

# EDUCATION AND TRAINING CAREER CLUSTER DESIGN

## Teaching/Training Pathway – CIP Code 13.0101

### Approved Pathway:

- 1) Includes minimum of three secondary-level credits.
- 2) Includes a work-based element.
- 3) Consists of a sequence: Introductory-level, Technical-level, and Application-level courses.
- 4) Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan, and a Program of Study.
- 5) Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

### **INTRODUCTORY LEVEL**

Career and Life Planning	22207	.5 credit
Intro to Family & Consumer Sciences	45001	1 credit

### **TECHNICAL LEVEL**

*Teaching as a Career	19151	1 credit
*Human Growth & Development A	45004**	.5 credit
<b>OR</b> * Human Growth & Development B	45014**	1 credit
Teaching Observation	42251	1 credit
Family Studies	22208**	.5 credit

### **APPLICATION LEVEL**

Teaching Internship	19152	1 credit
Educational Trainer	10260	1 credit

\*Required for pathway approval.

\*\*Alternative course (19051) may be allowed with prior approval.

**Kansas Human Services Cluster****Course: Career & Life Planning**

Course: #22207 Credit: .5 cr

CIP Codes: Family:19.0799; Early Child: 19.0709; Teach: 13.0101;

Government: 44.0401; Travel: 52.0901; Restaurant: 12.0504; Visual Arts: 50.0499

**Rating Scale:**

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD: 2.0. Evaluate management practices related to human, economic and environmental resources. (FCS1.0 & FCS2.0)**

Benchmark: 2.1 Analyze strategies to balance multiple roles and responsibilities (individual, family, and career).		3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results).				
2.1.2	Research, and evaluate information to set SMART personal and family goals. .				
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.				
2.1.4	Summarize local and global policies, issues, and trends in the workplace and community that affect individuals.				
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (i.e. dual career families, work at home trends, job splits, gender roles).				
2.1.6	Analyze ways that individual career plans can affect the family's capacity to meet goals for other family members.				
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.				
2.1.8	Identify community and human resources for meeting individual and family needs (i.e. personal knowledge, non-profit agencies, educational institutions, ).				
2.1.9	Practice solving real-world problems related to career /life goal setting and life balance. (i.e. meal planning, family budgeting, daily work juggling).				

Benchmark: 2.2 Enhance job application and retention.		3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.				
2.2.2	Practice public speaking skills to build personal confidence and enhance employability.				
2.2.3	Demonstrate job seeking skills.				
2.2.4	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.				
2.2.5	Assess health, wellness, and work safety considerations of the worker in a variety of careers.				
2.2.6	Analyze the impact of an individual's career decision on personal goals, relationships, financial benefit, and the impact on the national and global community (.as in picking one field over another).				
2.2.7	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).				
2.2.8	Demonstrate respect for others regardless of age, gender, socio-economic or culture.				

Benchmark: 2.3 Enhance career readiness through practicing appropriate skills in classroom, community and family situations.		3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.				

2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.				
2.3.3	Identify common tasks that require individuals to use problem-solving skills				
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.				
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.				
2.3.6	Use math and science (as appropriate) principles when addressing career and life goals.				
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.				
2.3.8	Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences				
2.3.9	Use technology appropriately to access, manage and/or create career information (i.e. practice internet ethics, avoid identify theft)				
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in family and community settings				
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.				

## Kansas Human Services Cluster

**Course:** Introduction to Family and Consumer Sciences

Course # 45001 Credit: 1.0 cr

**CIP Codes:** Family: 19.0799; Early Child: 19.0709; Teach: 13.0101;

Restaurant: 12.0504; Travel: 52.0901; Visual Arts: 50.0499

### Rating Scale:

3 Skilled- Works Independently

2 Limited Skills- Require Assistance      1 Skill

Undeveloped

0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature	Teacher Signature		

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

### Comprehensive Standard: 1.0 Enhance knowledge, skills and practices required in family, work and community settings. (FCS1.0 & FCS6.0)

**Life Literacy Skills:** These skills address the personal health of the individual—financially healthy, socially healthy, physically healthy, emotionally healthy. These skills are **directly tied** to the career ready practices and therefore important to all careers.

