

Early Childhood Education Supplemental Program Resources



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Introduction

This document provides supplemental information for the Early Childhood Education 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 Early Childhood Education 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 Early Childhood Education standards for the Early Childhood Education 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.

Early Childhood Education



The Early Childhood Education program addresses child development, childcare, and teaching and learning, to guide the development of young children in an educational setting. Areas of study include planning and implementing developmentally appropriate activities, basic health and safety practices, legal requirements for teaching young children, and the development of a career portfolio.

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 (CSN, GBC, TMCC, WNC)

Associate Degree

- Education (CSN, GBC, TMCC, WNC)

Bachelor's Degree

- Education (UNLV, UNR, NSC, GBC)

Master's/Doctoral Degree

- Education (UNLV, UNR)



For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

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

Approved Courses

- Early Childhood Education I
- Early Childhood Education II

Complementary Courses

- Early Childhood Education II LAB
- Early Childhood Education Advanced Studies
- CTE Work Experience – Education and Training
- Industry Recognized Credential- Early Childhood Education

Work-Based Learning Opportunities

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

Career and Technical Student Organization



FCCLA – Nevada State Association

State Recognized Industry Certifications

Refer to the Governor’s Office of Innovation’s [Nevada Industry Recognized Credential List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Teacher Assistant	\$29,360	153,700	5.0%
Preschool Teacher	\$30,210	63,00	15.0%
Kindergarten and Elementary School Teachers	\$61,350	120,300	4.0%
Recreation Director	\$29,680	61,700	10.0%
Social Worker	\$50,390	74,700	9.0%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Early Childhood Education

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 Early Childhood Education 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	Early Childhood Education I	EARLY CHILD I	13.1210	19	153	G	1.00	12	19153G1.0012
R	Early Childhood Education II	EARLY CHILD II	13.1210	19	153	G	1.00	22	19153G1.0022
C	Early Childhood Education II LAB	EARLY CHILD II L	13.1210	19	153	E	1.00	22	19153E1.0022

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	Early Childhood Education Advanced Studies	EARLY AS	13.1210	19	153	E	1.00	11	19153E1.0011
C	Industry Recognized Credential - Early Childhood Education	IRC EARLY CHILD	13.1210	19	199	E	1.00	11	19199E1.0011
C	CTE Work Experience – Education and Learning	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

Early Childhood Education I

Prerequisite: None

This course provides students with an introduction to the principles of early childhood education. This course addresses child development, care, teaching, and learning, so that students can guide the development of young children in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching young children. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of early childhood education careers and begin to develop a career portfolio.

Early Childhood Education II

Prerequisite: Early Childhood Education I

This course is a continuation of Early Childhood Education I. This course prepares early childhood education students to guide the development of young children in an educational setting. Course content includes child development, care, teaching, learning, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, health and safety practices, and legal requirements of teaching young children. Students will research the requirements of early childhood education and develop/expand their career portfolio. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Early Childhood Education II LAB

Prerequisite: Concurrent enrollment in Early Childhood Education II

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in this program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Early Childhood Education Advanced Studies

Prerequisite: Completion of Early Childhood Education Program of Study

This course is offered to students who have completed all content standards in the Early Childhood Education 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 – Early Childhood Education

Prerequisite: Completion of Early Childhood Education Program of Study

This course is offered to students who have completed all content standards in the Early Childhood Education program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Early Childhood Education 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 an Early Childhood Education program.

CTE Classroom Equipment

Total:

\$9,505

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
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
1	LCD Projector	\$800	\$800
1	Document Camera	\$125	\$125
2	Bookcases (Age-appropriate Heights) w/Dividers	\$115	\$230
2	Storage Cabinets (small height)	\$100	\$200
2	White Boards (4' x8')	\$275	\$550
1	Activity Sink	\$150	\$150
1	Reception Desk	\$500	\$500
1	Drinking Fountain (Indoor/Outdoor)	\$750	\$750
1	Refrigerator	\$800	\$800
1	First Aid Kit	\$100	\$100

Supplemental Program Resources

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Program Equipment

Total:

