

# **Education and Training**

## **Career Field Technical Content Standards Document**

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

**2010**



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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 multiple professional partners.

The Education and Training Career Field Technical Content Standards combine business standards (reflecting English language arts, mathematics, science and technology), academic content standards (English language arts, mathematics, science and social studies) and the business process framework to develop technical literacy in education and training. The Education and Training Career Field is comprised of two pathways that focus on teaching professions and early childhood education.

This document delineates competencies that outline the knowledge and skills needed for career success in the above pathways. 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*, the *Science Academic Content Standards* and the *Social Studies Academic Content Standards* have been embedded, outlining the language arts, mathematics, science and social studies knowledge and skills associated with specific technical competencies.

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 on the College Tech Prep Ohio Web at [www.techprepohio.com](http://www.techprepohio.com) and through the Ohio Department of Education career fields Web content at: [www.education.ohio.gov](http://www.education.ohio.gov).

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## ACKNOWLEDGEMENTS

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:

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- Rick Mangini, Associate Director, Office of Career-Technical Education, Ohio Department of Education;
- Leslie Brady, Assistant Director, Office of Career-Technical 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 Education, Ohio Department of Education; and

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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- Mary Jo Kohl, Consultant, Office of Career-Technical Education, Ohio Department of Education;
- Vicky Kirschner, Mathematics Consultant, Ohio Department of Education;
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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 document.

# 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, Science 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.

## **Stakeholder Panel**

**November 4 and 17, 2009**

The stakeholder panel was comprised of secondary and postsecondary education representatives from across Ohio. The early childhood education panel members reviewed the Education and Training document completed in 2008, edited, merged and realigned competencies and units. In addition, the early childhood education panel members validated essential and recommended knowledge and skills and determined *when* in the educational process (e.g., high school or college) competencies should be addressed and to *what depth*. The teaching professions panel members verified and revalidated changes that affected core competencies and teaching professions pathway competencies.

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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.education.ohio.gov](http://www.education.ohio.gov) and keyword search: *CTE Administrative Rules Update*. 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.careercluster.org](http://www.careercluster.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.education.ohio.gov](http://www.education.ohio.gov).

## 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, science 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;
- Foundations of Education;
- Safety and Health;
- Technology;
- Child Growth and Development;
- Curriculum Strategies;
- Instructional Strategies;
- Family/Community Collaboration and Communication; and
- Professional Responsibilities and Growth.

**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. The *Education and Training Career Field Technical Content Standards* document contains two pathways, Teaching Professions and Early Childhood Education.

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, education/business representatives have designated competencies as *essential* or *recommended* within the pathway. Educators have designated *when* (by the end of the 12<sup>th</sup> 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 Science Academic Content Benchmarks**

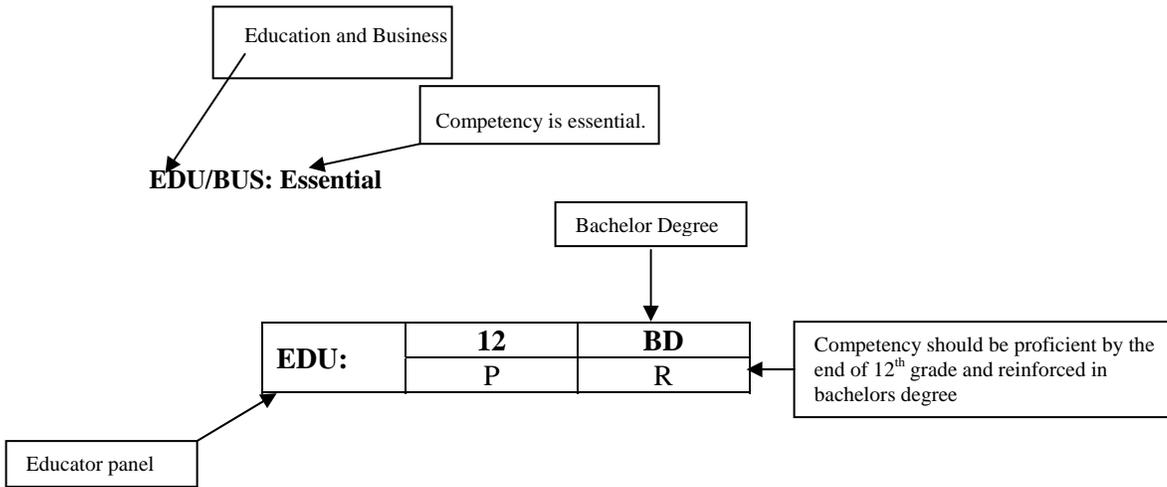
Benchmarks drawn from the *Ohio Academic Content Standards for Science* that have been determined to be embedded in the corresponding technical competency

#### **Correlated Social Studies Academic Content Benchmarks**

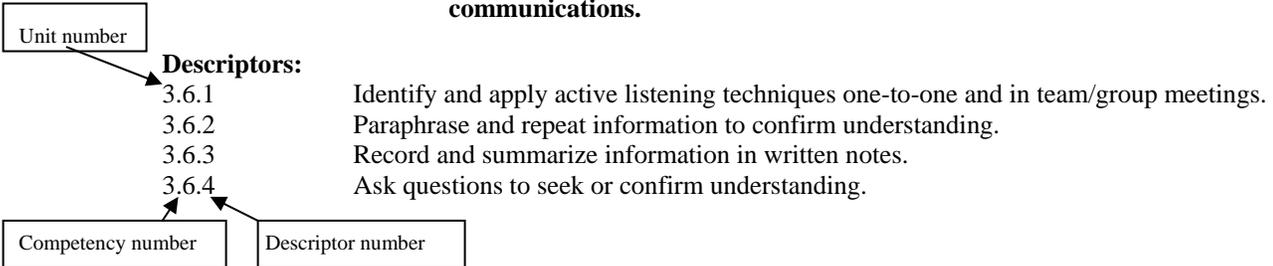
Benchmarks drawn from the *Ohio Academic Content Standards for Social Studies* that have been determined to be embedded in the corresponding technical competency

# Sample Competency

## Unit 3: Communications

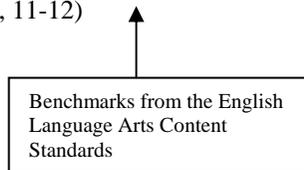


**Competency 3.6:**      **Apply active listening skills to obtain and clarify information provided in oral communications.**



