



OREGON
DEPARTMENT OF
EDUCATION



OREGON CAREER AND TECHNICAL EDUCATION STATEWIDE FRAMEWORKS

Education and Training Career Cluster

Resource Guide



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Statewide Program of Study Framework for **Education and Training**

Well-designed career and technical education (CTE) programs help high school and college students make successful educational transitions and find employment in high-wage, high-skill, in-demand careers. [Oregon’s State Plan for CTE: 2020–2024](#) lays out a comprehensive strategy for ensuring all Oregonians have equitable access to high-quality CTE programming. This entails designing instructional coursework that is sequenced within and across educational levels, grounded in rigorous academic knowledge and technical skills, and aligned with industry needs. It also requires creating quality relationships, experiences, and interactions among learners, educators, business partners, and community members.

OREGON’S VISION FOR CTE

Reimagine and transform learner experiences to enhance their future prospects, empower communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.

This document provides information and resources related to the ***Statewide Framework in the Education and Training Career Cluster***, which falls within the Human Resources career area. Education and Training is one of 17 Career Clusters used to organize and deliver CTE programming in Oregon. The field includes a range of careers relating to the education and training of children and adults. People in this cluster use academic and technological knowledge and skills to be classroom teachers, school administrators, early learning providers, and more.

Oregon’s new CTE state plan calls for the development of Statewide Frameworks to guide CTE program design. The goal is to *improve instructional quality* by aligning technical skills to the needs of employers in high-wage, high-skill, in-demand careers; *promote equity* by ensuring that all learners have access to consistent, high-quality programming; *strengthen career pathways* by intentionally connecting secondary and postsecondary coursework that culminates in an industry-recognized credential or certificate, or associate or baccalaureate degree; and *expand student access to dual and concurrent enrollment credits* to reduce tuition costs and the time required to earn a postsecondary credential.

While secondary and postsecondary CTE providers have considerable flexibility in designing curriculum and assessments, state approval is required to qualify programs for federal and/or state funding. This includes aligning offerings with labor market needs; meeting state-defined criteria for size, scope, and quality; addressing all of Oregon’s five core elements of a Program of Study; and continuously improving CTE offerings through the use of the [High Quality CTE Program of Study Rubric](#).

In Oregon, a CTE Program of Study is the primary vehicle for delivering coursework at the secondary and postsecondary levels. A CTE Program of Study is a progressive, nonduplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution, designed to prepare students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills, culminating in the award of an industry-recognized credential or certificate, or an associate or baccalaureate degree. High school students may also have options to earn college credit that may be applied toward their postsecondary studies.

Within each Career Cluster, CTE Programs of Study may be offered at the Career Cluster or Focus Area level. Career Cluster-level Programs of Study offer students broad exposure to multiple careers in the field, along with cross-cutting skills valued by all industry employers. Focus Area-level Programs of Study offer students more occupationally specific training with a higher level of statewide content standardization.

The new Statewide CTE Frameworks provide updated Knowledge and Skill Statements to inform CTE program development. The updated Knowledge and Skill Statements incorporate: 1) employability skills commonly found in all jobs in all Career Clusters; 2) cross-cutting technical skills applicable to all jobs in a specific Career Cluster; and 3) Focus Area skills applicable to a specific job. Each Knowledge and Skill Statement includes an optional set of Suggested Performance Indicators, which are intended to help educators develop curriculum and assessments to teach specific skills.

Projected Labor Market Demand

Labor projections published by the State of Oregon Employment Department indicate that while the Education and Training field will expand over the coming decade, a subset of high-wage, high-skill occupations will experience significant demand. These are defined as those paying more than the statewide median wage or having more than the statewide median number of total job openings. These occupational titles, projected demand, and wage and educational expectations of entry-level employees are provided in Table 1.

The largest growth in Oregon is projected for Self-Enrichment Teachers, with demand expected to increase by 36.5 percent between 2020 and 2030. This will lead to 4,738 projected job openings, including new and replacement workers. Relatively large job openings are also anticipated in several fields that are associated with Programs of Study commonly found in Oregon high schools and community colleges, including Instructional Coordinators with 1,178 projected openings and Special Education Teachers (other than kindergarten and elementary school) with 983 open positions.

Jobs in the Education and Training field typically pay modest wages. Median annual earnings in 2020 were approximately \$77,913 for Kindergarten Teachers. Wages in other jobs fields range from \$46,062 for Tutors, Teachers, and Instructors (all other) to \$142,443 for Health Specialties Teachers (Postsecondary). In Education and Training, most careers require at least a bachelor's degree, if not a master's degree. Graduating high schoolers may choose to attend a community college first, transferring their credits and coursework to a four-year college or university after completing their associate degree to finish their training.

Table 1. Projections for High-Wage and High-Demand Occupations in Oregon, 2020-2030

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change 2020-2030	2021 median annual wage	Entry-level education
25-1071	Health Specialties Teachers, Postsecondary	3,228	27.1%	\$142,443	Master's
25-1121	Art, Drama, and Music Teachers, Postsecondary	814	11.8%	\$75,270	Master's
25-1194	Career/Technical Education Teachers, Postsecondary	1,010	11.8%	\$69,451	Master's
25-1199	Postsecondary Teachers, All Other	2,103	10.7%	\$84,136	Master's
25-2012	Kindergarten Teachers, Except Special Education	1,070	11.9%	\$77,913	Bachelor's
25-2021	Elementary School Teachers, Except Special Education	10,752	11.5%	\$71,006	Bachelor's
25-2022	Middle School Teachers, Except Special and Career/ Technical Education	3,654	11.2%	\$67,442	Bachelor's
25-2031	Secondary School Teachers, Except Special and Career/ Technical Education	6,188	11.4%	\$73,835	Bachelor's
25-2052	Special Education Teachers, Kindergarten and Elementary School	1,248	10.3%	\$78,762	Bachelor's
25-2059	Special Education Teachers, All Other	983	12.3%	\$83,108	Bachelor's
25-3011	Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	840	7.9%	\$63,398	Bachelor's

