descriptors:

- 7.2.1 Gather information about students’ prior learning, abilities and learning styles.
- 7.2.2 Present concepts and principles at different levels of complexity to reflect varied levels of student development.
- 7.2.3 Prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences.

Correlated English Language Arts Academic Content Standards

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 7.3: Expect that all students will achieve to their full potential.

Descriptors:

- 7.3.1 Communicate high expectations for all students, focusing on students’ positive traits and conveying a belief in their abilities.
- 7.3.2 Set specific and challenging expectations for each individual student and each learning activity.
- 7.3.3 Model a belief that all students can learn, and persist in efforts to help all students achieve.
- 7.3.4 Persist in seeking approaches for students who have difficulty learning.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 7.4: Model respect for students’ diverse cultures, language skills and experiences.

Descriptors:

- 7.4.1 Recognize the cultural heritage of student groups and describe the value of that cultural heritage.
- 7.4.2 Avoid the use of bias, stereotypes and generalizations, and respect individuals and individual differences.
- 7.4.3 Build relationships with students by establishing and maintaining rapport and by valuing each student as an individual.
- 7.4.4 Respect and value the native languages and dialects of students, and use students’ current language skills to achieve content-area goals.
- 7.4.5 Establish a learning community in which individual differences and perspectives are respected.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
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Competency 7.5: Recognize characteristics of gifted students, students with disabilities and at-risk students.

Descriptors:

- 7.5.1 Identify gifted students, students with disabilities and at-risk students based on established practices.
- 7.5.2 Comply with laws, regulations and policies regarding gifted students and students with disabilities and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).
- 7.5.3 Refer students for screening and assessment when appropriate.

- 7.5.4 Seek and use support from specialists and other sources of expertise to enhance student learning.
- 7.5.5 Implement learning plans for gifted students, students with disabilities and at-risk students.
- 7.5.6 Adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is either advanced or below level.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 7.6: Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.

Descriptors:

- 7.6.1 Articulate current and historic foundations, legal issues and mandates, theories, and philosophies of special education.
- 7.6.2 Describe definitions, identification procedures, causes and prevalence of specific exceptionalities.
- 7.6.3 Discuss the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education.
- 7.6.4 Explain the similarities and differences in cognitive, physical, cultural, social and emotional needs among students with and without exceptionalities, and their implications for education and living.
- 7.6.5 Describe the causes and differential characteristics of students with exceptionalities and the educational implications of these characteristics.
- 7.6.6 Explain the effects that exceptional conditions may have on an individual’s life, including interpersonal relationships, social and emotional aspects, psychological factors, intellectual functioning, and language development.
- 7.6.7 Articulate various strategies for differentiating curricula, instruction, assessment and classroom learning environments.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 8: Subject Knowledge

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 8.1: Demonstrate excellence in the content and subject area to be taught.

Descriptors:

- 8.1.1 Identify relevant research, principles, theories and perspectives significant to the content.
- 8.1.2 Utilize knowledge of the content area, assumptions and skills in planning and instruction.
- 8.1.3 Identify the developmental sequence of learning in content, in an effort to link current instruction with students' prior knowledge.
- 8.1.4 Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.
- 8.1.5 Demonstrate enthusiasm for the subject discipline and a commitment to continuous learning in a specific subject area.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 8.2: Use content-specific instructional strategies to teach the central concepts and skills of the discipline.

Descriptors:

- 8.2.1 Explain how students' conceptual frameworks and common misconceptions can influence learning.
- 8.2.2 Engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.
- 8.2.3 Anticipate and adjust learning experiences to address common misconceptions of the discipline.
- 8.2.4 Incorporate content-specific learning strategies to enable students to analyze, build and adopt new understandings.

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 8.3: Describe school and district priorities and the Ohio academic and technical content standards.