### Correlated English Language Arts Academic Content Benchmarks

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



## EDUCATION AND TRAINING UNITS

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		<b>EDUCATION AND TRAINING CORE BODY OF KNOWLEDGE</b>
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4	2	Organizational Processes
8	3	Communications
12	4	Foundations of Education
14	5	Safety and Health
17	6	Technology
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28	10	Family/Community Collaboration and Communications
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		<b>TEACHING PROFESSIONS PATHWAY</b>
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# 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
<b>Unit 1: Introduction to Education and Training</b>				
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
<b>Unit 2: Organizational Processes</b>				
2.1	Describe the purpose of education historically and currently for individuals, groups and society.	I	P	E
2.2	Describe the organizational structure of education and training systems.	I	P	E
2.3	Identify effective relationships with internal and external stakeholders.	I	P	E
2.4	Describe accountability systems 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 work on a team.	P	R	E
<b>Unit 3: Communications</b>				
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
<b>Unit 4: Foundations of Education</b>				
4.1	Demonstrate a solid foundation in core academic areas (e.g., mathematics, science, social studies, English language arts).	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
<b>Unit 5: Safety and Health</b>				
5.1	Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.	P	R	E
5.2	Complete requirements for First Aid/Cardio-Pulmonary Resuscitation (CPR)/Automated External Defibrillation (AED) certification, and communicable disease and child abuse training.	P	R	R

<b>Competency</b>		<b>12</b>	<b>BD</b>	<b>EDU/ BUS</b>
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
<b>Unit 6: Technology</b>				
6.1	Demonstrate basic technology competencies through effective use of multiple software applications.	P	R	E
6.2	Use existing and emerging technology 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 the electronic media.	P	R	E
<b>Unit 7: Child Growth and Development</b>				
7.1	Articulate the fundamental principles of child growth and development.	I	P	E
7.2	Apply the fundamental principles of human development process in childhood.	I	P	E
7.3	Apply the fundamental principles of nurturing relationships associated with student growth and development.	P	R	E
7.4	Apply the fundamental principles of appropriate environments for positive student growth and development.	P	R	E
<b>Unit 8: Curriculum Strategies</b>				
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 the achievement of excellence in all subject matters.	P	R	E
<b>Unit 9: Instructional Strategies</b>				
9.1	Align instructional goals and activities with school and district priorities and Ohio's academic and technical content standards.	P	R	E
9.2	Plan and deliver instruction that will close the achievement gap.	I	P	E
9.3	Communicate clear learning goals and link learning activities to those defined goals.	P	R	E
9.4	Apply knowledge of how students think and learn to instructional design and delivery.	I	P	E
9.5	Differentiate instruction to support the learning needs of all students.	I	P	E
9.6	Select activities that are designed to help students develop as independent learners and complex problem-solvers.	I	P	E
9.7	Use resources effectively to enhance student learning.	I	P	E
<b>Unit 10: Family/Community Collaboration and Communication</b>				
10.1	Involve parents and caregivers in support of student learning, emotional and physical development and mental health.	I	P	E

<b>Competency</b>		<b>12</b>	<b>BD</b>	<b>EDU/ BUS</b>
10.2	Articulate without bias the diverse structure and nature of students' families and communities.	I	P	E
10.3	Collaborate with other teachers, administrators, school personnel and district staff.	I	P	E
10.4	Collaborate with the local community and community agencies, when appropriate.	I	P	E
10.5	Support and collaborate with all appropriate service providers working with families and students.	I	P	E
<b>Unit 11: Professional Responsibilities and Growth</b>				
11.1	Uphold and follow professional ethics, policies and legal codes of professional conduct.	P	R	E
11.2	Differentiate legal and ethical issues.	I	P	E
11.3	Engage in continuous, purposeful professional development.	I	P	E
11.4	Seek opportunities to positively impact teaching quality, school improvement and student achievement.	I	P	E
<b>TEACHING PROFESSION PATHWAY</b>				
<b>Unit 12: Learning and Developmental Characteristics</b>				
12.1	Explain how students learn and the developmental characteristics of age groups.	P	R	E
12.2	Determine what students know and are able to do and use that knowledge to meet the needs of all students.	I	P	E
12.3	Expect all students will achieve to their full potential.	I	P	E
12.4	Model respect for students' diverse cultures, language skills and experiences.	P	R	E
12.5	Recognize characteristics of gifted students, students with disabilities and at-risk students.	I	P	E
12.6	Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.	I	P	E
<b>Unit 13: Assessment</b>				
13.1	Explain assessment types, their purposes and the data they generate.	I	P	E
13.2	Select, develop and use diagnostic, formative and summative assessments.	I	P	E
13.3	Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	I	P	E
13.4	Communicate student progress with student, parents and colleagues.	I	P	E
13.5	Involve learners in self-assessment and goal setting to address gaps between performance and potential.	I	P	E
<b>Unit 14: Learning Environment</b>				
14.1	Create a safe environment conducive to learning.	P	R	E
14.2	Treat all students fairly and establish an environment that is respectful, supportive and caring.	P	R	E
14.3	Motivate students to work productively and assume responsibility for their own learning	I	P	E
14.4	Create learning situations in which students work independently, collaboratively and/or as a whole class.	P	R	E
14.5	Maintain an environment that is conducive to learning for all students.	P	R	E

Competency		12	BD	EDU /BUS
<b>EARLY CHILDHOOD EDUCATION PATHWAY</b>				
<b>Unit 15: Health, Safety and Nutrition</b>				
15.1	Complete requirements for certification in recognition and prevention of communicable diseases.	P	R	E
15.2	Monitor activities and comply with local, state and federal regulations to maintain a safe environment.	P	R	E
15.3	Observe and monitor children’s dietary habits and nutritional conditions by following local, state and federal regulations.	P	R	E
<b>Unit 16: Child Observation and Assessment</b>				
16.1	Explain assessment types, their purposes and the data they generate.	I	P	E
16.2	Articulate the foundation and principles of child observation and assessment strategies.	I	P	E
16.3	Explain methods of observation and assessment.	I	P	E
16.4	Select, develop and use diagnostic, formative and summative assessments.	I	P	E
16.5	Gather and document pertinent data for individual children.	I	P	E
16.6	Determine what students know and are able to do and use that knowledge to meet the needs of all students.	I	P	E
16.7	Analyze observation and assessment data to monitor student progress, and to plan, differentiate and modify instruction.	I	P	E
16.8	Expect all students will achieve to their full potential.	I	P	E
16.9	Share and report children’s observation and assessment data with parents and colleagues.	I	P	E
<b>Unit 17: Learning Environments and Experiences</b>				
17.1	Articulate the importance of positive interactions and relationships between adults and children and among children.	P	R	E
17.2	Engage in positive interactions and relationships.	I	P	E
17.3	Model respect for students’ diverse cultures, language skills and experiences.	P	R	E
17.4	Treat all students fairly and establish an environment that is respectful, supportive and caring.	P	R	E
17.5	Recognize characteristics of gifted students, students with disabilities and at-risk students.	I	P	E
17.6	Describe physical environments that reflect children’s needs and abilities.	P	R	E
17.7	Provide safe environments conducive to learning.	I	P	E
17.8	Explain the fundamental principles of early childhood learning experiences.	P	R	E
17.9	Provide learning experiences appropriate for young children.	I	P	E
<b>Unit 18: Child Care Business Operations</b>				
18.1	Develop and maintain an effective organization.	I	P	R
18.2	Plan and implement administrative systems that effectively carry out the program’s mission, goals and objectives.	I	P	R
18.3	Market the program to parents and the community.	I	P	R
18.4	Administer a program of personnel management and staff development.	I	P	R
18.5	Provide leadership to manage and maintain the facility.	I	P	R

<b>Competency</b>		<b>12</b>	<b>BD</b>	<b>EDU /BUS</b>
18.6	Articulate and implement the legal knowledge and necessary policies for effective management.	I	P	R
18.7	Foster good community relations and influence child care policy that affects the program.	I	P	R
18.8	Manage the program's finances.	I	P	R
18.9	Ensure director self development.	I	P	R

# 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. pre-school, infant toddler, elementary/middle/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 which 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 ethical/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.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

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

**Descriptor:**

- 2.2.1 Identify the hierarchy within various educational and training systems.
- 2.2.2 Differentiate between administration, management, leadership and supervision positions.
- 2.2.3 Describe roles of various organizational members.
- 2.2.4 Identify support agencies outside of 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 addressing problems and complaints.
- 2.3.4 Participate in communication with internal and external stakeholders to ensure services meet expectations.