Benchmark: 1.1 Evaluate the significance of family and its impact on the well-being of individuals and the community.		3	2	1	0
1.1.1	Analyze the family as the basic unit of society.				
1.1.2	Apply critical thinking and problem-solving in family settings.				
1.1.3	Identify the role of Family and Consumer Sciences Education in the development of personal growth and family development.				
1.1.4	Understand the impact of family on the community in which they live.				
Benchmark: 1.2 Analyze functions and expectations of positive interpersonal relationships.		3	2	1	0
1.2.1	Understand the interrelationship of communication modes (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).				
1.2.2	Use appropriate communication strategies for the most effective outcome.				
1.2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.				
1.2.4	Respect others in diverse personal, family and community settings.				
1.2.5	Apply the roles of decision making and problem solving in reducing and managing conflict.				
1.2.6	Identify situations that require personal intervention and those that require professional assistance.				
1.2.7	Manage the physical and social environment to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).				
Benchmark: 1.3 Evaluate relationships that maximize human growth and development.		3	2	1	0
1.3.1	Identify strategies that promote human development, including children's growth and development.				
1.3.2	List criteria for providing quality care of people across the lifespan (as a family member, care provider and employee).				
Benchmark: 1.4 Analyze management strategies of personal resources to meet goals.		3	2	1	0

1.4.1	Examine purpose of personal financial planning.				
1.4.2	Identify sound management principles for personal financial practices.				
1.4.3	Practice being a wise consumer of goods and services.				
1.4.4	Use technology and other tools to manage personal and work (school) responsibilities.				
1.4.5	Analyze portfolios (electronic or hard copy) to learn how to document knowledge, skills, and experience in Family and Consumer Sciences (i.e personal development and career related).				
1.4.6	Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences.				

Benchmark: 1.5 Analyze the factors that influence personal and family wellness across the life span.		3	2	1	0
1.5.1	Evaluate the relationship of physical, social, emotional, and mental wellness.				
1.5.2	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).				
1.5.3	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).				
1.5.4	Demonstrate basic cooking skills to enhance healthy food consumption.				

Benchmark: 1.6 Demonstrate life literacy skills required for success in the family, workplace, and community settings.		3	2	1	0
1.6.1	Compare and contrast leadership and being a leader, to teamwork and being a team player.				
1.6.2	Research, apply, and evaluate information to accomplish tasks.				
1.6.3	Demonstrate effective communication in family and community settings				
1.6.4	Demonstrate respect for diversity and cultural differences.				
1.6.5	Create ideas, proposals, and solutions to a problem.				
1.6.6	Determine the most appropriate response to workplace (school) situations based on legal and ethical considerations.				
1.6.7	Demonstrate basic understanding of consumer rights and personal finance.				
1.6.8	Demonstrate teamwork and leadership skills.				
1.6.9	Practice balancing work and life management skills.				

Benchmark: 1.7 Analyze personal roles and responsibilities family, work and community settings		3	2	1	0
1.7.1	Assess personal strengths, interests, needs and preferences using formal and informal assessments.				
1.7.2	Analyze opportunities for employment and entrepreneurial endeavors within human services and related Family and Consumer Sciences career areas.				
1.7.3	Identify the difference between a non-profit and for-profit-provider of goods and services.				
1.7.4	Demonstrate quality work.				

**Occupational Family and Consumer Sciences Introduction:** *These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.*

**NOTE:** Select the following as deemed appropriate for the local Family and Consumer Sciences Department. One or more career paths are suggested for inclusion.

Benchmark: 1.8 Analyze career paths within family and community services.		3	2	1	0
1.8.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family and community services careers in meeting personal and family				
1.8.2	Identify the traits and skills needed to be a successful service provider in the family and community services field.				
1.8.3	Explain the need for prevention education and advocacy within family and community services.				
1.8.4	Summarize the education, training and careers within family and community services (i.e. social work, family therapy, geriatric center director, child and family advocate, family and consumer sciences educator).				

