STRUCTURE AND FORMAT

The *Government and Public Administration 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 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 government and public administration 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 Government and Public Administration document, core competencies include those focusing on:
- Career exploration and development;
- Fundamentals of government;
- Communications;
- Problem solving and critical thinking;
- Leadership and teamwork;
- Legal and ethical aspects; and
- Information technology.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties. The *Government and Public Administration Career Field Technical Content Standards* are built around a single pathway.

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 *Government and Public Administration Career Field Technical Content Standards*, government representatives have designated competencies as *essential* or *recommended* within the pathway. Educators have designated *when* (by the end of the 12th grade and/or associate degree or apprenticeship) 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 Government Panel (Gov)

Essential (E) Competency:
E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates of an associate 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 Panel (EDU)
Grade Level:

12	=	by the end of grade 12
AD	=	by the end of the associate 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
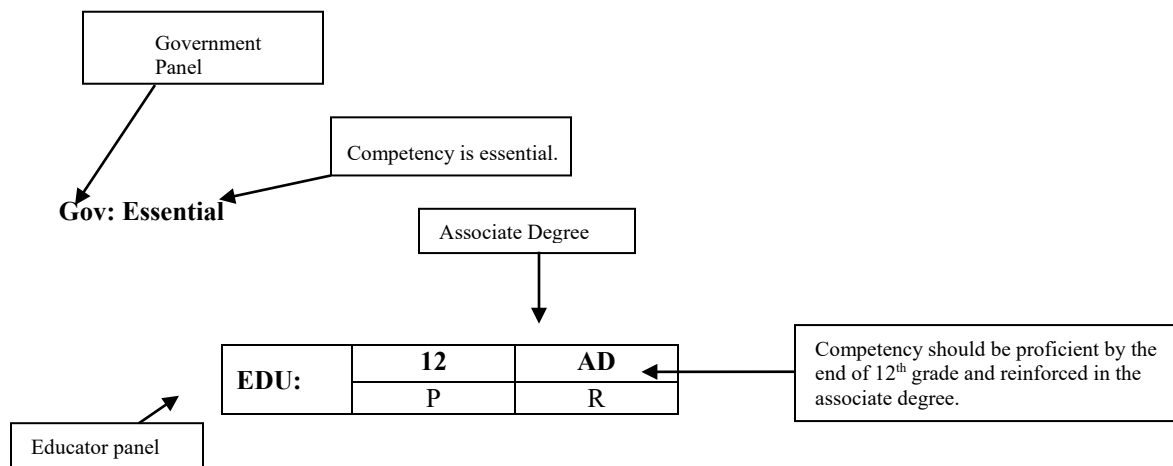
Correlated Science Academic Content Benchmarks
Benchmarks drawn from the *Ohio Academic Content Standards for Science* that have been determined to be embedded in the corresponding technical competency

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

Government Panel

Competency is essential.

Gov: Essential

Associate Degree

EDU:	**12**	**AD**
	P	R

Competency should be proficient by the end of 12th grade and reinforced in the associate degree.

Educator panel

Competency 3.5: **Apply active listening skills to obtain and clarify information provided in oral communications**

Unit number

Descriptors:

3.5.1	Identify and apply active listening techniques one-to-one and in team or group meetings.
3.5.2	Interpret verbal cues and behaviors to enhance communication.
3.5.3	Interpret nonverbal cues and behaviors to enhance communication.
3.5.4	Paraphrase and repeat information to confirm understanding.
3.5.5	Record and summarize information in written notes.
3.5.6	Ask questions to seek or confirm understanding.

Competency number   Descriptor number

Correlated English Language Arts Academic Content Benchmarks

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

Benchmarks from the English Language Arts Content Standards