**Correlated English Language Arts Academic Content Standards**

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

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

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

**Descriptor:**

- 2.4.1 Describe the accreditation/licensure requirements 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/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: Informational 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

### Competency 2.5: Explain employment practices.

#### Descriptor:

- 2.5.1 Describe human resource 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

### Competency 2.6: Demonstrate the ability to lead and 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 Assist team members to meet their individual and team goals.
- 2.6.6 Facilitate the induction of 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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 support arguments.

### Correlated English Language Arts Academic Content Standards

- *Formulate writing ideas, and identify a topic appropriate to the purpose and audience.* (Writing Process A, 8-10; Writing Process A, 11-12)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Process F, 8-10; Writing Process F, 11-12)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Process D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and 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 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 D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

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

**Descriptors:**

- 3.2.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.2.2 Communicate main ideas and supporting facts to achieve purpose of communication.
- 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 using 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 D, 8-10)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication G, 8-10; Communication F, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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 E, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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, 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.* (Vocabulary F, 8-10; Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication A, 8-10; Communication A, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication 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 B, 11-12)

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 one-to-one and in team/group meetings.
- 3.4.2 Interpret verbal cues/behaviors to enhance communication.
- 3.4.3 Interpret nonverbal cues/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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication C, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 and include 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 inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10; 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 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 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 E, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis 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: Foundations of Education

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

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

**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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 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.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 interaction 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.* (Vocabulary F, 8-10; 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 D, 11-12)
- *Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.* (Reading Applications E, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 within the bounds of ethical, safety and legal boundaries.
- 4.4.4 Adjust plans/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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

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

**Descriptors:**

- 5.1.1 Check and correct potential hazards.
- 5.1.2 Identify the location/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.
- 5.1.9 Describe current medication administration policies and procedures according to local, state or national regulations and document appropriately.
- 5.1.10 Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.

**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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 5.2: Complete requirements for First Aid/Cardio-Pulmonary Resuscitation (CPR)/Automated External Defibrillation (AED) certification, and communicable disease and child abuse training.**

**Descriptors:**

- 5.2.1 Identify the laws pertinent to emergency care.
- 5.2.2 Respond to accidents and injuries according to appropriate first aid training while assuring the comfort and care of other students.
- 5.2.3 Acquire current and valid training in communicable disease prevention and cardiopulmonary resuscitation (CPR).
- 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.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 5.3: Identify practices that contribute to healthy environments.**

**Descriptors:**

- 5.3.1 Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases, blood-borne pathogens).
- 5.3.2 Explain and maintain basic sanitation, dietary, health and hygiene principles.
- 5.3.3 Describe strategies to promote wellness in the work environment through routine care and maintenance of materials and equipment.
- 5.3.4 Express students’ need for a physically and emotionally safe environment and how it impacts the growth and development of young students, including those with special needs.
- 5.3.5 Explain that safety risks change with each student’s developmental stage.
- 5.3.6 Provide age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.
- 5.3.7 Communicate that students can and should play an active role in keeping self and others safe.
- 5.3.8 Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse.
- 5.3.9 Release students, only, to approved individuals as designated by the parent or guardian.

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 5.4: Explain emergency response plans.**

**Descriptors:**

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

**Correlated English Language Arts Academic Content Standards**

- *Use multiple resources to enhance comprehension of vocabulary.* (Vocabulary F, 8-10; 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: Informational Text A, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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.* (Vocabulary F, 8-10; Vocabulary E, 11-12)

## Unit 6: Technology

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 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 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 D, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 6.2: Use existing and emerging technology 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

- 6.2.5 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.* (Vocabulary F, 8-10; Vocabulary E, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**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 if formal permission is not secured.
- 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 6.4: Align curricular goals and instructional objectives with the capabilities of the 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 G, 8-10; Communication F, 11-12)

*Unit 7 is modeled after Ohio’s Early Childhood Core Knowledge & Competencies developed by the Ohio Professional Development Network. The Ohio’s Early Childhood Core Knowledge & Competencies, in turn, aligns with and compliments Ohio’s Infant & Toddler Guidelines; Ohio’s Early Learning Content Standards; Ohio’s Standards for the Teaching Profession; and, Ohio’s Early Learning Program Guidelines. Also, clear links with The National Association for the Education of Young Children (NAEYC) and the Child Development Association (CDA) goals and standards are maintained throughout this pathway.*

## **Unit 7: Child Growth and Development**

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 7.1: Articulate the fundamental principles of child growth and development.**

**Descriptors:**

- 7.1.1 Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).
- 7.1.2 Explain developmental sequences, stages and milestones.
- 7.1.3 Discuss the varying rates of development in individual students.
- 7.1.4 Identify developmental results from interactions between the student and the student’s early relationships and experience, which include family, language, culture and environment.
- 7.1.5 Explain how attachment significantly impacts all areas of development.
- 7.1.6 Describe the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development.
- 7.1.7 Discuss how self-regulation affects all areas of development and behavior.
- 7.1.8 Discuss how caring, consistent relationship with adults provide external supports that serve as the basis for developing self-regulation and resiliency.
- 7.1.9 Describe the importance of effective language and communication between students and adults, and among students, for healthy growth and development.
- 7.1.10 Explain how students’ pro-social behavior is supported by adults who model positive behavior and view challenging behavior as a learning opportunity.
- 7.1.11 Identify strategies for responding to the differing developmental needs of students including those with developmental delays.
- 7.1.12 Explain how play provides the opportunity for young students to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills.
- 7.1.13 Explain that the early childhood profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 7.2: Apply the fundamental principles of the human development process in childhood.**

**Descriptors:**

- 7.2.1 Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations for individual students accordingly.
- 7.2.2 Identify basic developmental sequences, stages and milestones of young students.
- 7.2.3 Explain students' developmental levels in relation to age appropriate norms and use that information to meet the general needs of students showing typical development.
- 7.2.4 Recognize that family, community and culture influence the development of students and adjust practices and interaction patterns for individual students and/or families accordingly.
- 7.2.5 Articulate challenging behavior has environmental and developmental causes and use that information to modify environment, activities and expectations to improve behavioral outcomes.
- 7.2.6 Explain that students develop skills and abilities and learn best through play experiences that enhance development, behavior and learning outcomes for all students.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 7.3: Apply the fundamental principles of nurturing relationships associated with student growth and development.**

**Descriptors:**

- 7.3.1 Engage in safe, responsive relationships with each student to provide a sense of security and promote optimal development.
- 7.3.2 Demonstrate respect for families as the primary teachers of their children by nurturing their involvement in the educational process.
- 7.3.3 Assist both students and family members in a supportive and comforting manner.
- 7.3.4 Model positive, pro-social behavior in all settings including student, family and professional interactions.
- 7.3.5 Talk with students frequently to develop relationships and promote students' understanding of their world through a variety of approaches including special consideration of students with cultural differences and special needs.
- 7.3.6 Communicate respectfully and responsibly with families and colleagues.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 7.4: Apply the fundamental principles of appropriate environments for positive student growth and development.**

**Descriptors:**

- 7.4.1 Demonstrate the importance of consistency in environments, expectations and responses

to students.