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change 2020-2030	2021 median annual wage	Entry-level education
25-3021	Self-Enrichment Teachers	4,738	36.5%	\$45,718	HS diploma
25-3031	Substitute Teachers, Short-Term	7,040	11.7%	\$47,133	Bachelor's
25-3097	Tutors and Teachers and Instructors, All Other	4,985	16.9%	\$46,062	Bachelor's
25-4022	Librarians and Media Collections Specialists	1,327	13.5%	\$67,766	Master's
25-9031	Instructional Coordinators	1,178	14.9%	\$91,562	Bachelor's

Note: Adapted from [*State of Oregon Employment Department: High-Wage, High-Demand, and High-Skill Occupations \(Projections 2020-2030\)*](#)

*SOC code = Standard Occupational Classification used to classify workers into job categories.

Statewide Program of Study Framework

Programs of Study in the Education and Training Career Cluster prepare students for entry-level employment in the education field (e.g., as a teaching assistant) and/or to pursue advanced postsecondary educational studies. When proposing programming, secondary and postsecondary CTE providers collaborate to offer coursework leading to an industry recognized certificate and/or an associate's or baccalaureate degree. High school students also may be offered the opportunity to earn college credit that may be applied towards their certificate or degree objective.

In winter 2022, the Oregon Department of Education launched a statewide effort to update and revalidate the Knowledge and Skill Statements used to define the Education and Training Career Cluster. The goal was to identify the employability and technical skills desired of entry-level workers. Work began with a review of labor market information compiled by the Oregon Employment Department to identify high-wage, high-skill occupations. An advisory group comprising of Oregon employers and industry representatives (including four-year universities), reviewed, and provided feedback on existing state skills, which are based on the Common Career Technical Core standards in two areas: 1) Early Childhood Education, and 2) Teacher Education Training.

Based on their work, a statewide survey was developed and administered to community college and university faculty in all institutions offering a related CTE program. Individuals were asked to rate the importance of the Knowledge and Skill Statements and Suggested Performance Indicators that were vetted with employers. Specifically, faculty were asked to rate the importance of each knowledge and skill statement and performance indicator as follows:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would not be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

To gather district perspectives, high school CTE instructors with approved programs in the cluster were administered a similar survey. Here educators were asked to rate the importance of high school graduates in related CTE Programs of Study mastering these skills upon completing their secondary CTE studies.

Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

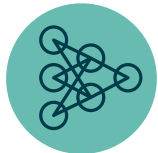
Knowledge and Skill Statements

Knowledge and Skill Statements describe the learning expectations of students in CTE programs. Ideally, skills marked as Foundational will be taught during a student’s high school CTE Program of Study experience, with educators determining how and when instruction occurs. The CTE Statewide Framework for Education and Training is organized around three levels of skills.



Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all careers in the Education and Training Cluster—Foundational*

All workers in the Education and Training field are expected to have a broad understanding of the industry. These cross-cutting skills prepare workers to succeed in a range of jobs. High school students mastering these skills should be prepared to enter community college or the workforce with an understanding of their career options and training needs.



Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Overarching descriptions of the Knowledge and Skill Statements for new Statewide Frameworks in Early Childhood Education and Teacher Education Training are contained in Figure 1.

Each knowledge and skill statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement (see Appendix A). These are examples intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. These skills also have been classified based on their level of difficulty, ranging from foundational to intermediate to advanced.

*Suggested Performance Indicators are offered as optional, industry-suggested and community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. **They are not required.*** Educators may choose to design other means for students to show skill mastery in their Program of Study. It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

Figure 1. Knowledge and Skill Statements for the Statewide Framework for Education and Training

Education and Training Program of Study Knowledge and Skill Statements

<p>EMPLOYABILITY <i>Cross-cutting, same for all Career Clusters</i></p> <ul style="list-style-type: none"> • Workplace practices • Personal responsibility and accountability • Teamwork and conflict resolution • Communication • Technology in the workplace • Planning and organizing • Career planning 	<p>CAREER CLUSTER</p> <ul style="list-style-type: none"> • Describe the individuals and organizations that collaborate to provide education and training • Demonstrate an understanding of and adherence to rules and regulations regarding safety, rights, and laws in education settings • Describe and demonstrate an understanding of educational principles and instructional pedagogies and strategies • Demonstrate instructional planning to ensure an effective learning environment • Demonstrate effective learning environment guidance and management and instructional practices • Demonstrate an understanding of rules and regulations related to providing equitable education experiences for all students • Describe state- and local-specific licensing and professional development requirements for certification • Explain the role that the education and training profession plays in society • Understand psychological, emotional, and physical aspects of a career in education and training
<p>FOCUS AREAS</p>	
<p>Early Childhood Education</p> <ul style="list-style-type: none"> • Understand career paths within early learning and related services • Describe and apply developmentally appropriate and culturally responsive practices to plan for early learning services • Demonstrate ability to analyze children’s developmental level through observation and other gathered information • Demonstrate use of different teaching methods to meet individual needs of learners • Demonstrate an understanding of what constitutes a safe and healthy learning environment • Demonstrate skills for building and maintaining positive collaborative relationships with children and their family and community environments • Demonstrate professional practices and standards related to working with children, including diverse populations 	<p>Teacher Education Training</p> <ul style="list-style-type: none"> • Demonstrate the ability to use foundational knowledge of subject matter to plan and prepare effective instruction and design curriculum, courses, and/or programs • Demonstrate ability to develop standards-based goals and assessments • Demonstrate ability to establish a positive climate to promote learning • Demonstrate effective instructional planning practices • Demonstrate flexibility and adaptability in instructional planning and delivery • Demonstrate ways to extend student learning and enhance critical thinking • Demonstrate ability to use assessment and evaluation tools and data to advance learner achievement and adjust instructional plans • Demonstrate ability to evaluate teacher education training performance indicators to determine and improve effectiveness of instructional practices

Program of Study Design Options

Educators have two options in designing a Program of Study using a Statewide Framework. They can pursue a Career Cluster-level Program of Study or a Focus Area-level Program of Study. The distinction between Cluster and Focus Area Programs of Study relates to the scope of Knowledge and Skill Statements covered in the Program of Study and to the level of secondary to postsecondary alignment (nonduplicative sequence of courses leading to a certificate or degree).