Descriptors:

- 8.3.1 Describe the content, concepts and processes in school and district curriculum priorities and in the Ohio academic and technical content standards.
- 8.3.2 Extend and enrich curriculum by integrating school and district curriculum priorities with Ohio’s academic, technical and national content standards.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 8.4: Explain the relationship of knowledge within the content area to other content areas.

- 8.4.1 Make relevant content connections between disciplines.
- 8.4.2 Prepare opportunities for students to apply learning from different content areas to solve problems.
- 8.4.3 Collaborate to construct interdisciplinary learning strategies that make connections between content areas.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 8.5: Connect content to relevant life experiences and career opportunities.

Descriptors:

- 8.5.1 Facilitate learning experiences that connect to real-life situations and careers.
- 8.5.2 Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 8.6: Describe the importance of reading and writing skills for personal and social growth and for achieving excellence in all subject matters.

Descriptors:

- 8.6.1 Define reading and writing skills as essential for life-long learning.
8.6.2 Support the process of reading and writing skill development in learners.

Unit 9: Assessment

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 9.1: Explain assessment types, their purposes and the data they generate.

Descriptors:

- 9.1.1 Describe assessment as a means of evaluating and supporting student learning.
- 9.1.2 Explain the characteristics, uses and limitations of the various types of diagnostic, formative and summative assessments.
- 9.1.3 Discuss assessment-related issues (e.g., validity, reliability, bias, scoring).
- 9.1.4 Describe when and why to integrate varied assessments into the instructional cycle.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.* (Data Analysis and Probability E, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis and Probability D, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 9.2: Select, develop and use diagnostic, formative and summative assessments.

Descriptors:

- 9.2.1 Align classroom assessment with instructional objectives.
- 9.2.2 Use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.
- 9.2.3 Plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles.
- 9.2.4 Utilize assessments to identify student strengths, promote student growth and maximize student access to learning opportunities.

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 9.3: Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.

Descriptors:

- 9.3.1 Utilize assessment data to identify students' strengths and needs and to modify instruction.
- 9.3.2 Monitor student progress toward achieving school and district curriculum priorities and the Ohio academic and technical content standards.
- 9.3.3 Maintain accurate and complete assessment records as needed for data-based decision making.
- 9.3.4 Examine classroom assessment results to reveal individual and group progress and to anticipate learning obstacles.
- 9.3.5 Use student assessment results to assess and monitor teaching strategies and behaviors in relation to student success.

Correlated English Language Arts Academic Content Standards

- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.* (Data Analysis and Probability D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 9.4: Communicate a student’s progress with the student, parents and colleagues.

Descriptors:

- 9.4.1 Define assessment criteria and standards in a way that students can easily understand.
- 9.4.2 Utilize a variety of means and resources to communicate student learning and achievement.
- 9.4.3 Provide timely feedback of student progress to students, parents and other school personnel when appropriate.
- 9.4.4 Maintain confidentiality by limiting communications to appropriate personnel who have responsibilities for the student.

Correlated English Language Arts Academic Content Standards

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 9.5: Involve learners in self-assessment and goal setting to address gaps between performance and potential.

Descriptors:

- 9.5.1 Model the use of self-assessment and goal setting.
- 9.5.2 Provide students with opportunities to assess and articulate the knowledge and skills they have gained.
- 9.5.3 Provide student self-assessment tools and strategies, regularly monitor their use and encourage student goal setting.
- 9.5.4 Organize opportunities for students to articulate how they learn and what strategies are most effective for them.

Correlated English Language Arts Academic Content Standards

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Unit 10: Instructional Strategies

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 10.1: Align instructional goals and activities with school and district priorities and with Ohio’s academic and technical content standards.

Descriptors:

- 10.1.1 Follow district curriculum priorities.
- 10.1.2 Select learning experiences with clearly defined goals that align both with school and district curriculum priorities and with state academic and technical content standards.
- 10.1.3 Sequence and group concepts and processes to provide a continuous curriculum aligned both with school and district curriculum priorities and with state academic and technical content standards.