- 7.4.2 Explain the importance of exploration and play in students 'growth and development and apply those theories consistently across the day.
- 7.4.3 Provide a variety of activities and experiences that foster the development of the whole student.
- 7.4.4 Recognize and support appropriate and culturally responsive environments for students by weaving awareness and sensitivity of diversity through total learning experience.

*Units 8 & 9 are 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; Teacher Residency Program; the Interstate New Teacher Assessment and Support Consortium (INTASC); Ohio’s Education Transfer Assurance Guide (TAG); and National Association of State Directors of Career Technical Education Consortium are maintained throughout the pathway.*

**Unit 8: Curriculum Strategies**

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 8.1: Demonstrate excellence in the content/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.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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 framework 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 adapt new understandings.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

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

**Descriptors:**

- 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication C, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 8.6: Describe the importance of reading and writing skills for personal and social growth, and for the achievement of 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: Instructional Strategies

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 9.1: Align instructional goals and activities with school and district priorities and Ohio’s academic and technical content standards.**

**Descriptors:**

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

### Correlated English Language Arts Academic Content Standards

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 9.2: Plan and deliver instruction that will close the achievement gap.**

**Descriptors:**

- 9.2.1 Utilize student pre-assessment data and information to develop appropriate learning activities.
- 9.2.2 Prepare clear long- and short-term educational goals and objectives for learners.
- 9.2.3 Develop long- and short-term instructional plans.
- 9.2.4 Adjust instruction based on student learning.
- 9.2.5 Identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.
- 9.2.6 Monitor performance gaps of students and develop interventions that close those gaps.
- 9.2.7 Explain the alignment of goals, objectives, instructional plans and assessments.
- 9.2.8 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 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 E, 11-12)

### Correlated Mathematics Academic Content Benchmarks

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 9.3: Communicate clear learning goals and link learning activities to those defined goals.**

**Descriptors:**

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 9.4: Apply knowledge of how students think and learn to instructional design and delivery.**

**Descriptors:**

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 9.5: Differentiate instruction to support the learning needs of all students.**

**Descriptors:**

- 9.5.1 Gather and use student data to choose appropriate instructional strategies for individuals and groups of students.
- 9.5.2 Use appropriate and flexible grouping during instruction to support the learning needs of all students.
- 9.5.3 Recognize that the scope and sequence of learning activities must be differentiated to

- 9.5.4 meet the needs of all students.
- 9.5.4 Differentiate instruction to meet individual student’s learning needs.
- 9.5.5 Adapt instructional methods and materials and pace learning activities to meet the needs of individual students.
- 9.5.6 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 F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 9.6: Select activities that are designed to help students develop as independent learners and complex problem-solvers.**

**Descriptors:**

- 9.6.1 Choose learning activities that support the development of students’ cognitive abilities.
- 9.6.2 Employ effective purposeful questioning techniques during instruction.
- 9.6.3 Provide complex, creative, open-ended learning opportunities for students.
- 9.6.4 Encourage students’ critical thinking 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication C, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 9.7: Use resources effectively to enhance student learning.**

**Descriptors:**

- 9.7.1 Use materials and resources that support instructional goals and meet students’ needs.
- 9.7.2 Use technology that is appropriate to the discipline.
- 9.7.3 Develop students’ abilities to access, evaluate and use technology.
- 9.7.4 Develop awareness of adaptive technologies to enhance student learning.

Units 10 & 11 are modeled after the *Ohio Standards for the Teaching Profession* developed by the Ohio Educator Standards Board and *Ohio’s Early Childhood Core Knowledge and Competencies* developed by the Ohio Professional Development Network. Adjustments to the language, additions and reformatting were made to conform to the Ohio Career Field objectives and structure. Also, clear links and goals are maintained throughout these units to Ohio’s Teacher Education and Licensure Standards, Teacher Residency Program, the Interstate New Teacher Assessment and Support Consortium (INTASC), Ohio’s Education Transfer Assurance Guide (TAG) and National Association of State Directors of Career Technical Education Consortium, The National Association for the Education of Young Children (NAEYC) and the Child Development Association (CDA).

## Unit 10: Family/Community Collaboration and Communication

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 10.1: Involve parents and caregivers in support of student learning, emotional and physical development and mental health.**

### Descriptors:

- 10.1.1 Identify a variety of strategies to communicate with parents and caregivers.
- 10.1.2 Maintain appropriate confidentiality in all communications.
- 10.1.3 Encourage communication from parents when appropriate and reply in a timely fashion.
- 10.1.4 Partner with parents and caregivers to support student learning and development.
- 10.1.5 Arrange a variety of volunteer opportunities and activities for families to support student learning.
- 10.1.6 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 10.2: Articulate without bias the diverse structure and nature of students’ families and communities.**

### Descriptors:

- 10.2.1 Describe how families are the students’ primary educators who must be supported in that role.
- 10.2.2 Identify the families’ contributions in identifying their children’s varied strengths and actively utilize that information to construct appropriate programs for individual students
- 10.2.3 Explain the interdependency of culture, community and family systems and how to make collaborative connections to benefit students and families.

- 10.2.4 Express and describe the necessity of developing a collaborative partnership with each family.
- 10.2.5 Identify strategies to initiate and maintain various types of family involvement.
- 10.2.6 Employ a variety of communication skills to engage and promote reciprocal interaction.
- 10.2.7 Explain the impact of parenting styles, the ever-changing nature of families (e.g., socioeconomic status, culture, religion, family structure) and diverse family support systems on students, families and communities.
- 10.2.8 Discuss the unique contribution of culture and community on the family system.
- 10.2.9 Identify community resources and services and explain how to utilize them.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 10.3: Collaborate with other teachers, administrators, school personnel and district staff.**

**Descriptors:**

- 10.3.1 Establish productive relationships with members of the school community.
- 10.3.2 Consult with and learn from colleagues in planning and implementing instruction.
- 10.3.3 Engage in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
- 10.3.4 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 10.4: Collaborate with the local community and community agencies, when appropriate.**

**Descriptors:**

- 10.4.1 Identify when and how to access appropriate services to meet exceptional learning needs and implement referrals.
- 10.4.2 Involve community members in classroom activities as appropriate.
- 10.4.3 Collaborate with local community agencies about issues that affect student learning and achievement.
- 10.4.4 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 10.5: Support and collaborate with all appropriate service providers working with families and students.**

**Descriptors:**

- 10.5.1 Participate on teams for the development of individualized service plans (the Individualized Family Service Plan, or IFSP, for under three years of age; the Individualized Education Plan, or IEP, 504 Plan for over three years of age).
- 10.5.2 Follow individualized plans developed by service providers and families.
- 10.5.3 State the value of family and community partnerships within a student’s learning environment.
- 10.5.4 Identify the community resources and services available to support students and families.
- 10.5.5 Explain various referral processes to support students and families.