There are two primary distinctions between the two options:

1. Educators choosing to offer a **Career Cluster Programs of Study** are required to cover all the employability skills and all the Cluster-level skills identified and may draw on skills included in “one or more Focus Areas.
2. **Focus Area Programs of Study** are more occupationally specific with a higher level of content standardization. Focus Area Programs of Study are required to cover *all the employability skills, Cluster-level skills, and foundational skills identified within a Focus Area.*

Educators may choose to offer a Career Cluster-level Program of Study and/or Focus Area-level Program of Study. The options are not mutually exclusive. Providers with existing, well-developed Programs of Study may already fulfill many of the criteria of a Statewide Framework; others may build toward fulfillment of the Statewide Framework over time.

Career Cluster Program of Study Option

A Career Cluster-level Program of Study provides high school students with a broad overview of the Education and Training field to prepare them to specialize in an area of their choosing at the postsecondary level. With this option, educators may choose to offer a broad range of courses that address different aspects of the field, drawing from the Early Childhood Education and Teacher Education Training areas.

To qualify as a concentrator at the Career Cluster-level, high school students must earn at least two credits in a state-approved Program of Study, with one of these credits awarded as part of the second or third course in a sequence. High school graduates would then have two options for entering the teaching profession. One would be to continue their studies at an affiliated community college to earn a credential, certificate, or associate degree, after which they may transfer their credits to a four-year college or university to complete their training. Alternatively, they might enter a four-year college or university immediately following graduation to pursue advanced training. Irrespective of their path, most individuals pursuing a career in the Education and Training Cluster will need to earn a bachelor’s degree to enter the profession.

Focus Area Program of Study Option

Focus Area-level Programs of Study are intended to align with specific certificate and degree options offered at the community college or four-year college or university level. Where appropriate, districts and colleges can negotiate dual credit agreements so that high school students can earn college credit that may be applied toward a postsecondary certificate or degree, expediting the time it takes to complete.

The new statewide Program of Study option requires:

- Offering a minimum of three credits at the secondary level and 36 credits at the postsecondary level
- Covering all the employability, Career Cluster, and foundational Focus Area skills as part of the high school component of a CTE Program of Study or in collaboration with a postsecondary partner
- Concentrators to earn two credits in the Program of Study, including at least one credit awarded as part of the second or third course in a sequence
- Providing a sequenced, progressive set of courses, including an introductory or survey course, and two courses offering more technically advanced skills
- Exhibiting secondary-postsecondary standards alignment that is clearly defined and communicated to all stakeholders
- Offering or potentially offering dual credit opportunities
- Integrating career-related learning experiences, career connected learning, and work-based learning in meaningful ways

High school graduates concentrating their studies in an educational focus area have the option of continuing their studies at an affiliated community college, after which they may transfer their credits to a four-year college or university to complete their training, or entering a four-year college or university immediately following graduation to pursue advanced training.

Statewide Framework Programs of Study align course standards to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in in-demand occupations.

Course Scope and Sequence

Regardless of whether a district seeks approval for a Career Cluster- or Focus Area-level Program of Study, it is anticipated that CTE students will begin their course sequence with an introductory/survey course that opens a range of more technically advanced course options. An example of how an Early Childhood Education or Teacher Education Training Program of Study might be configured is provided in Table 2. *Note that course sequences and titles are provided for illustrative purposes only—it is up to secondary and postsecondary partners to determine course titles and sequences; course content, curriculum, and assessments, including when and how Knowledge and Skill Statements are addressed; and whether dual credit or industry certifications may be awarded.*

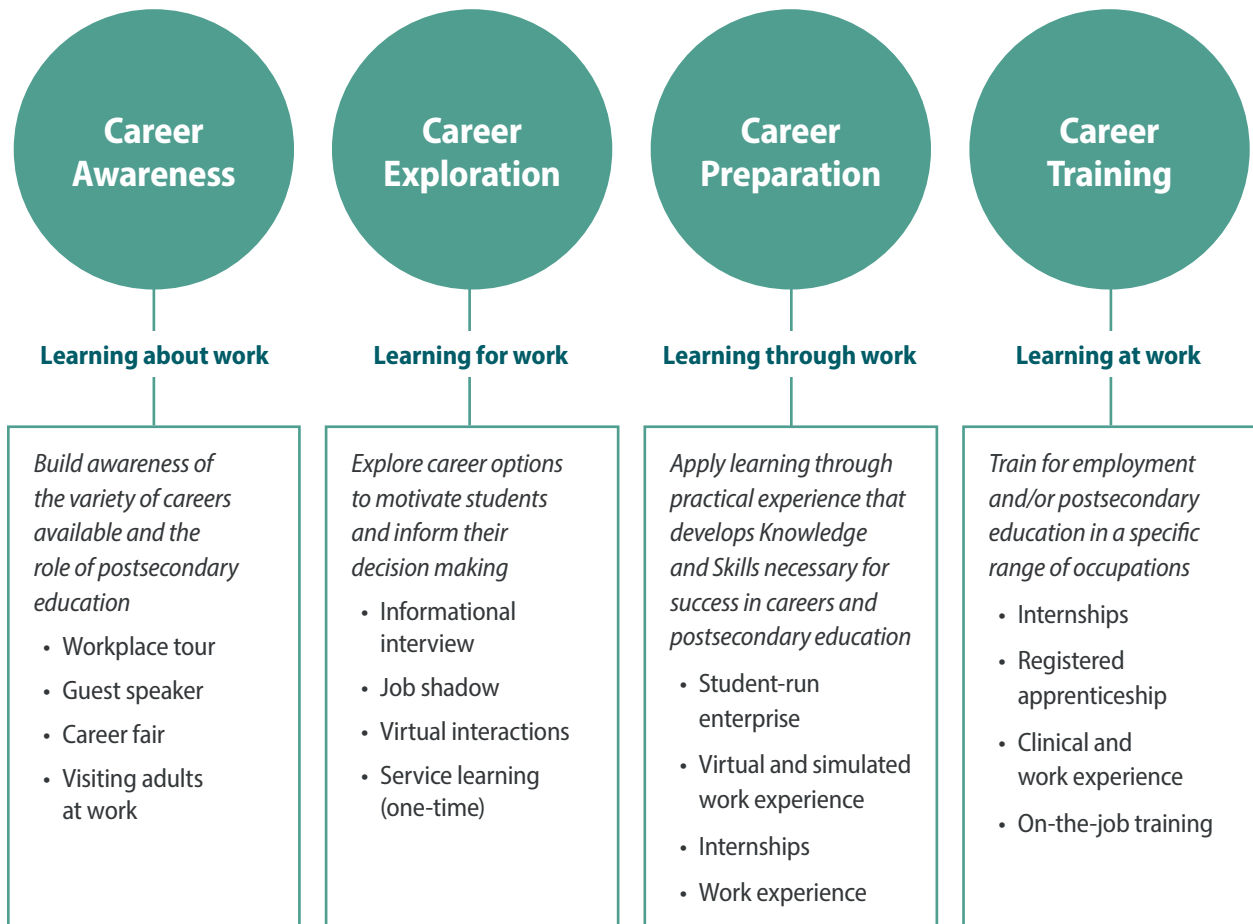
Table 2. Proposed Scope and Sequence for Early Childhood Education and Teacher Education Training Focus Areas