Benchmark: 1.9 Analyze career paths within the food science, food technologies, dietetics and nutrition industries.		3	2	1	0
1.9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.				
1.9.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.				
1.9.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.				
1.9.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness ( i.e. nutrition educator, dietician, family and consumer sciences educator).				
Benchmark: 1.10 Analyze career paths within early childhood, education and related services.		3	2	1	0
1.10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.				
1.10.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).				
1.10.3	Explain the roles and functions of individuals in early childhood, education and related services..				
1.10.4	Summarize the education, training and careers in early child development and services and education and training (i.e. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).				
Benchmark: 1.11 Analyze career paths within consumer service and advocacy		3	2	1	0
1.11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to consumer and advocacy careers.				
1.11.2	Identify traits and skills need for success in the consumer service industries.				
1.11.3	Compare and contrast consumer service and customer service.				
1.11.4	Explain the roles and functions of individuals in consumer service and advocacy..				
1.11.5	Summarize the education, training and careers in consumer services and advocacy (i.e. financial planning, credit counseling, insurance, estate planning, consumer advocate, family and consumer sciences educator).				
Benchmark: 1.12 Analyze career paths within textile, apparel and interior design industries.		3	2	1	0
1.12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.				
1.12.2	Identify traits and skills need for success in the textile, apparel and interior design industries.				
1.12.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.				
1.12.4	Summarize the education, training and careers in textile, apparel and interior design industries (i.e. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).				
Benchmark: 1.13 Analyze career paths within food production, culinary arts and food services industries.		3	2	1	0
1.13.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.				
1.13.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.				
1.13.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.				
1.13.4	Summarize the education, training and careers in food production, culinary arts and food services industries (i.e. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).				
Benchmark 1.14 Analyze career paths within hospitality, lodging and event planning industries.		3	2	1	0
1.14.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.				
1.14.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.				
1.14.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.				

1.14.4	Summarize the education, training and careers in hospitality, lodging and event planning (i.e. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).				
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## Kansas Education and Training Career Cluster

### Teaching/Training Pathway-2014

Course: TEACHING AS A CAREER – (Required) TECHNICAL

CIP Code: 13.0101 Course # 19151

Rating Scale: 3 Skilled- Works Independently

2 Limited Skills-

Requires Assistance 1

Skill Introduced

0 No exposure- No instruction or training

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	
		Graduation Date:	
Student Signature		Teacher Signature	

*Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.*

### Technical Skills in Teaching/Training Pathway

*NOTE: In addition to the following, all career ready practices are to be addressed. Refer to "CCTC Career Ready Practices—Education and Training" for more information.*

**Planning and Preparing**—This section addresses concepts and requirements that lead to effective instruction.

Benchmark: 4.01 Interpret fundamental knowledge of content to plan/prepare instruction.	3	2	1	0
4.01.01 Use resources and processes to update knowledge and skills on an ongoing basis.				
4.01.02 Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners. (e.g. scope/sequence, sequencing of skill development)				
4.01.03 Explain connections to life and career applications to make content relevant to learners.				
Benchmark: 4.02: Utilize knowledge of learning and developmental theory to describe individual learners.	3	2	1	0
4.02.01 Define diverse learners (including cultural, social, economic, gender, and ethnicity).				
4.02.02 Explore characteristics of diverse learners.				
4.02.03 Understand the role of learning styles when addressing the needs of the diverse learner.				
Benchmark 4.03: Use content knowledge and instructional skills to construct standards-based educational outcomes.	3	2	1	0
4.03.01 Use knowledge of learners to align outcomes with learners' developmental levels, abilities, interests, and future objectives.				
4.03.02 Construct clear outcomes to meet identified standards..				
Benchmark 4.04: Explore knowledge of teaching/learning and instructional skills to plan educational strategies.	3	2	1	0
4.04.01 Use knowledge of learners to align instructional strategies to learners' characteristics.				
4.04.02 Develop strategies to encourage the transfer of knowledge and skills.				
4.04.03 Use multiple ways to group learners to enhance instruction.				
Benchmark 4.05: Identify needed materials and resources to support instructional planning.	3	2	1	0
4.05.01 Identify materials and resources needed to enhance instruction (i.e. teacher centered).				
4.05.02 Identify resources to aid learners in learning. (i.e. student centered)				
Benchmark 4.06: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.	3	2	1	0
4.06.01 Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				



4.06.02	Understand different types of assessments and how they are used. (e.g. styles, summative, project based learning)				
4.06.03	Utilize assessment data to reflect upon teaching effectiveness to make changes to future instructional strategies.				