\$59,900

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers (Enhanced memory/speed, download capable)	\$1,500	\$37,500
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Washer/Dryer (in classroom/lab)	\$900	\$900
1	Outdoor equipment play set	\$10,000	\$10,000
1	Laminating Kit and Film	\$1,500	\$1,500
1	Simulation Babies (including FAS, Shaken, Drug, etc.)	\$500	\$2,500
Varies	Early Childhood Furniture	\$4,000	\$4,000

Instructional Materials

Total:

\$3,500

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
Varies	Resource Books (activities, language, math, music, development, etc.)	\$500	\$500

Instructional Supplies

Total:

\$13,330

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Age-Appropriate Chairs and Tables, Adult Size Glider Chair	\$350	\$700
2	Strollers	\$200	\$400
1	Commercial Diaper Table and Storage for Diapering Supplies, Diaper Disposal Container with Hands-Free Tight-Fitting Lid	\$150	\$150
1	Sensory Table or Large Plastic Sensory Bin	\$150	\$150
3	Block Play Mat or Rug	\$100	\$300
Varies	Baby Carrier/Sling for Each Caregiver in the Room	\$30	\$30
Varies	Wall Displays (bulletin boards, plexiglass picture holders, mirrors, pictures/posters)	\$500	\$500
Varies	Dentistry Supplies (toothbrushes, toothpaste, mouth model)	\$400	\$400
Varies	Nutrition Supplies (food chart, sample foods, etc.)	\$400	\$400
Varies	Manipulative Toys (rattles, grasping, visual and auditory, etc.)	\$500	\$500
Varies	Child/Baby Sleep (crib, bassinet, carriers, etc.)	\$3,000	\$3,000

Supplemental Program Resources

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QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Physical Education Equipment (scooter, tricycle, wagon, balls, push toys, etc.)	\$2,000	\$2,000
Varies	Learning Center Supplies (dolls, trucks, etc.)	\$1,000	\$1,000
Varies	Communication Resources (telephone, microphone, CD/tape player, headphone sets, etc.)	\$400	\$400
Varies	Play Clothing (career related, etc.)	\$300	\$300
Varies	Nature Collection (animals, plants, etc.)	\$200	\$200
Varies	Sanitary Supplies (soap, gloves, masks, etc.)	\$500	\$500
Varies	Writing Boards (whiteboards and journals)	\$200	\$200
Varies	Brain Games (puzzles, manipulatives, books, etc.)	\$300	\$300
Varies	Numerical Sets (blocks, rulers, shapers, etc.)	\$300	\$300

Other

Total:

\$200

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Basic Life Support Cardiopulmonary Resuscitation (CPR) Instructor Training	\$200	\$200

Category Totals:

Classroom Equipment	\$9,505
Program Equipment	\$59,900
Instructional Materials	\$3,500
Instructional Supplies	\$13,330
Other	\$200
Estimated Program Total	\$86,435

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 Early Childhood Education Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Early Childhood Education 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 Early Childhood Education Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Early Childhood Education 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 Early Childhood Education Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Early Childhood Education program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Early Childhood Education Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Early Childhood Education 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 Early Childhood Education Standards are crosswalked to the Education and Training Career Cluster™ and the Early Childhood Education Career Pathway.

Crosswalk of Early Childhood Education Program of Study Standards
and the Nevada Academic Content Standards

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; 3.1.1, 3.1.2, 3.1.3, 3.1.4 3.1.5, 3.1.6, 3.1.7, 3.1.8

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

Nevada Academic Content Standards		Performance Indicators
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	2.5.2
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.	3.2.1, 3.2.2; 3.3.3; 4.3.3; 6.4.1 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5 7.1.6; 7.2.1, 7.2.4, 7.2.6
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	6.3.2
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.	2.2.4, 2.2.5; 2.3.3; 2.5.1; 3.1.5 3.1.7; 3.3.2; 4.2.2; 5.1.1, 5.1.2 5.1.3, 5.1.4; 5.2.2, 5.2.3; 6.2.4 6.2.5; 6.4.2
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.1.2, 2.1.3, 2.1.4; 2.2.3; 2.5.1 3.1.1; 3.2.3; 3.3.1, 3.3.2; 4.1.1 5.1.1, 5.1.2, 5.1.3, 5.1.4; 5.2.2 5.2.3; 6.2.4, 6.2.5; 6.3.1, 6.3.4 6.4.2, 6.4.3, 6.4.4, 6.4.5, 6.4.6 7.2.2, 7.2.5