Course level	Grade	Course
Course 1	Grade 9 or 10	Introduction to Education and Training (survey course)
Course 2	Grade 10 or 11	Early Childhood Education 1
		Teacher Education Training 1
Course 3	Grade 11 or 12	Early Childhood Education 2
		Teacher Education Training 2
Capstone	Grade 12	Early Childhood Education 3*
		Teacher Education Training 3*

* or work-based learning experience

Additionally, all Programs of Study are expected to integrate a full range of **Career Connected Learning Experiences** that advance progressively, as indicated in Table 3.

Figure 2. Career Connected Learning Experiences



Developing a CTE Program of Study for State Approval

To meet Oregon’s definition of a High-Quality Program of Study, a CTE Program of Study must be built around five core elements. These elements and supporting components, which align to the Association for Career and Technical Education’s (ACTE’s) High-Quality CTE Program of Study Framework, are detailed in Table 4.

Table 3. Elements and Supporting Components of a High-Quality CTE Program of Study

Element	Components
Standards and Content	Rigorous Integrated Content: Appropriately licensed secondary teachers and postsecondary instructors integrate rigorous technical and academic content.
	Engaged Learning: Students are engaged through instructional strategies that are relevant and authentic, and meet the needs and interests of all students.
	Coherent Curriculum: Aligned to industry-identified standards and sequenced to prepare students for their next steps.
Alignment and Articulation	Partnerships: Actively engages employer and educator partners to develop, enhance and support the CTE program in a manner that is sustainable.
	Credentials: Links instruction to meaningful college credit or industry credentials that can lead to high-wage, high-skill, and in-demand occupations.
	Facilities and Equipment: Provides students with safe access to facilities and equipment appropriate to the type of instruction and reflective of workforce needs.
Accountability and Evaluation	Continuous Improvement: Revisions to the Program of Study are based on student performance, economic demand, and employer requirements.
Student Support Services	Equity and Access: Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.
	Career Connected Learning: Provides quality, accurate and timely information and support that will help students identify, pursue, transition to, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training.
Professional Development	Professional Development: Promotes instructional long-term growth that aligns with long-term program goals.

Educators are encouraged to consult the [High Quality CTE Program of Study Rubric](#) and accompanying [Quick Guide to Using the High Quality CTE Program of Study Rubric](#) to assess their existing CTE Programs of Study and create goals for continuous improvement.

CTE Licensure Requirements.

Education and Training Career Cluster

Educators seeking to teach in the Education and Training Career Cluster must possess a valid Oregon CTE endorsement. See [CTE Licensure in Oregon](#) for an overview of licensing requirements and the steps to be taken to receive an endorsement. Contact Margaret Mahoney (Margaret.Mahoney@ode.oregon.gov) for more information.

Career and Technical Student Organizations

Learning is enhanced when students can apply academic, technical, and employability skills in an authentic setting. Career and Technical Student Organizations (CTSOs) are extracurricular groups that offer youth the ability to practice and enhance their classroom learning, while developing personal skills and leadership abilities, through participation in activities, events, and competitions.

In the Education and Training field, there is one active CTSO in Oregon:



Family, Career, and Community Leaders of America (FCCLA) (<https://fclclainc.org/>)

is a national CTSO directly supporting high school students in four Career Pathways within the Human Resources learning area: Hospitality and Tourism, Visual Arts & Design, Education & Training, and Human Services. Students use hands-on experiences to develop their skills that can be applied to entry-level and professional careers such as teaching, school administration, social work, and others.

Appendix A. Education and Training Career Cluster Knowledge and Skill Statements and Suggested Performance Indicators

Overview

This document details the Knowledge and Skill Statements comprising the Programs of Study for: (1) Early Childhood Education, and (2) Teacher Education Training Focus Areas. These statements, developed with input by employers, define the career readiness expectations of entry-level workers.