## Unit 11: Professional Responsibilities and Growth

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 11.1: Uphold and follow professional ethics, policies and legal codes of professional conduct.**

**Descriptors:**

- 11.1.1 Meet ethical and professional responsibilities with integrity, honesty, fairness and dignity.
- 11.1.2 Separate personal beliefs from professional interactions with student and families.
- 11.1.3 Describe and follow district policies and state and federal regulations.
- 11.1.4 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.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 11.2: Differentiate legal and ethical issues.**

**Descriptors:**

- 11.2.1 Define and discuss “legal” and “ethical” issues.
- 11.2.2 Translate legal and ethical issues to education and training operations.
- 11.2.3 Define liability and negligence.
- 11.2.4 Discuss protections against liability.
- 11.2.5 Identify the legal ramifications of unethical behavior under the law.
- 11.2.6 Identify the ramifications of unethical actions professionally.
- 11.2.7 Identify the ramifications of unethical actions personally.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 11.3: Engage in continuous, purposeful professional development.**

**Descriptors:**

- 11.3.1 Participate in relevant professional activities and incorporate appropriate concepts into classroom instruction.
- 11.3.2 Utilize professional literature, professional dialogue, collaboration with colleagues and other resources to support development as teachers.
- 11.3.3 Demonstrate the ability to reflect on professional performance and design professional development to enhance performance.
- 11.3.4 Identify advocacy efforts for effective services and legislation for children, families and collaborative partnerships within the community.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 11.4: Seek opportunities to positively impact teaching quality, school improvement and student achievement.**

**Descriptors:**

- 11.4.1 Participate with colleagues in team or departmental decision making.
- 11.4.2 Demonstrate active involvement in professional and community organizations.
- 11.4.3 Identify resources within the community to assist in improving student achievement.

**Correlated English Language Arts Academic Content Standards**

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

## **TEACHING PROFESSIONS PATHWAY**

Units 12 – 14 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 are maintained throughout the pathway 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 National Association of State Directors of Career Technical Education Consortium.

## Unit 12: Learning and Developmental Characteristics

EDU/BUS: Essential

EDU:	12	BD
	P	R

**Competency 12.1: Explain how students learn and the developmental characteristics of age groups.**

### Descriptors:

- 12.1.1 Describe research on human development, learning theory and the brain.
- 12.1.2 Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.
- 12.1.3 Examine differences and exceptionalities in the way students learn.
- 12.1.4 Articulate the role of language in learning and the cultural influences on the development of language.
- 12.1.5 Discuss major theories and concepts on motivation and their relationship to classroom instruction.
- 12.1.6 Identify factors in students’ school, home, community and culture that may influence development, learning and motivation.
- 12.1.7 Demonstrate a variety of instructional strategies that meet learner and group needs at an appropriate level of development.
- 12.1.8 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.* (Vocabulary F, 8-10; 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 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 12.2: Determine what students know and are able to do and use that knowledge to meet the needs of all students.**

**Descriptors:**

- 12.2.1 Gather information about students' prior learning, abilities and learning styles.
- 12.2.2 Present concepts and principles at different levels of complexity to reflect varied levels of student development.
- 12.2.3 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 C, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 12.3: Expect all students will achieve to their full potential.**

**Descriptors:**

- 12.3.1 Communicate high expectations for all students focusing on students' positive traits and conveying a belief in their abilities.
- 12.3.2 Set specific and challenging expectations for each individual student and each learning activity.
- 12.3.3 Model a belief that all students can learn and persist in efforts to help all students achieve.
- 12.3.4 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 A, 8-10; Communication A, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 12.4: Model respect for students' diverse cultures, language skills and experiences.**

**Descriptors:**

- 12.4.1 Recognize the cultural heritage of groups of students and describe the value of that cultural heritage.

- 12.4.2 Avoid the use of bias, stereotypes and generalizations and respect individuals and individual differences.
- 12.4.3 Build relationships with students by establishing and maintaining rapport and valuing each student as an individual.
- 12.4.4 Respect and value the native languages and dialects of students and use students' current language skills to achieve content-area goals.
- 12.4.5 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 12.5: Recognize characteristics of gifted students, students with disabilities and at-risk students.**

**Descriptors:**

- 12.5.1 Identify gifted students, students with disabilities and at-risk students based on established practices.
- 12.5.2 Comply with laws, regulations and policies regarding gifted students, students with disabilities and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).
- 12.5.3 Refer students for screening and assessment when appropriate.
- 12.5.4 Seek and use support from specialists and other sources of expertise to enhance student learning.
- 12.5.5 Implement learning plans for gifted students, students with disabilities and at-risk students.
- 12.5.6 Adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.

**Correlated English Language Arts Academic Content Standards**

- *Use multiple resources to enhance comprehension of vocabulary.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

### Competency 12.6: Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.

#### Descriptors:

- 12.6.1 Articulate current and historic foundations, legal issues and mandates, theories and philosophies of special education.
- 12.6.2 Describe definitions, identification procedures, causes and prevalence of specific exceptionalities.
- 12.6.3 Discuss the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education.
- 12.6.4 Explain the similarities and differences in cognitive, physical, cultural, social, emotional needs among students with and without exceptionalities, and the implications of those for education and living.
- 12.6.5 Describe the causes and differential characteristics of students with exceptionalities and the educational implications of these characteristics.
- 12.6.6 Explain the effects exceptional conditions may have on an individual's life, including interpersonal relationships, social/emotional aspects, psychological factors, intellectual functioning and language development.
- 12.6.7 Articulate various strategies for differentiating curriculums, instruction, assessment and classroom learning environments.