**Learning Environment**—This section is devoted to the physical space and climate in which the instruction will occur.

Benchmark 4.07: Establish a positive climate to promote learning.		3	2	1	0
4.07.01	Analyze the components of an effective learning environment. (e.g. establishing class routines, setting expectations, discipline, extrinsic and intrinsic systems, classroom management plan)				
4.07.02	Identify methods of establishing respect and rapport to foster positive social and intellectual interactions.				
Benchmark 4.08: Adapt the physical elements in the environment to optimize learning.					
4.08.01	Analyze importance of arrangement of space, equipment, and furniture to optimize learning for all students. (e.g. special needs, physical considerations, mental/emotional needs).				

**Instruction**—This section is focused on actual teaching skills within a learning environment.

Benchmark 4.09: Utilize instructional strategies to advance learning. (KPES 4 & 6) (Domain 3.3c) (EDC10.02.01) 14.1		3	2	1	0
4.09.01	Understand terms associated with teaching (e.g. scope/ sequence, bell work, experiential learning, project-based instruction, think-pair-share, manipulatives, cross curricular instruction)				
4.09.02	Construct learning activities and assignments to challenge and engage learners.				
4.09.03	Select instructional materials and resources to enhance learning.				
4.09.04	Select educational technology to enhance learning.				
4.09.05	Apply knowledge of learning styles to address the needs of the diverse learner.				
Benchmark 4.10: Explore appropriate in-process adaptations in instructional plans. (e.g. such as adapting lessons that aren't working)		3	2	1	0
4.10.01	Determine needed adjustments in instructional plan based on learner performance.				
4.10.02	Utilize learner interests to make instruction relevant.				
4.10.03	Incorporate student questions into lesson to indicate responsiveness to learners (including ESL).				
Benchmark 4.11: Use assessment/evaluation to advance student learning.		3	2	1	0
4.11.01	Utilize assessment data for evidence of student learning.				

**Professional Responsibilities**—This section is preparing for a-teaching role.

Benchmark 4.12: Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0
4.12.01	Construct a philosophy of education that reflects effective teaching.				
4.12.02	Analyze teaching experience to refine instructional practice. (e.g. formal or informal, classroom experiences, scenarios)				
4.12.03	Explain personal and long-term workplace situations based upon legal and ethical considerations.				
4.12.04	Identify personal and long-term workplace consequences of unethical or illegal behaviors				
Benchmark 4.13: Locate professional resources and opportunities to improve knowledge and skills.		3	2	1	0

4.13.01	Participate in professional student organization activities (i.e. FCCLA or FEA) strongly linked to education careers. (e.g. group dynamics practice, demonstrate leadership, presentation management, communication skills through project based involvement).				
4.13.02	Analyze methods to advocate for students within the school, the community and the nation (i.e. rules, laws, community resources, family support systems).				
4.13.03	Determine the role of lifelong learning to career success within education field (e.g. transition from school to school, classroom to administration, changes to the field, educational methodology and strategy changes, recertification requirements).				
4.13.04	Explore how educational policy and practice impacts the individual classroom. (e.g. State of Kansas, school district, school building, private schools, public schools)				

**Kansas Human Services Cluster****Course: Human Growth & Development A**

Course: #45004      Credit: .5 cr

CIP Code: Family: 19.0799; Teach 13.0101; Early Child:19.0709; Government: 44.0401

**Rating Scale:**

- 3 Skilled- Works Independently
- 2 Limited Skills/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:	Completion Date:	Graduation Date:	
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Clusters. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD: 3.0 Analyze factors that influence human growth and development. (FCS12.0 & FCS13.0)**