Knowledge and Skill Statements and Suggested Performance Indicators for the Teacher Education Training Focus Area are based on the national Common Career Technical Core (CCTC) Standards and input from employers and educators (secondary and postsecondary levels) across the state of Oregon. Knowledge and Skill Statements and Suggested Performance Indicators for the Early Childhood Education Focus Area are based on Oregon-developed standards (a modification of the CCTC standards completed in 2019) as well as input from employers and educators statewide.

These Knowledge and Skill Statements and Suggested Performance Indicators also were vetted by Oregon community college and university faculty, who were asked to rate the relative importance of each task for students entering a community college after having completed a career and technical education (CTE) Program of Study at the high school level. These ratings included:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would NOT be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

Feedback was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

These examples are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. *These performance indicators are offered as suggestions, not requirements, for addressing the Knowledge and Skill Statements comprising a Program of Study.*

How to Use This Document

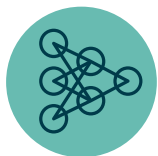
Educators offering a CTE Program of Study in the Education and Training Career Cluster should review the Knowledge and Skill Statements and Suggested Performance Indicators in this document. Ideally, skills marked as Foundational will be taught during a student’s high school CTE Program of Study experience, with educators determining how and when instruction occurs.

Three types of skills and indicators are provided:



Employability Knowledge and Skills – *Applicable to all Career Clusters— Foundational*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all careers in the Education and Training Equipment Cluster – Foundational*

All workers in the education and training industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a post-secondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.

- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Each Focus Area arrays the Knowledge and Skill Statements and Suggested Performance Indicators that CTE educators should consider when planning their curriculum in Early Childhood Education and Teacher Education Training. Each Knowledge and Skill statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement. Suggested Performance Indicators are offered as optional, industry-suggested and community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. **They are not required.** It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

Education and Training Career Cluster Knowledge and Skill Statements

Employability Knowledge and Skills

These Knowledge and Skill statements apply to all Career Clusters in Oregon.

Code number	Knowledge and Skill Statement
E-01	Adhere to workplace practices
E-02	Exhibit personal responsibility and accountability
E-03	Practice cultural competence
E-04	Demonstrate teamwork and conflict resolution
E-05	Communicate clearly and effectively
E-06	Employ critical thinking to solve problems
E-07	Demonstrate creativity and innovative thinking
E-08	Demonstrate fluency in workplace technologies
E-09	Plan, organize, and manage work
E-10	Make informed career decisions

Career Cluster-Level Knowledge and Skills

These Knowledge and Skill statements apply to all Education and Training Programs of Study in Oregon.

Code number	Knowledge and Skill Statement
CC-EDT01	Describe the individuals and organizations that collaborate to provide education and training
CC-EDT02	Demonstrate an understanding of and adherence to rules and regulations regarding safety, rights, and laws in education settings
CC-EDT03	Describe and demonstrate an understanding of educational principles and instructional pedagogies and strategies
CC-EDT04	Demonstrate instructional planning to ensure an effective learning environment
CC-EDT05	Demonstrate effective learning environment guidance and management and instructional practices
CC-EDT06	Demonstrate an understanding of rules and regulations related to providing equitable education experiences for all students
CC-EDT07	Describe state- and local-specific licensing and professional development requirements for certification
CC-EDT08	Explain the role that the education and training profession plays in society
CC-EDT09	Understand psychological, emotional, and physical aspects of a career in education and training

Focus Area Level Knowledge and Skills

These are updated Knowledge and Skill Statements for the two Focus Area Programs of Study in the Education and Training Career Cluster.

EARLY CHILDHOOD EDUCATION

Code number	Knowledge and Skill Statement
FA-EDT-ECE-01	Understand career paths within early learning & related services
FA-EDT-ECE-02	Describe and apply developmentally appropriate and culturally responsive practices to plan for early learning services
FA-EDT-ECE-03	Demonstrate ability to analyze children's developmental level through observation and other gathered information
FA-EDT-ECE-04	Demonstrate ability to integrate curriculum and instruction to meet developmental needs and interests of children
FA-EDT-ECE-05	Demonstrate use of different teaching methods to meet individual needs of learners
FA-EDT-ECE-06	Demonstrate an understanding of what constitutes a safe and healthy learning environment
FA-EDT-ECE-07	Demonstrate skills for building and maintaining positive collaborative relationships with children and their family and community environments

Code number	Knowledge and Skill Statement
FA-EDT-ECE-08	Demonstrate professional practices and standards related to working with children, including diverse populations

TEACHER EDUCATION TRAINING

Code number	Knowledge and Skill Statement
FA-EDT-TET-01	Demonstrate the ability to use foundational knowledge of subject matter to plan and prepare effective instruction and design curriculum, courses and/or programs
FA-EDT-TET-02	Demonstrate ability to develop standards-based goals and assessments
FA-EDT-TET-03	Demonstrate ability to establish a positive climate to promote learning
FA-EDT-TET-04	Demonstrate effective instructional planning practices
FA-EDT-TET-05	Demonstrate flexibility and adaptability in instructional planning and delivery
FA-EDT-TET-06	Demonstrate ways to extend student learning and enhance critical thinking
FA-EDT-TET-07	Demonstrate ability to use assessment and evaluation tools and data to advance learner achievement and adjust instructional plans