### Correlated English Language Arts Academic Content Standards

- *Use multiple resources to enhance comprehension of vocabulary.* (Vocabulary F, 8-10; 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 13: Assessment

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 13.1: Explain assessment types, their purposes and the data they generate.**

**Descriptors:**

- 13.1.1 Describe assessment as a means of evaluating and supporting student learning.
- 13.1.2 Explain the characteristics, uses and limitations of the various types of diagnostic, formative and summative assessments.
- 13.1.3 Discuss assessment related issues (e.g., validity, reliability, bias, scoring).
- 13.1.4 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.* (Vocabulary F, 8-10; 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 E, 8-10)
- *Connect statistical techniques to applications in workplace and consumer situations.* (Data Analysis 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 13.2: Select, develop and use diagnostic, formative and summative assessments.**

**Descriptors:**

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 13.3: Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.**

**Descriptors:**

- 13.3.1 Utilize assessment data to identify students' strengths, needs and to modify instruction.
- 13.3.2 Monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic and technical content standards.
- 13.3.3 Maintain accurate and complete assessment records as needed for data-based decision making.
- 13.3.4 Examine classroom assessment results to reveal individual and group progress and to anticipate learning obstacles.
- 13.3.5 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 D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 13.4: Communicate student progress with student, parents and colleagues.**

**Descriptors:**

- 13.4.1 Define assessment criteria and standards in a way students can easily understand.
- 13.4.2 Utilize a variety of means and resources to communicate student learning and achievement.
- 13.4.3 Provide timely feedback of student progress to students, parents and other school personnel when appropriate.
- 13.4.4 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 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

### Competency 13.5: **Involve learners in self-assessment and goal setting to address gaps between performance and potential.**

#### Descriptors:

- 13.5.1 Model the use of self-assessment and goal-setting.
- 13.5.2 Provide students with opportunities to assess and articulate the knowledge and skills they have gained.
- 13.5.3 Provide student self-assessment tools and strategies, regularly monitor their use and encourage student goal-setting.
- 13.5.4 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 14: Learning Environment

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 14.1: Create a safe environment conducive to learning.**

**Descriptors:**

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 14.2: Treat all students fairly and establish an environment that is respectful, supportive and caring.**

**Descriptors:**

- 14.2.1 Demonstrate caring and respect through interactions with all students.
- 14.2.2 Teach expectations for respectful interactions among students.
- 14.2.3 Use strategies to promote positive relationships, cooperation and collaboration.
- 14.2.4 Create classrooms in which students demonstrate caring and respect for one another.
- 14.2.5 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 14.3: Motivate students to work productively and assume responsibility for their own learning.**

**Descriptors:**

- 14.3.1 Foster enthusiasm for and curiosity about the discipline.
- 14.3.2 Recognize the efforts of students as well as student achievement.
- 14.3.3 Encourage self-sufficiency and independent self-directed learning.
- 14.3.4 Vary roles in the instructional process (e.g., instructor, facilitator, coach).

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 14.4: Create learning situations in which students work independently, collaboratively and/or as a whole class.**

**Descriptors:**

- 14.4.1 Use flexible learning situations.
- 14.4.2 Develop guidelines for and model cooperative learning.
- 14.4.3 Offer students opportunities for independent practice with reflection on new concepts and skills.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 14.5: Maintain an environment that is conducive to learning for all students.**

**Descriptors:**

- 14.5.1 Begin class on time and maximize instructional time effectively with well organized and directed learning experiences.
- 14.5.2 Manage the transition between learning activities effectively.
- 14.5.3 Convert and arrange physical space to facilitate instruction.
- 14.5.4 Reflect on instructional strategies and classroom routines and make adjustments accordingly.

## **Early Childhood Education Pathway**

Units 15 – 17 are directly modeled after *Ohio’s Early Childhood Core Knowledge & Competencies* developed by the Ohio Professional Development Network. The *Ohio’s Early Childhood Core Knowledge and Competencies*, in turn, aligns with and compliments *Ohio’s Infant and Toddler Guideline*, *Ohio’s Early Learning Content Standards*, *Ohio’s Standards for the Teaching Profession* and *Ohio’s Early Learning Program Guidelines*. Also, clear links are maintained throughout this pathway with The National Association for the Education of Young Children (NAEYC) and the Child Development Association (CDA) goals and standards.

## Unit 15: Health, Safety and Nutrition

EDU/BUS: Essential

EDU:	12	BD
	P	R

**Competency 15.1: Complete requirements for certification in recognition and prevention of communicable diseases.**

**Descriptors:**

- 15.1.1 Apply effective sanitation procedures during diapering, toileting, cleaning toys, washing dishes and materials.
- 15.1.2 Explain reasons for health-related rules to children.
- 15.1.3 Assess each child’s health status daily and objectively document and respond when necessary.
- 15.1.4 Provide safe and effective care for ill children.
- 15.1.5 Monitor individual children’s health.

EDU/BUS: Essential

EDU:	12	BD
	P	R

**Competency 15.2: Monitor activities and comply with local, state and federal regulations to maintain a safe environment.**

**Descriptors:**

- 15.2.1 Demonstrate the ability to access state regulations relating to the health and safety of children.
- 15.2.2 Maintain an environment that meets or exceeds state, national and/or professional standards pertaining to a safe environment.
- 15.2.3 Identify practices/standards that exceed minimum state requirements.
- 15.2.4 Practice safe and sanitary food handling procedures when purchasing, storing, preparing and serving meals and snacks.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>P</b>	<b>R</b>

**Competency 15.3: Observe and monitor children’s dietary habits and nutritional conditions by following local, state and federal regulations.**

**Descriptors:**

- 15.3.1 Plan and provide nutritious meals and snacks by following appropriate guidelines (e.g., Child and Adult Care and Food Program).
- 15.3.2 Monitor, model and teach nutrition, health and safety procedures.
- 15.3.3 Create a pleasant mealtime environment.
- 15.3.4 Respect and modify children’s dietary plans according to identified health or cultural differences pertaining to food or feeding.

## Unit 16: Child Observation and Assessment

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 16.1: Explain assessment types, their purposes and the data they generate.**

**Descriptors:**

- 16.1.1 Explain the characteristics, uses and limitations of the various types of diagnostic, formative and summative assessments.
- 16.1.2 Discuss assessment related issues, such as, validity, reliability, bias, and scoring.
- 16.1.3 Describe when and why to integrate varied assessments into the instructional cycle.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 16.2: Articulate the foundation and principles of child observation and assessment strategies.**

**Descriptors:**

- 16.2.1 List the reasons for conducting observation and assessment.
- 16.2.2 Identify the differences between informal and formal assessment.
- 16.2.3 Recognize that there is more than one way to gather information about a child.
- 16.2.4 Recognize that observation and assessment practices are guided by established standards.
- 16.2.5 Identify the ethical principles that guide observation and assessment processes.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 16.3: Explain methods of observation and assessment.**

**Descriptors:**

- 16.3.1 Identify goals, benefits and appropriate uses of selected assessment instruments and methods.
- 16.3.2 Stress the importance of maintaining confidentiality of child and family records and assessment information.
- 16.3.3 Identify multiple assessment and observation instruments and methods used to determine children's strengths and challenges (e.g., running records, anecdotal information, portfolios, work samples, norm-referenced instruments, screening), that are objective, culturally sensitive, unbiased documentation.
- 16.3.4 Explain the relationship between planning for observation and assessment and curriculum planning and instruction.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 16.4: Select, develop and use diagnostic, formative and summative assessments.**

**Descriptors:**

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

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 16.5: Gather and document pertinent data for individual children.**