Benchmark: 3.1 Analyze principles of human growth and development.		3	2	1	0
3.1.1	Identify physical, emotional, social, and intellectual developmental theories across the lifespan.				
3.1.2	Examine the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development across the life span.				
3.1.3	Analyze current and emerging research about child growth and development, including brain development and prenatal technology.				
3.1.4	Examine biological processes related to prenatal development, birth and health of the child to impact on future success.				
Benchmark: 3.2 Analyze conditions that influence child growth and development.		3	2	1	0
3.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to death.				
3.2.2	Identify the role of healthy parental relationships and family structure to child growth and development.				
3.2.3	Analyze processes for building and maintaining interpersonal relationships that is beneficial to children.				
3.2.5	Evaluate the impact of social, economic, and technological forces on the growth and development of children.				
3.2.6	Analyze the effects of gender, ethnicity and culture on children.				
3.2.7	Critique the physical and social environment to promote safety in family, community and early child related work settings				
Benchmark: 3.3 Evaluate strategies that promote growth and development across the life span.		3	2	1	0
3.3.1	Evaluate the role of nurturance on human growth and development.				
3.3.2	Analyze the modes of communication on human growth and development of all people (i.e. healthy as well as those with speech/vision/hearing disabilities).				
3.3.3	Compare and contrast the role of family, and that of social services support systems in meeting the needs of children.				
3.3.4	Identify age-appropriate activities and toys for all children (including those with special needs).				
Benchmark: 3.4 Analyze the determinants involved in meeting the needs of children.		3	2	1	0
3.4.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.				
3.4.2	Investigate the impact of not providing for the needs of children appropriately.				
3.4.3	Determine the role of the parent vs role of the child care provider in meeting the needs of children.				
3.4.4	Examine the effects of life events and conditions on child and parent/caregiver relationships.				

3.4.5	Compare and contrast the different options when identifying appropriate care for children outside of the home.				
Benchmark: 3.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
3.5.1	Demonstrate collaborative skills to meet the needs of people across the life span..				
3.5.2	Practice effective communication skills in family, community and work settings (including children, parents, community leaders, agency directors).				
3.5.3	Enhance development of 21 <sup>st</sup> century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)				
3.5.4	Determine how science and technological advances are influencing the development of children.				
3.5.5	Recognize that child care services and education providers has an impact on the national economy and global community.				
3.5.6	Examine the legal and licensing aspects in meeting the needs of all children.				
3.5.7	Use technology to advocate for the quality care of children.				
3.5.8	Summarize education, training, certifications and responsibilities of individuals engaged in human development careers ( i.e. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).				
3.5.9	Analyze benefits of professional organizations to the early childhood related professional..				

**Kansas Human Services Cluster****Course:** Human Growth & Development B

Course: #45014 Credit: 1.0 cr

CIP Code: Family:19.0799; Teach: 13.0101; Early Child: 19.0709; [Gov: 44.0401](#)**Rating Scale:**

- 3 Skilled- Works Independently
- 2 Limited Skills- Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services and Education and Training Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**COMPREHENSIVE STANDARD: 4.0 Analyze factors that influence human growth and development (FCS12.0 & FCS13.0)**

Benchmark: 4.1 Analyze principles of human growth and development across the life span.		3	2	1	0
4.1.1	Compare and contrast physical, emotional, social, and intellectual developmental theories across the life span.				
4.1.2	Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.				
4.1.3	Analyze current and emerging research about human growth and development across the life cycle.				
4.1.4	Examine the milestones of aging (i.e. early child ages and stages, developmental delays, physical changes, ) .				
4.1.5	Identify appropriate activities and expectations for all ages, including those with mental and developmental difficulties. .				
Benchmark: 4.2 Analyze conditions that influence human growth and development across the lifespan.		3	2	1	0
4.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to death.				
4.2.2	Evaluate the impact of social, economic, and technological forces on individual growth and development through the years.				
4.2.3	Analyze the effects of gender, ethnicity and culture on meeting the needs of individuals in families, communities and at the human services related workplace.				
4.2.4	Critique the physical and social environment to promote safety in family, community and human service work settings				
Benchmark: 4.3 Evaluate strategies that promote human growth and development across the life span.		3	2	1	0
4.3.1	Evaluate the role of nurturance on human growth and development.				
4.3.2	Analyze modes communication on human growth and development through the aging process.				
4.3.3	Compare and contrast the role of family, and that of social services support systems in meeting human needs.				
Benchmark: 4.4 Analyze the determinants involved in meeting the needs of adults and the elderly.		3	2	1	0
4.4.1	Identify the physical, emotional, social and intellectual needs of the elderly and how to meet them.				
4.4.2	Investigate the impact of not providing for the needs of senior citizens and special needs appropriately				
4.4.3	Analyze processes for building and maintaining interpersonal relationships across the lifespan.				
4.4.4	Determine the role of family vs role of the adult care provider in meeting the needs of the elderly or special needs adults.				
4.4.5	Compare and contrast the different options when identifying appropriate care for children outside of the home.				