Correlated English Language Arts Academic Content Standards

- *Apply reading comprehension strategies to understand grade-appropriate texts.* (Reading Process A, 8-10; Reading Process A, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 10.2: Plan and deliver instruction that will close the achievement gap.

Descriptors:

- 10.2.1 Utilize student pre-assessment data and information to develop appropriate learning activities.
- 10.2.2 Prepare clear long- and short-term educational goals and objectives for learners.
- 10.2.3 Develop long- and short-term instructional plans.
- 10.2.4 Adjust instruction based on student learning.
- 10.2.5 Identify how individual experience, talents and prior learning as well as language, culture and family influence student learning, and plan accordingly.
- 10.2.6 Monitor students’ performance gaps, and develop interventions that close those gaps.
- 10.2.7 Explain the alignment of goals, objectives, instructional plans and assessments.
- 10.2.8 Make curriculum and instruction decisions that respond to the immediate teaching context and student needs.

Correlated English Language Arts Academic Content Standards

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 10.3: Communicate clear learning goals, and link learning activities to those defined goals.

Descriptors:

- 10.3.1 Establish and communicate challenging individual learning goals based on the needs of each student.
- 10.3.2 Communicate the link between learning activities and goals.
- 10.3.3 Create instructional environments where students actively and independently set, articulate and internalize learning goals.

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 10.4: Apply knowledge of how students think and learn to instructional design and delivery.

Descriptors:

- 10.4.1 Describe the cognitive processes associated with learning.
- 10.4.2 Demonstrate through instruction how to stimulate cognitive processes.
- 10.4.3 Use research-based instructional strategies.
- 10.4.4 Implement instructional activities that are sequenced to help students acquire the concepts and skills of the discipline.
- 10.4.5 Articulate a logical and appropriate rationale for the sequence of learning activities.
- 10.4.6 Link the content of each learning activity to the content of previous and future learning experiences.
- 10.4.7 Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 10.5: Differentiate instruction to support the learning needs of all students.

Descriptors:

- 10.5.1 Gather and use student data to choose appropriate instructional strategies for both individuals and groups of students.
- 10.5.2 Use appropriate and flexible grouping during instruction to support the learning needs of all students.
- 10.5.3 Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.
- 10.5.4 Differentiate instruction to meet individual students' learning needs.
- 10.5.5 Adapt instructional methods and materials, and pace learning activities to meet the needs of individual students.
- 10.5.6 Provide varied options for how students demonstrate mastery.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 10.6: Select activities that are designed to help students develop as independent learners and complex problem solvers.

Descriptors:

- 10.6.1 Choose learning activities that support developing students' cognitive abilities.
- 10.6.2 Employ effective, purposeful questioning techniques during instruction.
- 10.6.3 Provide complex, creative and open-ended learning opportunities for students.
- 10.6.4 Encourage students' critical thinking skills by asking challenging questions about disciplinary content.

Correlated English Language Arts Academic Content Standards

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 10.7: Use resources effectively to enhance student learning.

Descriptors:

- 10.7.1 Use materials and resources that support instructional goals and meet students' needs.
- 10.7.2 Use technology that is appropriate to the discipline.
- 10.7.3 Develop students' abilities to access, evaluate and use technology.
- 10.7.4 Develop awareness of adaptive technologies to enhance student learning

Unit 11: Learning Environment

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 11.1: Create an environment that is physically and emotionally safe.

Descriptors:

- 11.1.1 Clarify standards of conduct for all students consistently, effectively and respectfully.
- 11.2.2 Use a variety of effective classroom management techniques.
- 11.2.3 Support positive behavior, enhance social behavior, and increase student motivation and engagement in productive work.

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 11.2: Treat all students fairly, and establish an environment that is respectful, supportive and caring.

Descriptors:

- 11.2.1 Demonstrate caring and respect through interactions with all students.
- 11.2.2 Teach expectations for respectful interactions among students.
- 11.2.3 Use strategies for promoting positive relationships, cooperation and collaboration.
- 11.2.4 Create classrooms in which students demonstrate caring and respect for one another.
- 11.2.5 Seek out and be receptive to the thoughts and opinions of all students.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 11.3: Motivate students to work productively and to assume responsibility for their own learning.