**Descriptors:**

- 16.5.1 Recognize appropriate methods of documenting developmental progress.
- 16.5.2 Assist in collecting information about developmental progress from multiple sources and use a variety of means.
- 16.5.3 Maintain confidentiality of observation and assessment information.
- 16.5.4 Recognize ways to develop a relationship with a child before observation and assessment procedures are implemented.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 16.6: Determine what students know and are able to do and use that knowledge to meet the needs of all students.**

**Descriptors:**

- 16.6.1 Gather information about students' prior learning, abilities and learning styles.
- 16.6.2 Present concepts and principles at different levels of complexity to reflect varied levels of student development.
- 16.6.3 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 C, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 16.7: Analyze observation and assessment data to monitor student progress, and to plan, differentiate and modify instruction.**

**Descriptors:**

- 16.7.1 Utilize observation and assessment data to identify students' strengths and needs, and modify instruction.
- 16.7.2 Monitor student progress toward achievement of school and district curriculum priorities, and the Ohio academic, technical content and early learning content standards.
- 16.7.3 Maintain accurate and complete assessment records as needed for data-based decision making.
- 16.7.4 Examine classroom assessment results to reveal individual and group progress and to anticipate learning obstacles.
- 16.7.5 Use student assessment results to assess and monitor teaching strategies and behaviors in relation to student success.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 16.8: Expect all students will achieve to their full potential.**

**Descriptors:**

- 16.8.1 Communicate high expectations for all students focusing on students' positive traits and conveying a belief in their abilities.
- 16.8.2 Set specific and challenging expectations for each individual student and each learning activity.
- 16.8.3 Model a belief that all students can learn and persist in efforts to help all students achieve.
- 16.8.4 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 A, 8-10; Communication A, 11-12)

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 16.9: Share and report children's observation and assessment data with parents and colleagues.**

**Descriptors:**

- 16.9.1 Explain the purpose and benefits of ongoing observation and assessment to all appropriate parties.
- 16.9.2 Define assessment criteria and standards so children and families can easily understand.
- 16.9.3 Identify appropriate reporting methods for child observation and assessment results.

- 16.9.4 Utilize a variety of means and resources to communicate student learning and achievement.
- 16.9.5 Provide timely feedback of children progress to children's, families and other school personnel.
- 16.9.6 Communicate results to families in an objective, understandable and supportive manner.
- 16.9.7 Maintain confidentiality by limiting communications to school personnel who have responsibilities for the child and individuals with proper signed release.

## Unit 17: Learning Environments and Experiences

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 17.1: Articulate the importance of positive interactions and relationships between adults and children and among children.**

**Descriptors:**

- 17.1.1 Describe the critical role child care professionals serve facilitating and guiding interpersonal relationships (e.g., peer to peer, adult to child, adult to adult).
- 17.1.2 Discuss the importance of respecting, valuing and accepting each child.
- 17.1.3 Explain the benefits of encouraging behaviors that contribute to a supportive, inclusive sense of community.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 17.2: Engage in positive interactions and relationships.**

**Descriptors:**

- 17.2.1 Interact positively with children in responsive, consistent ways, treating all children with fairness, respect and understanding.
- 17.2.2 Base expectations for behavior on age and development level of children.
- 17.2.3 Recognize a child's social and emotional needs.
- 17.2.4 Demonstrate awareness that challenging behaviors can have a variety of causes.
- 17.2.5 Prevent challenging behavior by providing consistent and predictable routines and respond to challenging behavior with positive guidance techniques.
- 17.2.6 Listen to children attentively to gain understanding and respond quickly to their needs.
- 17.2.7 Convey respect for diversity among children, families and co-workers.
- 17.2.8 Encourage and support children's efforts, ideas, accomplishments and interests.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 17.3: Model respect for students' diverse cultures, language skills and experiences.**

**Descriptors:**

- 17.3.1 Recognize the cultural heritage of groups of students and describe the value of that cultural heritage.
- 17.3.2 Avoid the use of bias, stereotypes and generalizations and respect individuals and individual differences.
- 17.3.3 Build relationships with students by establishing and maintaining rapport and valuing each student as an individual.
- 17.3.4 Respect and value the native languages and dialects of students and use students' current language skills to achieve content-area goals.

17.3.5 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 17.4: Treat all students fairly and establish an environment that is respectful, supportive and caring.**

**Descriptors:**

- 17.4.1 Demonstrate caring and respect through interactions with all students.
- 17.4.2 Teach expectations for respectful interactions among students.
- 17.4.3 Use strategies to promote positive relationships, cooperation and collaboration.
- 17.4.4 Create classrooms in which students demonstrate caring and respect for one another.
- 17.4.5 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 A, 8-10; Communication A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 17.5: Recognize characteristics of gifted students, students with disabilities and at-risk students.**

**Descriptors:**

- 17.5.1 Identify gifted students, students with disabilities and at-risk students based on established practices.
- 17.5.2 Comply with laws, regulations and policies regarding gifted students, students with disabilities and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).
- 17.5.3 Refer students for screening and assessment when appropriate.
- 17.5.4 Seek and use support from specialists and other sources of expertise to enhance student learning.
- 17.5.5 Implement learning plans for gifted students, students with disabilities and at-risk students.
- 17.5.6 Adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.

**Correlated English Language Arts Academic Content Standards**

- *Use multiple resources to enhance comprehension of vocabulary.* (Vocabulary F, 8-10; 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**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 17.6: Describe physical environments that reflect children’s needs and abilities.**

**Descriptors:**

- 17.6.1 Describe the relationship between the physical environment and young children’s behavior and learning.
- 17.6.2 Explain how to plan and prepare a learning environment that nurtures children’s initiative, encourages active exploration of materials, and supports engagement with activities and interaction with others.
- 17.6.3 Discuss how to choose materials and equipment and arrange physical spaces based on children’s developmental needs.
- 17.6.4 Explain how to maintain a safe and positive environment through careful supervision and anticipation and avoidance of problems before they occur.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 17.7: Provide safe environments conducive to learning.**

**Descriptors:**

- 17.7.1 Recognize when a child's behavior is being affected by characteristics of his or her surroundings and adjust expectations or mitigate the effects of those influences.
- 17.7.2 Ensure that equipment and materials are clean, safe and free from hazards.
- 17.7.3 Ensure that physical aspects of the room, such as temperature, noise level, and lighting, are comfortable to children.
- 17.7.4 Comply with and exceed local, state and national standards and regulations specific to children's environments, both indoors and outdoors (e.g., space, size, safety).
- 17.7.5 Select and make accessible developmentally appropriate materials that are rotated frequently.
- 17.7.6 Recognize individual space is needed for children to keep their individual belongings.
- 17.7.7 Label children's organizers (e.g., bins, shelving units) with pictures and words to foster children's literacy skills, thinking skills, and independence and to provide organization to their world.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	P	R

**Competency 17.8: Explain the fundamental principles of early childhood learning experiences.**

**Descriptors:**

- 17.8.1 Describe how to embed learning in everyday routines and activities.
- 17.8.2 Discuss the principles of integrating curriculum across all developmental domains.
- 17.8.3 Identify strategies to create an intellectually engaging environment that fosters curiosity, thinking and problem solving through play and concrete experiences.