Employability Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-01 <i>Adhere to workplace practices</i>	<ul style="list-style-type: none"> A. Explain and follow workplace standards, rules, and regulations B. Show up on time and prepared to work C. Demonstrate the ability to take direction, be proactive, and work independently 	●
E-02 <i>Exhibit personal responsibility and accountability</i>	<ul style="list-style-type: none"> A. Apply professional and ethical standards of the industry to personal conduct B. Maintain integrity and promote personal and professional integrity in co-workers C. Take responsibility and carry out work assignments 	●
E-03 <i>Practice cultural competence</i>	<ul style="list-style-type: none"> A. Demonstrate awareness of issues related to diversity, equity, and inclusion B. Work effectively with colleagues of differing abilities, cultures, and backgrounds C. Describe issues relating to workplace harassment D. Model behaviors that are respectful and sensitive of others 	●
E-04 <i>Demonstrate teamwork and conflict resolution</i>	<ul style="list-style-type: none"> A. Demonstrate the ability to collaborate and contribute to the work of a diverse team B. Explain when it is appropriate to lead and when to follow another's lead C. Demonstrate strategies for resolving issues with coworkers 	●
E-05 <i>Communicate clearly and effectively</i>	<ul style="list-style-type: none"> A. Listen attentively, and speak and write clearly to convey information correctly B. Interpret information and instructions presented in verbal and written form C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools 	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-06 <i>Employ critical thinking to solve problems</i>	A. Recognize problems in the workplace and diagnose their root causes B. Develop well-reasoned plans to solve identified challenges C. Apply and follow through on plans to ensure that problems are resolved	●
E-07 <i>Demonstrate creativity and innovative thinking</i>	A. Develop ideas to solve problems in new and different ways B. Investigate one's own and others' ideas to find those with greatest applicability C. Develop and deploy plans to implement new ideas in the workplace	●
E-08 <i>Demonstrate fluency in workplace technologies</i>	A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies	●
E-09 <i>Plan, organize, and manage work</i>	A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule	●
E-10 <i>Make informed career decisions</i>	A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment B. Set short- and long-term career goals based on personal interests and aptitudes C. Maintain a project portfolio D. Develop a professional resume E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms	●

Education and Training Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<p>CC-EDT01 <i>Describe the individuals and organizations that collaborate to provide education and training</i></p>	<p>A. Identify the types of organizations that are engaged in the education and training industry (e.g., childcare centers; preschools; Head Starts; early intervention; elementary, middle, and high schools; public school districts; government entities; colleges and universities; private schools and organizations; nonprofits; resource and referral agencies, etc.)</p> <p>B. Identify the roles and responsibilities of employees in the education and training industry (e.g., teachers, administrators, support staff, school boards)</p> <p>C. Describe how individuals across the education spectrum collaborate to deliver education and training (e.g., early learning, primary, secondary, postsecondary)</p>	<p>●</p>
<p>CC-EDT02 <i>Demonstrate an understanding of and adherence to rules and regulations regarding safety, rights, and laws in education settings</i></p>	<p>A. Demonstrate an understanding of and adherence to safe working practices, including rules, policies, and procedures in education settings (e.g., equipment and facility safety, individual health and safety, environmental health and safety)</p> <p>B. Demonstrate ability to recognize and document symptoms of abuse, bias, and neglect and use appropriate procedures as a mandatory reporter</p> <p>C. Discuss legal compliance, ethics, and confidentiality within the education and training field (e.g., legal rights of students, educators, families, staff; appropriate interactions with students)</p>	<p>●</p>
<p>CC-EDT03 <i>Describe and demonstrate an understanding of educational principles and instructional pedagogies and strategies</i></p>	<p>A. Describe different pedagogical tools and strategies for teaching and learning (e.g., inquiry- and play-based learning, active learning, blended learning, service learning, work-based learning)</p> <p>B. Describe educational learning theories that explain the different ways that people learn (e.g., behaviorism, cognitivism, constructivism, humanism, connectivism, social constructivism)</p> <p>C. Describe different strategies for organizing instructional content (e.g., Bloom’s Taxonomy, metacognition, learning modalities/styles)</p>	<p>●</p>

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<p>CC-EDT04 <i>Demonstrate instructional planning to ensure an effective learning environment</i></p>	<ul style="list-style-type: none"> A. Explain how standards, curriculum, and assessments are used to structure instruction in a learning environment B. Describe and demonstrate the ability to develop curriculum and lesson plans and create and organize instructional resources and activities C. Describe ways to engage in culturally responsive teaching and methods for supporting diversity, equity, inclusion, access, and belonging through pedagogy, practices, and assessment D. Demonstrate an understanding of how to assess alignment between standards, curriculum, and assessments E. Demonstrate an understanding of how to differentiate including the ability to accommodate or modify instruction as needed 	●
<p>CC-EDT05 <i>Demonstrate effective learning environment guidance and management and instructional practices</i></p>	<ul style="list-style-type: none"> A. Demonstrate the appropriate use of different types of instructional tools (e.g., blocks/toys, art materials, manipulatives, books, display boards, computers) B. Demonstrate an understanding of how the physical learning environment can support learners and learning C. Describe and demonstrate effective practices for creating a collaborative learning environment for learners and educational providers D. Understand risks of bias and how they impact diversity, equity, inclusion, access, and belonging in instruction, interactions, and behavior modification E. Demonstrate an understanding of trauma-informed practices and how engaging in them can benefit all students F. Demonstrate the ability to research and apply best practices to instruction G. Create and maintain relationships with staff, families, community services, and community members to encourage involvement and facilitate student learning H. Demonstrate an understanding of child mental health needs and the resources available to assist students in crisis 	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
<p>CC-EDT06 <i>Demonstrate an understanding of rules and regulations related to providing equitable education experiences for all students</i></p>	<p>A. Demonstrate an awareness of relevant legislation related to meeting all learners learning needs (e.g., the Individuals with Disabilities Education Act)</p> <p>B. Describe how Individualized Family Service Plans (IFSPs), Individualized Education Plans (IEPs), 504 Plans, ADA accommodations from college disability services offices, and ELD Plans lead to equitable education experiences for all students</p> <p>C. Describe how to make accommodations to the learning environment to address issues identified in IFSPs, IEPs, 504 Plans, ELD Plans, etc.</p> <p>D. Demonstrate an understanding of models and instructional settings and how they support all learners (e.g., inclusive/integrated classroom, sheltered instruction, pull-out/push-in supports, self-contained classrooms)</p>	●
<p>CC-EDT07 <i>Describe state- and local-specific licensing and professional development requirements for certification</i></p>	<p>A. Describe the different certifications/degrees and/or professional training required to qualify for a teaching license or certification</p> <p>B. Describe the role-specific and required professional development opportunities and knowledge and skill assessments to maintain licensure</p>	●
<p>CC-EDT08 <i>Explain the role that the education and training profession plays in society</i></p>	<p>A. Describe the importance of education and training in preparing youth to become informed and productive citizens</p> <p>B. Describe the contribution that education makes in developing personal agency and supporting social and economic mobility for individuals and families</p> <p>C. Describe the importance of education and training in helping youth to develop their sense of self and personal agency, establish goals, create networks, and make plans for future careers</p>	●
<p>CC-EDT09 <i>Understand psychological, emotional, and physical aspects of a career in education and training</i></p>	<p>A. Assess one's own abilities to enter a career in the education and training field</p> <p>B. Demonstrate an understanding of the emotional challenges of careers in education and training and the tools to address them (e.g., assess one's own emotional abilities; develop resiliency, stress management, and coping skills; recognize signs and symptoms of burnout; provide and receive support from teammates and professionals)</p> <p>C. Understand possible physical requirements in the workplace and available accommodations</p>	●