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	2.3.2
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, 2.5.3, 3.1.6, 3.1.7, 3.1.8 4.2.2, 6.1.1, 6.1.2
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.2.1, 2.3.1
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 3.1.6, 4.2.2, 6.1.1, 6.1.2
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; 2.1.2, 2.1.3; 2.2.4; 2.5.3 2.5.4; 3.1.6, 3.1.8; 4.2.2; 4.3.1
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	2.2.1; 2.3.1; 6.2.1, 6.2.2; 6.3.3 7.2.3, 7.2.4

English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	2.4.4
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	2.4.4

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; 2.4.2, 2.4.4; 3.2.1 3.2.2; 3.3.3; 6.4.1
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.	2.5.1; 4.2.1; 6.3.1, 6.3.4
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3; 1.4.2, 1.4.3; 1.5.2 2.1.1, 2.1.2, 2.1.3, 2.1.4; 2.2.4 2.2.5; 2.3.4; 2.5.1, 2.5.2, 2.5.4 3.1.6, 3.1.7, 3.1.8; 5.1.1, 5.1.2 5.1.3, 5.1.4; 5.2.2, 5.2.3; 6.4.2 6.4.3, 6.4.4, 6.4.5, 6.4.6; 7.2.5

Alignment of Early Childhood Education Standards and the Mathematical Practices

Mathematical Practices	Early Childhood Education Performance Indicators
1. Make sense of problems and persevere in solving them.	5.1.1-5.1.4
2. Reason abstractly and quantitatively.	5.1.1-5.1.4; 7.1.4
3. Construct viable arguments and critique the reasoning of others.	2.5.1, 2.5.3, 2.5.4; 5.1.1-5.1.4 5.2.3; 6.1.2; 6.2.2, 6.2.3; 6.3.1-6.3.3; 6.4.3, 6.4.4; 7.2.5
4. Model with mathematics.	5.1.1-5.1.4; 7.1.4
5. Use appropriate tools strategically.	2.1.4; 2.4.4; 5.1.1-5.1.6; 7.1.4
6. Attend to precision.	2.4.4; 3.1.8; 5.1.1-5.1.4; 7.1.4
7. Look for and make use of structure.	6.1.2; 6.2.2, 6.2.3; 6.3.1-6.3.3 6.4.3, 6.4.4; 7.2.5
8. Look for and express regularity in repeated reasoning.	6.1.2; 6.2.2, 6.2.3, 6.3.1-6.3.3 6.4.3, 6.4.4; 7.2.5

Alignment of Early Childhood Education Standards and the Science and Engineering Practices

Science and Engineering Practices	Early Childhood Education Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	3.1.5
2. Developing and using models.	2.2.5; 2.4.3, 2.4.4; 2.5.1, 3.1.7 3.1.8, 3.3.2, 4.2.2, 4.2.3; 4.3.3 6.1.2, 6.2.1-6.2.5; 6.3.1-6.3.4 6.4.1- 6.4.6; 7.1.1-7.1.5; 7.2.1 7.2.2; 7.2.5, 7.2.6
3. Planning and carrying out investigations.	2.4.3, 2.4.4; 4.3.1, 4.3.3; 5.1.2 5.1.3; 5.2.3; 6.3.2; 6.4.2
4. Analyzing and interpreting data.	2.1.1; 2.2.3; 2.5.1; 3.1.1-3.1.5 3.2.3; 3.3.2; 4.2.3; 4.3.1; 5.1.1-5.1.4; 5.2.3; 6.3.1, 6.3.2, 6.3.4 6.4.2, 7.2.1, 7.2.2
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	3.3.3; 6.3.3; 6.4.3
7. Engaging in argument from evidence.	2.2.3, 2.2.5
8. Obtaining, evaluating, and communicating information.	2.2.3; 2.4.5; 2.5.4; 3.1.6; 4.1.1- 4.4.4; 4.2.2, 4.2.3; 4.3.1, 4.3.3 5.1.2, 5.1.4; 5.2.2, 5.2.3; 6.1.2 6.2.1-6.2.5; 6.3.3; 6.4.6; 7.1.3 7.1.5, 7.1.6; 7.2.3, 7.2.4