Descriptors:

- 11.3.1 Foster enthusiasm for and curiosity about the discipline.
- 11.3.2 Recognize the efforts of students as well as student achievements.
- 11.3.3 Encourage self-sufficiency and independent, self-directed learning.
- 11.3.4 Vary roles in the instructional process (e.g., instructor, facilitator, coach).

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 11.4: Create learning situations in which students work independently, collaboratively and/or as a whole class.

Descriptors:

- 11.4.1 Use flexible learning situations.
- 11.4.2 Develop guidelines for and model cooperative learning.
- 11.4.3 Offer students opportunities for independent practice with reflection on new concepts and skills.

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 11.5: Maintain an environment that is conducive to learning for all students.

Descriptors:

- 11.5.1 Begin classes on time, and maximize instructional time effectively with well-organized and directed learning experiences.
- 11.5.2 Manage the transitions between learning activities effectively.
- 11.5.3 Convert and arrange physical space to facilitate instruction.
- 11.5.4 Reflect on instructional strategies and classroom routines, and make adjustments accordingly.

Unit 12: Collaboration and Communication

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 12.1: Involve parents and caregivers in support of student learning, emotional and physical development, and mental health.

Descriptors:

- 12.1.1 Identify a variety of strategies for communicating with parents and caregivers.
- 12.1.2 Maintain appropriate confidentiality in all communications.
- 12.1.3 Encourage communication from parents when appropriate, and reply in a timely fashion.
- 12.1.4 Partner with parents and caregivers to support student learning and development.
- 12.1.5 Arrange a variety of volunteer opportunities and activities for families to support student learning.
- 12.1.6 Communicate appropriate techniques and provide materials to support and enrich student learning at home.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 12.2: Collaborate with other teachers, administrators, school personnel and district staff.

Descriptors:

- 12.2.1 Establish productive relationships with members of the school community.
- 12.2.2 Consult with and learn from colleagues in planning and implementing instruction.
- 12.2.3 Engage in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.
- 12.2.4 Use effective collaboration skills with others within the school community.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 12.3: Collaborate with the local community and community agencies, when appropriate.

Descriptors:

- 12.3.1 Identify when and how to access appropriate services to meet exceptional learning needs and to implement referrals.
- 12.3.2 Involve community members in classroom activities, as appropriate.
- 12.3.3 Collaborate with local community agencies about issues that affect student learning and achievement.
- 12.3.4 Use various medical and social service providers in the community to support students’ mental health and well-being.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 13: Professional Responsibilities and Growth

EDU/BUS: Essential

EDU:	12	BD
	P	R

Competency 13.1: Uphold and follow professional ethics, policies and legal codes of professional conduct.

Descriptors:

- 13.1.1 Meet ethical and professional responsibilities with integrity, honesty, fairness and dignity.
- 13.1.2 Separate personal beliefs from professional interactions with student and families.
- 13.1.3 Describe and follow both district policies and state and federal regulations.
- 13.1.4 Access and interpret laws and policies, and describe their implications in the classroom.

Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 13.2: Engage in continuous, purposeful professional development.

Descriptors:

- 13.2.1 Participate in relevant professional activities, and incorporate appropriate concepts into classroom instruction.
- 13.2.2 Utilize professional literature, professional dialogue, collaboration with colleagues and other resources to support development as teachers.
- 13.2.3 Demonstrate the ability to reflect on professional performance, and design professional development to enhance performance.

EDU/BUS: Essential

EDU:	12	BD
	I	P

Competency 13.3: Seek opportunities to positively impact teaching quality, school improvement and student achievement.

Descriptors:

- 13.3.1 Participate in team or departmental decision making.
- 13.3.2 Demonstrate active involvement in professional and community organizations.

Correlated English Language Arts Academic Content Standards

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)