

Teaching and Training Supplemental Program Resources



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Introduction

This document provides supplemental information for the Teaching and Training program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Teaching and Training program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Teaching and Training standards for the Education and Training program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Teaching and Training



The Teaching and Training program provides students with an introduction to the principles of education. This program addresses human development, care, teaching, and learning, so that students can guide the development of learners in an educational setting. Areas of study include planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching learners.

Education and Training Career Cluster

Education and Training is focused on planning, managing, and providing education and training services, and related learning support services.

Postsecondary Options

Certificate/License

- Early Childhood Education (GBC, CSN, TMCC, WNC)
- Infant/Toddler Education (GBC, CSN)
- Education Paraprofessional Program (TMCC)

Associate Degrees

- Early Childhood Education (GBC, CSN, TMCC)
- Infant/Toddler Education (GBC, CSN)
- Elementary Education (CSN, TMCC)
- Secondary Education (CSN, TMCC)

Bachelor's Degree

- Early Childhood Education (GBC, NS, UNLV, UNR)
- Elementary Education (GBC, NS, UNLV, UNR)
- Secondary Education (GBC, NS, UNLV, UNR)
- Special Education (UNLV)

Master's/Doctoral Degree

- School Psychology Education Specialist (NS)
- Curriculum and Instruction (UNLV, UNR)
- Education Policy and Leadership (UNLV, UNR)



For additional information on this cluster, please contact:
cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Approved Courses

- Teaching and Training I
- Teaching and Training II

Complementary Courses

- Teaching and Training Advanced Studies
- CTE Work Experience – Education and Training
- Industry Recognized Credential- Teaching and Training

Work-Based Learning Opportunities

- Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



FCCLA

State Recognized Industry Certifications

Refer to the Governor's Office of Innovation's [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Social and Human Service Assistants	\$41,410	48,400	8%
Community Health Worker	\$48,200	7,500	13%
Social and Community Service Manager	\$77,030	17,800	8%
Probation Officer and Correctional Treatment Specialist	\$61,800	7,400	4%
Welfare Interviewer (Information Clerk)	\$40,540	156,200	-1%

Source U.S. Bureau of Labor Statistics 2022

The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries, contact the Equity Coordinator at (775) 687-9200.

Program Structure for Teaching and Training

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Teaching and Training II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Teaching and Training I	TEACH TRNG I	13.1206	19	151	G	1.00	12	19151G1.0012
R	Teaching and Training II	TEACH TRNG II	13.1206	19	151	G	1.00	22	19151G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Teaching and Training Advanced Studies	TEACH TRNG AS	13.1206	19	151	E	1.00	11	19151E1.0011
C	CTE Work Experience – Education and Training	IRC TEACH TRNG	13.1206	19	199	E	1.00	11	19199E1.0011
C	Industry Recognized Credential- Teaching and Training	WORK EXPER EDUC	99.0005	19	198	G	1.00	11	19198G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Teaching and Training I

Prerequisite: None

This course provides students with an introduction to the principles of education. This course addresses teaching, and learning. Study includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of education and training careers and begin to develop a career portfolio.

Teaching and Training II

Prerequisite: Teaching and Training I

This course is a continuation of Teaching and Training I. Students will continue to develop skills, advanced techniques, and processes. Project-based learning experiences will include planning and implementing developmentally appropriate activities, health and safety practices, and legal requirements of teaching in a school classroom or workplace environment. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will expand their career portfolio.

Teaching and Training Advanced Studies

Prerequisite: Completion of Teaching and Training Program of Study

This course is offered to students who have completed all content standards in the Teaching and Training program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

Industry-Recognized Credential – Teaching and Training

Prerequisite: Completion of Teaching and Training Program of Study

This course is offered to students who have completed all content standards in the Teaching and Training program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Teaching and Training Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Education and Training

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Teaching and Training program.