Early Childhood Education Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-EDT-ECE-01 <i>Understand career paths within early learning & related services</i>	A. Explain the roles and functions of individuals engaged in early learning services B. Identify specific occupations within early learning services and give examples of each and their major functions C. Summarize education, training, and professional development requirements and opportunities for career paths in early learning services (e.g., postsecondary training, professional registry enrollments, required credentials, CDA certifications) D. Understand the role of professional organizations in education and early childhood (e.g., NAEYC, Zero to Three, Association for Early Learning Professionals, Oregon QRIS/SPARK)	A. ● B. ●	C. ■	D. ▲
FA-EDT-ECE-02 <i>Describe and apply developmentally appropriate and culturally responsive practices to plan for early learning services</i>	A. Describe theories of child development and apply them in educational and childcare practices B. Identify and demonstrate objective observation techniques C. Describe cultural and environmental influences when assessing development of children, youth, and adults, respecting diversity of background and experience D. Design activities or programs to meet the specific developmental needs of all individual students and families to identify/support development and children's learning E. Analyze strategies that promote safe, healthy growth and development in all developmental areas, including physical, social, emotional, and cognitive	A. ● B. ● C. ● D. ● E. ●		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-EDT-ECE-03 <i>Demonstrate ability to analyze children’s developmental level through observation and other gathered information</i>	<ul style="list-style-type: none"> A. Observe, assess, and document children’s progress in all developmental areas, including physical, social, emotional, and cognitive B. Explore assessment tools and methods to observe and interpret children’s growth and development C. Recognize behaviors in children that may indicate potential developmental delays 	A. ●	B. ■ C. ■	
FA-EDT-ECE-04 <i>Demonstrate ability to integrate curriculum and instruction to meet developmental needs and interests of children</i>	<ul style="list-style-type: none"> A. Engage children in meaningful and developmentally appropriate conversations to enhance learning and guide behavior B. Establish effective activities, protocols, routines, and transitions for various age groups C. Implement, reflect upon, and refine developmentally appropriate learning activities in all curriculum areas that meet the needs of all learners (e.g., integrating cultures, languages, interests, identities, values, experiences) D. Arrange the learning environment to provide for learners’ exploration, discovery, development, and reflection through multiple methods (e.g., learning centers, materials representing diversity, intentionally designed spaces) E. Identify and apply a variety of curriculum and instructional models (e.g., anti-bias curriculum, standards-based curriculum) 	A. ● B. ●	C. ■ D. ■ E. ■	
FA-EDT-ECE-05 <i>Demonstrate use of different teaching methods to meet individual needs of learners</i>	<ul style="list-style-type: none"> A. Interact with children in a positive manner B. Use communication skills that promote language development and engagement (e.g., open-ended questions, reflective listening, signing) C. Facilitate child-led exploration in a safe learning environment and a variety of settings (e.g., indoor and outdoor settings) D. Provide flexible instruction through a wide variety of techniques such as teacher-led or child-directed in a variety of settings (e.g., large group, small group, peer) 	A. ● B. ● C. ●	D. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-EDT-ECE-06 <i>Demonstrate an understanding of what constitutes a safe and healthy learning environment</i></p>	<p>A. Manage physical space to maintain a learning environment that is safe, healthy, encourages physical and social activity, and complies with all safety and space regulations</p> <p>B. Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners’ safety including appropriate supervision</p> <p>C. Implement strategies to implement, communicate, and teach health, nutrition, safety, and sanitation habits</p> <p>D. Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma (e.g., adherence to guidelines and procedures, obtaining appropriate certifications)</p> <p>E. Demonstrate ability to respond quickly and appropriately to dangerous situations, document them according to procedure, and obtain relevant safety certifications (e.g., First Aid, CPR, EpiPen)</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p> <p>E. ●</p>		
<p>FA-EDT-ECE-07 <i>Demonstrate skills for building and maintaining positive collaborative relationships with children and their family and community environments</i></p>	<p>A. Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities</p> <p>B. Show respect for all families</p> <p>C. Understand ways to constructively share a child’s development and progress with families using various communication strategies</p> <p>D. Solicit family input for curriculum development and develop activities that promote staff and family member involvement</p>	<p>A. ●</p> <p>B. ●</p>	<p>C. ■</p> <p>D. ■</p>	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-EDT-ECE-08 <i>Demonstrate professional practices and standards related to working with children, including diverse populations</i></p>	<p>A. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families</p> <p>B. Follow organizational policies and procedures</p> <p>C. Understand and follow the <u>NAEYC Professional Standards and Competencies</u></p> <p>D. Understand and implement Oregon’s Early Learning and Kindergarten guidelines</p> <p>E. Demonstrate an understanding of key federal, state, and local standards, policies, regulations, and laws that affect early learning programs for children and their families (e.g., ESEA, FERPA, ADA)</p>	<p>A. ●</p> <p>B. ●</p>	<p>C. ■</p> <p>D. ■</p>	<p>E. ▲</p>