Benchmark: 4.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
4.5.1	Demonstrate collaborative skills to meet the needs of people across the life span..				
4.5.2	Practice effective communication skills in family, community and work settings (including children, parents, community leaders, agency directors).				
4.5.3	Enhance development of 21 <sup>st</sup> century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)				
4.5.4	Determine how science and technological advances are influencing individuals across the lifespan..				
4.5.5	Recognize that human service providers have an impact on the national economy and global community.				
4.5.6	Examine the legal and licensing aspects in meeting the needs of those in need of care (i.e. children, elderly, special needs populations, the homeless)				
4.5.7	Use technology to advocate for the quality care of people.				
4.5.8	Summarize education, training, certifications and responsibilities of individuals engaged in human services careers ( i.e. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).				
4.5.9	Analyze benefits of professional organizations to the human services related professional.				

**Kansas Education and Training Career Cluster**

**Teaching/Training Pathway - 2014**

Course: TEACHING OBSERVATION–Technical

CIP Code: 13.0101 Course # 42251

Rating Scale: 3 Skilled- Works Independently

2 Limited Skills-

Requires Assistance 1

Skill Introduced

0 No exposure- No instruction or training

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Student Signature		Teacher Signature	

*Directions: Check the appropriate number to indicate the level of competency reached for student evaluate!*

**Technical Skills in Teaching/Training Pathway**

*NOTE: In addition to the following, all career ready practices are to be addressed. Refer to "CCTC Career Ready Practices—Education and Training" for more information.*

**Planning and Preparing--** This section addresses concepts and requirements that lead to effective instruction.

Benchmark 4.01 Interpret fundamental knowledge of content to plan/prepare instruction through observations.		3	2	1	0
4.01.01	Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.				
4.01.02	Identify connections to life and career applications to make content relevant to learners.				
Benchmark 4.02 Observe knowledge of learning and developmental theory to describe learners.		3	2	1	0
4.02.01	Understand terms associated with observing (e.g. lesson plan components, modes of observation, role of participation in process)				
4.02.02	Explore the contextual factors of learners.				
Benchmark 4.03 Identify content knowledge and instructional skills to construct standards based educational outcomes.		3	2	1	0
4.03.01	Analyze the importance of content knowledge of the subject matter to plan/prepare effective instruction.				
4.03.02	Identify differentiated outcomes due to learners' developmental levels, abilities, interests, and future objectives.				
4.03.03	Identify clear outcomes.				
Benchmark 4.04: Explore content knowledge teaching/learning, and assessment options to plan assessment/evaluation strategies.		3	2	1	0
4.04.01	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				

**Learning Environment--** This section is devoted to the physical space and climate in which the instruction will occur.

Benchmark 4.05: Establish a positive climate to promote learning.		3	2	1	0
4.05.01	Explore strategies to establish respect and rapport to foster positive social and intellectual interactions.				
Benchmark 4.06: Employ motivational, social, and psychological theory and effective practices to guide learners' behavior		3	2	1	0
4.06.01	Document expectations to make standards of conduct clearly known.				
4.06.02	Identify various strategies to monitor learners' behavior.				
4.06.03	Recognize appropriate feedback to respond to learners' behavior.				

Benchmark 4.07 Use organizational and relationship-building skills to manage instructional activities and procedures.		3	2	1	0
4.07.01	Analyze time management skills to effectively manage instructional transitions.				
4.07.02	Analyze organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
4.07.03	Analyze organizational and relationship-building skills to supervise learners.				