Crosswalks of Early Childhood Education 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.	2.2.1; 2.4.5; 4.1.1-4.1.4 4.2.1-4.2.3; 5.2.3; 6.1.1 6.1.2; 6.2.1, 6.2.2; 6.3.2 6.3.3
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	2.4.5; 4.2.1; 5.2.1, 5.2.3 6.3.2, 6.3.3
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.	5.2.1; 5.2.3; 6.2.3-6.2.5 6.3.1, 6.3.3, 6.3.4; 6.4.2
4. Evaluate and manage risks to safety, health and the environment in education and training settings.	7.1.1-7.1.6; 7.2.1-7.2.6
5. Demonstrate group collaboration skills to enhance professional education and training practice.	2.3.1, 2.3.2
6. Analyze ethical and legal policies of professional education and training practice.	7.2.2
7. Explain legal rights that apply to individuals and practitioners within education and training settings.	2.2.1; 5.2.1
8. Demonstrate ethical and legal behavior within and outside of education and training settings.	2.2.2, 2.2.3; 5.2.1
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.	2.1.1-2.1.4; 2.2.4; 2.4.3 2.4.4
10. Apply organizational skills and logic to enhance professional education and training practice.	6.4.1, 6.4.3-6.4.6
11. Demonstrate group management skills that enhance professional education and training practice.	2.3.1, 2.3.2

Teaching/Training Career Pathway	Performance Indicators
1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.	3.1.1-3.1.5, 3.1.7, 3.1.8 3.2.1, 3.2.3; 3.3.1-3.3.3 4.1.4; 4.2.1; 6.2.3-6.2.5 6.3.1-6.3.4; 6.4.1-6.4.6
2. Employ knowledge of learning and developmental theory to describe individual learners.	3.1.1-3.1.4, 3.1.6, 3.1.7 3.2.1-3.2.3; 3.3.2, 3.3.3 6.2.3-6.2.5; 6.3.1, 6.3.3 6.3.4; 6.4.1-6.4.6

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<p>3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p>	<p>3.1.1, 3.1.5, 3.1.6, 3.1.8 3.2.1; 3.3.1-3.3.3; 6.2.3 6.2.4; 6.3.2-6.3.4 6.4.1-6.4.6</p>
<p>4. Identify materials and resources needed to support instructional plans.</p>	<p>3.1.1; 3.2.1, 3.2.2; 3.3.3 4.2.2, 4.2.3; 4.3.3; 5.2.2 6.3.2-6.3.4; 6.4.1-6.4.6</p>
<p>5. Establish a positive climate to promote learning.</p>	<p>3.1.5, 3.1.6; 3.2.1, 3.2.2 3.3.3; 4.1.1; 4.2.1, 4.2.3 4.3.2; 6.1.1, 6.1.2; 6.2.1 6.2.2, 6.2.4, 6.2.5; 6.3.3 6.4.1-6.4.6</p>
<p>6. Identify motivational, social, and psychological practices that guide personal conduct.</p>	<p>3.1.1, 3.1.8; 3.2.1-3.2.3 3.3.2, 3.3.3; 4.1.1; 6.1.2 6.2.1, 6.2.2, 6.2.5; 6.3.2 6.3.3; 6.4.1-6.4.6</p>
<p>7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p>	<p>3.3.3; 6.1.2; 6.2.4; 6.3.2 6.4.1-6.4.6</p>
<p>8. Demonstrate flexibility and adaptability in instructional planning.</p>	<p>3.1.6; 3.2.1, 3.2.2; 3.3.3 4.2.2; 6.2.4, 6.2.5; 6.3.2 6.3.3; 6.4.1-6.4.6</p>
<p>9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.</p>	<p>3.1.5, 3.1.6; 3.2.1; 3.3.3 5.1.1-5.1.3; 5.2.3; 6.3.3 6.4.1-6.4.6</p>
<p>10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.</p>	<p>3.1.5; 5.1.1-5.1.3; 5.2.3 6.3.1; 6.4.1-6.4.6</p>
<p>11. Implement strategies to maintain relationships with others to increase support for the organization.</p>	<p>4.1.2-4.1.4; 4.2.1-4.2.3 4.3.1, 4.3.2; 5.2.3; 6.1.2 6.4.1-6.4.6</p>