**EDU/BUS: Essential**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 17.9: Provide learning experiences appropriate for young children.**

**Descriptors:**

- 17.9.1 Create and implement a developmentally appropriate daily schedule and routine.
- 17.9.2 Utilize play to create learning experiences.
- 17.9.3 Facilitate play skills in all children (e.g., scaffolding play).
- 17.9.4 Choose and/or implement a curriculum that includes all of the learning domains and incorporate knowledge of individual children and their interests and needs.
- 17.9.5 Support and encourage children's participation in a variety of activities and in differing degrees of participation dependent on their comfort levels and or special learning needs.
- 17.9.6 Engage children in language and literacy activities appropriate for each child's development.
- 17.9.7 Communicate with parents, using sensitivity and respect, about children's activities, accomplishments and developmental milestones.

Unit 18 is modeled directly after the National Child Care Association’s *National Administrator Credential*. Adjustments to the language, additions and reformatting were made to conform to the Ohio Career Field objectives and structure.

## Unit 18: Child Care Business Operations

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

### Competency 18.1: Develop and maintain an effective organization.

**Descriptors:**

- 18.1.1 Describe the legal form of child care organizations, their philosophical bases, history and goals.
- 18.1.2 Explain factors which influence the organization and its goals.
- 18.1.3 Identify and comply with regulations including the understanding of rights of licenses.
- 18.1.4 Develop a management philosophy that includes a clear mission statement.
- 18.1.5 Develop and implement strategies for management that build teamwork and participation of staff; to make effective use of time and other resources; to use short-term problem solving and long-term planning and conflict resolution.
- 18.1.6 Work with and contribute to Board development and host relationships.
- 18.1.7 Evaluate the program and all its components and use the evaluation to change and improve the program.
- 18.1.8 Use strategic planning techniques designed to ensure long-term success of the program.
- 18.1.9 Facilitate the development of community among staff, among parents, and among the Board or advisory groups.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

### Competency 18.2: Plan and implement administrative systems that effectively carry out the program's mission, goals and objectives.

**Descriptors:**

- 18.2.1 Implement a curriculum which reflects current best practices in child development.
- 18.2.2 Communicate with parents about their individual child’s development, about program and policy issues and about the business aspects of caring for their child.
- 18.2.3 Provide a food program which is nutritious, sanitary, cost-effective, and responsive to scheduling needs of the center.
- 18.2.4 Arrange for or refer to social services or health services appropriate to the needs of families.
- 18.2.5 Provide a mechanism to define tasks, job roles, the distribution of authority, quality standards and concepts of teamwork and decision making.
- 18.2.6 Provide systems to manage the center efficiently including the use of computers.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 18.3: Market the program to parents and the community.**

**Descriptors:**

- 18.3.1 Assess supply and demand characteristics of the area served and position the program to respond to those needs.
- 18.3.2 Create or participate in efforts to market the program such as defining the image of the center, maintaining the appearance of the building and program and development of appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives).
- 18.3.3 Define the role of all staff in marketing, handling phone calls, responding to parental inquiries, providing tours and managing a waiting list.
- 18.3.4 Maintain optimum enrollment.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 18.4: Administer a program of personnel management and staff development.**

**Descriptors:**

- 18.4.1 Develop and/or manage personnel policies.
- 18.4.2 Manage payroll, fringe benefit and leave policies.
- 18.4.3 Recruit, select and retain staff.
- 18.4.4 Schedule staff consistent with enrollment patterns, involve staff in scheduling decisions, secure and supervise substitutes.
- 18.4.5 Provide staff development including orientation, in-service and professional development planning.
- 18.4.6 Provide guidance and supervision for each employee.
- 18.4.7 Develop and manage a formal employee evaluation process that includes self-reflection and goal setting.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 18.5: Provide leadership to manage and maintain the facility.**

**Descriptors:**

- 18.5.1 Establish procedures to maintain compliance with all applicable codes.
- 18.5.2 Maintain all equipment to ensure safe working condition.
- 18.5.3 Establish and maintain security practices.
- 18.5.4 Oversee janitorial and maintenance of building, grounds and vehicles.
- 18.5.5 Ensure appropriate room arrangement/space design and support the design of effective space based on knowledge of environmental psychology and childhood development.
- 18.5.6 Manage shared space as necessary and effectively negotiate a mutually positive relationship.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 18.6: Articulate and implement the legal knowledge and necessary policies for effective management.**

**Descriptors:**

- 18.6.1 Identify and explain applicable regulatory standards.
- 18.6.2 Describe custody issues that affect child care.
- 18.6.3 Explain child abuse and neglect laws.
- 18.6.4 Discuss mandated reporting laws for child abuse and neglect.
- 18.6.5 Identify and implement procedures for handling suspected or identified children with special needs (e.g., Individuals with Disabilities Education Act [IDEA]).
- 18.6.6 Identify labor laws that affect children.
- 18.6.7 Explain anti-discrimination laws (including disability laws) that affect children and employees.
- 18.6.8 Describe potential liability issues.
- 18.6.9 Explain health and occupational safety rules.
- 18.6.10 Discuss the basics of contracts that affect the center.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 18.7: Foster good community relations and influence child care policy that affects the program.**

**Descriptors:**

- 18.7.1 Describe community services and functions.
- 18.7.2 Build community networks and coalitions as needed.
- 18.7.3 Demonstrate effective skills in public speaking, writing (proposals, business plans), supervising or producing brochures, fliers, parent handbooks, giving media interviews.
- 18.7.4 Maintain a commitment to educate the community on issues affecting children and their programs on a regular basis.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	I	P

**Competency 18.8: Manage the program's finances.**

**Descriptors:**

- 18.8.1 Explain and use financial tools and concepts including budget, fixed and variable expense, cash flow, deviation analysis, staffing plans and breakeven analysis.
- 18.8.2 Describe concepts of income projection including pricing strategies, effect of discount policies and full time equivalent enrollment.
- 18.8.3 Ensure cost-effective purchase of supplies and equipment.
- 18.8.4 Maintain accurate and complete financial expenditure reports.
- 18.8.5 Collect tuition fees in an efficient and tactful manner.

- 18.8.6 Develop a compensation structure that rewards retention and increased knowledge and skills.
- 18.8.7 Identify federal, state, and local funding sources, both public and private.
- 18.8.8 Mobilize needed resources including the use of fundraising, unrelated business income, value added programs and government grants or purchase of service agreements.

**EDU/BUS: Recommended**

<b>EDU:</b>	<b>12</b>	<b>BD</b>
	<b>I</b>	<b>P</b>

**Competency 18.9: Ensure director self development.**

**Descriptors:**

- 18.9.1 Maintain personal stability and confidence, self-awareness, desire for growth and ability to change and to establish a professional support system.
- 18.9.2 Maintain the highest personal and professional ethical standards.
- 18.9.3 Attend relevant, continuous and appropriate professional development.
- 18.9.4 Maintain memberships in professional organizations and child advocacy groups.