Teacher Education Training Focus Area Knowledge and Skill Statements with Suggested Performance Indicators

- **Foundational** - Basic skills that *should be taught* within high school or, if not feasible, at a partnering college
- **Intermediate** - Advanced skills *encouraged to be taught* within high school, with some offered at a partnering college
- ▲ **Advanced** - Highly technical skills that *may be taught* within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-EDT-TET-01 <i>Demonstrate the ability to use foundational knowledge of subject matter to plan and prepare effective instruction and design curriculum, courses and/or programs</i></p>	<p>A. Acknowledge when prior knowledge is limited and encourage building collective knowledge with students</p> <p>B. Support learners to make meaningful, logical, and accurate connections</p> <p>C. Understand and use resources to inform own teaching practice (e.g., appropriate standards, appropriate curricula and scaffolds)</p> <p>D. Demonstrate an understanding of how to evaluate instructional resources and program materials for alignment to instructional goals and learner characteristics</p> <p>E. Demonstrate an understanding of how to analyze standards, goals, and learners when selecting instructional content, materials, and resource</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p>	<p>D. ▲</p> <p>E. ▲</p>

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-EDT-TET-02 <i>Demonstrate ability to develop standards-based goals and assessments</i></p>	<p>A. Identify learning goals and performance standards that challenge and are meaningful for all learners (e.g., knowledge, skill mastery, and thinking process goals)</p> <p>B. Understand how to select appropriate assessment/evaluation strategies</p> <p>C. Understand how to develop and use assessment tools when determining needs of learners (e.g., pre-tests, self-assessments, formative assessments, summative assessments)</p> <p>D. Explain the alignment of selected assessment strategies to educational goals and standards</p> <p>E. Identify the purpose of the assessment and clearly identify the criteria and standards to be used to assess/evaluate</p> <p>F. Understand how to leverage diverse learner needs to align standards-based goals with learners’ developmental level, abilities, interests, and future objectives (intellectual, social, career, and developmental needs)</p>		<p>A. ■</p> <p>B. ■</p> <p>C. ■</p> <p>D. ■</p> <p>E. ■</p>	<p>F. ▲</p>
<p>FA-EDT-TET-03 <i>Demonstrate ability to establish a positive climate to promote learning</i></p>	<p>A. Establish respect and rapport to foster positive social and intellectual interactions (between instructor and learners, among learners, and among instructors)</p> <p>B. Provide equitable access and recognize diverse needs of different learners</p> <p>C. Establish consistent expectations for each learner</p> <p>D. Demonstrate enthusiasm for content</p> <p>E. Clearly explain objective(s) and/or standards for a lesson to learners</p> <p>F. Understand how and why to advocate for needs of learners, community, and profession</p>	<p>A. ●</p> <p>B. ●</p> <p>C. ●</p> <p>D. ●</p>	<p>E. ■</p>	<p>F. ▲</p>

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
<p>FA-EDT-TET-04 <i>Demonstrate effective instructional planning practices</i></p>	<ul style="list-style-type: none"> A. Understand how to connect activities and assignments with learning goals B. Employ organizational skills while managing instructional resources (i.e., tools, equipment, supplies, and materials) C. Demonstrate knowledge of learning and developmental theory to describe individual learners D. Demonstrate an understanding of how to engage learners using collaborative learning techniques E. Select and use instructional materials, resources, and technology that align with and enhance learning goals F. Understand the importance and benefits of working in collaboration with other education professionals to strengthen knowledge and practice (e.g., professional networks, partnerships, Professional Learning Communities, localized professional development) 	<ul style="list-style-type: none"> A. ● B. ● 	<ul style="list-style-type: none"> C. ■ D. ■ E. ■ 	<ul style="list-style-type: none"> F. ▲
<p>FA-EDT-TET-05 <i>Demonstrate flexibility and adaptability in instructional planning and delivery</i></p>	<ul style="list-style-type: none"> A. Utilize various learning activities and assignments to challenge and engage learners B. Ensure instruction is relevant, responsive, and accessible to all learners by incorporating learner questions and interests C. Explain and use efficient procedural routines and transitions D. Identify needed adjustments in instructional plans using an analysis of learner performance including approaches to help struggling learners E. Support learners to work independently and productively F. Identify adequate time for responding to questions, appropriate vocal intonation, and an appropriate, consistent pace and fluency of instruction including the reflection and closure process (e.g., questioning strategies, wait time) 	<ul style="list-style-type: none"> A. ● B. ● C. ● 	<ul style="list-style-type: none"> D. ■ E. ■ F. ■ 	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-EDT-TET-06 <i>Demonstrate ways to extend student learning and enhance critical thinking</i>	A. Identify practices and activities to extend learning opportunities (e.g., discussion and questioning techniques, applied or work-based learning opportunities) B. Understand how to develop learners' ability to ask questions by demonstrating questioning strategies in the learning process C. Encourage students to take ownership of learning and work with instructors to adapt activities and assignments to enhance their learning		A. ■ B. ■ C. ■	
FA-EDT-TET-07 <i>Demonstrate ability to use assessment and evaluation tools and data to advance learner achievement and adjust instructional plans</i>	A. Follow reporting policies and procedures B. Understand how to interpret and use multiple sources of data to assess/evaluate learning C. Identify and understand how to give accurate, substantive, constructive and specific feedback D. Plan adjustments in instruction that reflect assessment and teaching/ learning theory E. Use an organized system for recording learner assignments and progress in a complete, orderly, and timely way F. Understand ways to engage learners in documenting and evaluating their own learning	A. ●	B. ■ C. ■ D. ■ E. ■	F. ▲
FA-EDT-TET-08 <i>Demonstrate ability to evaluate teacher education training performance indicators to determine and improve effectiveness of instructional practices</i>	A. Understand how to identify and use research-based, effective practice and monitor instruction B. Describe a commitment to continuous improvement		A. ■	B. ▲