**Instruction--** This section is focused on actual teaching skills within a learning environment.

Benchmark 4.08: Implement instructional strategies to advance learning.		3	2	1	0
4.08.01	Observe appropriate instructional strategies to make content meaningful to learners.				
4.08.02	Observe learning activities and assignments to challenge and engage learners.				
4.08.03	Observe content and knowledge of teaching/learning to deliver instruction coherently.				
4.08.04	Document instructional materials and resources used to enhance learning.				
4.08.05	Identify questioning techniques to encourage higher-order thinking.				
4.08.06	Document educational technology to enhance learning.				
4.08.07	Observe cooperative learning techniques to engage learners.				

**Professional Responsibilities—**This section is preparing for a teaching role.

Benchmark 4.09: Demonstrate use of professional resources and opportunities to improve knowledge and skills.		3	2	1	0
4.09.01	Participate in professional student organizations (FCCLA or FEA) strongly linked to education careers to improve knowledge and skills				
4.09.02	Analyze the relationship between skills learned in a student organization and skills needed for success as an educator.				
4.09.03	Determine resources helpful when advocating for students. (i.e. people, organizations, websites)				
Benchmark 4.10: Recognize the importance of lifelong learning to effective teaching.		3	2	1	0
4.10.01	Describe requirements to obtain and retain employment in education and training careers in Kansas. (i.e. K-12, post-secondary, cooperative extension, GED, workforce training)				
4.10.02	Compare and contrast methods of learning about best practices and professional development opportunities. (e.g. professional journals, college credit courses, professional organization webinars)				
4.10.03	Explore the role of in-service and certifications to illustrate skill attainment and knowledge learned.				
4.10.04	Analyze benefits of participation in professional organizations to expand knowledge and strengthen skills.				
Benchmark 4.11 Use organizational skills to record and maintain records.		3	2	1	0
4.11.01	Use organizational skills to record learner activities and experiences.				
4.11.02	Use organizational skills to record non-instructional data.				



## Kansas Human Services Cluster

Course: Family Studies

Course: #22208 Credit .5 cr

CIP Codes: Family: 19.0799; Early Child: 19.0709; Teach: 13.0101

### Rating Scale:

- 3 Skilled- Works Independently
- 2 Limited Skills-/Requires Assistance
- 1 Skill Undeveloped
- 0 No exposure, instruction nor training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Learner Signature		Teacher Signature	

*Directions:* The following competencies are required for full approval of a course in a Human Services Cluster. These skills are **directly tied** to the career ready practices and therefore important to all Family and Consumer Sciences careers. Check the appropriate number to indicate the level of competency reached for learner evaluation.

### Comprehensive Standard: 5.0 Evaluate the significance of family and its effect on the well-being of individuals and society. (FCS6.0, FCS13.0 & FCS15.0)

Benchmark: 5.1 Analyze the effects of family as a system on individuals and society.		3	2	1	0
5.1.1	Analyze family as the basic unit of society.				
5.1.2	Examine biological impact of the health of the mother and father on conception, prenatal development and raising of children.				
5.1.3	Explain cultural differences in roles and responsibilities of the family.				
5.1.4	Compare and contrast consequences of parenting styles on individual development and family systems.				

Benchmark: 5.2 Evaluate parenting/caregiver practices that maximize human growth and development.		3	2	1	0
5.2.1	Describe the family's role as primary educator of children.				
5.2.2	Investigate and analyze the role of discipline on child development.				
5.2.3	Recognize abuse and neglect and promote research-based prevention strategies to address child abuse, elder abuse and domestic abuse.				
5.2.4	Examine global and environmental influences on family culture and traditions.				

Benchmark: 5.3 Evaluate the roles and responsibilities of family across the life cycle.		3	2	1	0
5.3.1	Determine societal conditions that impact the family life cycle.				
5.3.2	Compare and contrast the changing parenting roles across the family life cycle				
5.3.3	Analyze the challenges of addressing family members with special needs (i.e. mental issues, loss of physical functions due to age, disease or injury).				
5.3.4	Explain physical, emotional, social, and intellectual functioning in stable and unstable relationships.				
5.3.5	Identify the process for building and maintaining interpersonal relationships in families.				
5.3.6	Evaluate processes and strategies for handling unhealthy relationships.				
5.3.7	Investigate the effects of personal needs on the family.				