CTE Classroom Equipment

Total: \$8,540

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	White Boards (4' x 8')	\$275	\$550
2	Fire Extinguisher	\$130	\$260
1	Portable Sink with water tanks (if no plumbed classroom sink available)	\$2,200	\$2,100
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$33,500

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Laminator and Sheets	\$2,000	\$2,000
Varies	Modification Equipment (hearing, vision, mobile devices, etc.)	\$3,000	\$3,000

Instructional Materials

Total: \$5,425

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Lesson Development and Curriculum Software Package	\$1,500	\$1,500
1	Cardiopulmonary Resuscitation (CPR) First Aid Instructors Kit	\$200	\$200

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QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	CPR First Aid Student Manuals	\$15	\$375
Varies	Lesson Plan and Subject Workbooks	\$350	\$350

Instructional Supplies

Total:

\$25,000

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Label Writer and Supplies	\$10,000	\$10,000
Varies	Die Cut Machine and Supplies	\$10,000	\$10,000
Varies	Paper Cutter	\$3,000	\$3,000
Varies	Teaching / Project Supplies (clay, glue, scissors, models, posters, etc.)	\$500	\$500
Varies	Computer Accessories (cases, covers, etc.) (optional)	\$600	\$600
Varies	Paper Products (colored paper, borders, stencils, easel pads, etc.)	\$450	\$450
Varies	Writing Utensils (markers, pens, pencils, dry erase, etc.)	\$450	\$450

Other

Total:

\$200

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	CPR / First Aid Instructor Training	\$200	\$200

Category Totals:

Classroom Equipment	\$8,540
Program Equipment	\$33,500
Instructional Materials	\$5,425
Instructional Supplies	\$25,000
Other	\$200
Estimated Program Total	\$72,665

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Teaching and Training Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Teaching and Training program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Teaching and Training Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Teaching and Training program connect with and support academic learning.

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Teaching and Training Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Teaching and Training program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Teaching and Training Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Teaching and Training program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Teaching and Training Standards are crosswalked to the Education and Training Career Cluster™ and the Teaching and Training Career Pathway.

Crosswalk of Teaching and Training Program of Study Standards and the Nevada Academic Content Standards (possibly more than one)

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2; 3.2.1; 4.3.1; 5.1.3 5.3.3

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	6.2.6
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	2.1.1, 2.2.3; 3.4.1; 4.2.1 4.2.3; 5.4.1, 5.4.2, 5.5.3 6.2.1, 6.2.4
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	4.1.1; 5.5.5

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.2, 2.2.5 3.1.1, 3.1.2, 3.2.2; 5.4.3 5.5.4
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 3.2.3, 3.3.3; 4.2.1 4.2.3; 5.2.1, 5.5.3; 6.2.5 6.2.6

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.2.4; 3.1.2 3.2.1, 3.2.2; 4.3.1; 5.1.3 5.3.3, 5.4.3, 5.5.6; 6.1.1
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English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 5.2.4
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.1.2; 3.1.3; 4.1.2, 4.1.3 5.1.1, 5.2.2; 6.2.4

Alignment of Teaching and Training Standards and the Mathematical Practices

Mathematical Practices	Teaching and Training Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Alignment of Teaching and Training Standards and the Science and Engineering Practices

Science and Engineering Practices	Teaching and Training Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	

Crosswalks of Teaching and Training Standards and the Common Career Technical Core

Education and Training Career Cluster	Performance Indicators
1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning.	5.3.1; 6.2.1, 6.2.5
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	4.2.1, 4.2.2, 4.2.3; 5.4.3 5.4.4; 6.2.1, 6.2.5
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.	2.2.1, 2.2.2, 2.2.4; 3.2.3 4.2.1, 4.2.3; 5.3.1, 5.4.4 6.2.1, 6.2.2, 6.2.5, 6.2.6
4. Evaluate and manage risks to safety, health and the environment in education and training settings.	6.2.6
5. Demonstrate group collaboration skills to enhance professional education and training practice.	3.3.2, 3.3.3
6. Analyze ethical and legal policies of professional education and training practice.	2.2.1, 2.2.2, 2.2.3
7. Explain legal rights that apply to individuals and practitioners within education and training settings.	6.2.2, 6.2.4, 6.2.6
8. Demonstrate ethical and legal behavior within and outside of education and training settings.	2.2.1, 2.2.2, 2.2.3; 5.4.4 6.2.2, 6.2.6
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.	2.1.2
10. Apply organizational skills and logic to enhance professional education and training practice.	2.1.2
11. Demonstrate group management skills that enhance professional education and training practice.	2.1.2

Administration and Administration Support Career Pathway	Performance Indicators
1. Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.	2.2.4; 4.1.1, 4.2.1, 4.2.3 5.1.1, 5.3.1, 5.4.3, 5.5.4 6.2.5
2. Identify behaviors necessary for developing and sustaining a positive learning culture.	4.2.3; 5.2.1, 5.3.1; 6.2.5
3. Create instructional programs to meet the learning organization's objectives.	5.1.1
4. Identify instructional practices that meet the learning organization's objectives.	5.3.1
5. Model leadership skills for personnel in order to improve the performance of the learning organization.	6.1.1
6. Identify operations to meet the learning organization's objectives.	6.1.1

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7. Plan strategically to meet the learning organization’s objectives.	5.2.3, 5.3.1; 6.1.1
8. Apply internal and external resources to meet the learning organization’s objectives and learner needs.	2.2.4; 3.1.2, 3.3.3; 4.1.3 4.2.1, 4.2.3; 5.4.1, 5.5.1 6.1.1, 6.2.6
9. Describe advocacy strategies to promote the learning organization’s needs.	2.2.4

Professional Support Services Career Pathway	Performance Indicators
1. Identify strategies, techniques and tools used to determine the needs of diverse learners.	3.2.3; 4.1.1 4.1.3, 4.2.1 4.2.2, 4.2.3; 5.2.1, 5.2.3 5.2.4, 5.5.4; 6.1.3, 6.2.5
2. Implement methods to enhance learner success.	3.3.3; 4.1.1, 4.2.1, 4.2.3 5.2.2, 5.2.4, 5.2.5, 5.3.1 5.4.3, 5.5.5; 6.2.1, 6.2.5
3. Identify resources and support services to meet learners’ needs.	4.2.3, 5.4.1; 6.2.6
4. Identify resources and support services available in the learning organization to enhance the learning environment.	4.2.2, 4.2.3; 5.2.1, 5.4.3 6.1.3, 6.2.6

Teaching/Training Career Pathway	Performance Indicators
1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.	5.2.4, 5.1.1, 5.1.3, 5.2.2 5.2.5; 6.2.5
2. Employ knowledge of learning and developmental theory to describe individual learners.	3.2.1, 3.2.2, 3.2.3, 3.3.1 3.3.2,
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.	3.3.3; 4.1.1, 4.2.1; 5.2.1 5.2.2, 5.2.3, 5.2.5, 5.3.2 5.4.2, 5.5.3; 6.2.5
4. Identify materials and resources needed to support instructional plans.	5.2.2, 5.2.3, 5.3.2, 5.4.2 5.5.1; 6.1.4, 6.2.5, 6.2.6
5. Establish a positive climate to promote learning.	4.1.3, 4.2.1, 4.2.3; 5.2.1 5.2.4, 5.4.4; 6.2.1, 6.2.2 6.2.3, 6.2.4, 6.2.5, 6.2.6
6. Identify motivational, social, and psychological practices that guide personal conduct.	2.2.1, 2.2.3; 3.2.1, 3.2.4 3.3.3; 4.1.3; 6.1.3, 6.2.1 6.2.5
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.	2.2.2, 2.2.4; 4.2.2, 4.2.3 5.2.4; 6.1.1, 6.2.1, 6.2.3
8. Demonstrate flexibility and adaptability in instructional planning.	3.2.3; 4.2.2, 5.2.1, 5.2.3 5.3.1, 5.5.5; 6.2.1, 6.2.5

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9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.	4.1.1; 5.5.3, 5.5.2, 5.5.5
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.	5.5.5; 4.1.1
11. Implement strategies to maintain relationships with others to increase support for the organization.	2.2.4