5.3.8	Analyze the effects of the family on the self-esteem and self-image of its members.				
5.3.9	Assess the similarities and differences of family members that influence conflict prevention and/or recovery.				
5.3.10	Apply the roles of decision making and problem solving in managing and/or preventing conflict.				

Benchmark: 5.4 Determine role of external support systems to provide assistance to families.		3	2	1	0
5.4.1	Analyze family situations in which support systems would be beneficial (i.e. military families, single parent, socio-economic needs).				
5.4.2	Evaluate community resources and services (not-for-profit and for profit) available to promote family strength (mental, physical, social, emotional).				
5.4.3	Review current laws and policies related to parenting, family responsibilities and meeting children's needs.				

Benchmark: 5.5 Enhance career readiness through practicing appropriate skills in family, community and work applications.		3	2	1	0
5.5.1	Demonstrate communication and healthy relationship strategies that promote positive self-esteem in others.				
5.5.2	Enhance development of 21 <sup>st</sup> century process skills (i.e. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in family settings.				
5.5.3	Examine financial responsibilities in meeting the needs of the family.				
5.5.4	Contrast family financial planning across the family life cycle.				
5.5.5	Demonstrate ethical decision making when making judgements and taking actions in family settings.				
5.5.6	Examine the impact of technology on family relationships (i.e. social media, cell phones, public posting of family information, on line communication with family, )				

**Kansas Education and Training Career Cluster Teaching/Training Pathway - 2014**

Course: TEACHING INTERNSHIP --APPLICATION CIP Code: 13.0101 Course # 19152

- Rating Scale: 3 Skilled- Works Independently
- 2 Limited Skills- Requires Assistance 1
- 1 Skill Introduced
- 0 No exposure- No instruction or training

Student:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Student Signature		Teacher Signature	

*Directions: Check the appropriate number to indicate the level of competency reached for student evaluation.*

**Technical Skills in Teaching/Training Pathway**

*NOTE: In addition to the following, all career ready practices are to be addressed. Refer to "CCTC Career Ready Practices—Education and Training" for more information.*

**Planning and Preparing--** This section addresses concepts and requirements that lead to effective instruction.

Benchmark 4.01: Interpret fundamental knowledge of content to plan/prepare instruction.		3	2	1	0
4.01.01	Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.				
4.01.02	Explain connections to life and career applications to make content relevant to learners.				
Benchmark 4.02: Utilize knowledge of learning and developmental theory to describe individual learners.		3	2	1	0
4.02.01	Understand information to describe contextual factors of learners.(relate to demographics)				
Benchmark 4.03: Use content knowledge and instructional skills to construct standards based educational outcomes		3	2	1	0
4.03.01	Use knowledge of learners to align outcomes with learners' developmental level, abilities, interests, and future objectives.				
4.03.02	Identify clear outcomes.				
Benchmark 4.04: Apply knowledge of teaching/ learning and instructional skills to plan educational strategies.		3	2	1	0
4.04.01	Use knowledge of learners to align instructional strategies to learners' characteristics.				
4.04.02	Use multiple ways to group learners to enhance instruction.				
Benchmark 4.05: Prepare needed materials and resources to support instructional planning.		3	2	1	0
4.05.01	Prepare materials and resources needed to enhance instruction.				
4.05.02	Prepare resources to aid learners in learning.				
Benchmark 4.06: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies		3	2	1	0
4.06.01	Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.				

**Learning Environment--** This section is devoted to the physical space and climate in which the instruction will occur.

Benchmark 4.07: Establish a positive climate to promote learning.		3	2	1	0
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4.07.01	Support the practices in place to maintain respect and rapport enhancing positive social and intellectual interactions.				
4.07.02	Explain the importance of context to promote interest in learning.				
Benchmark 4.08: Employ motivational, social, and psychological theory and effective practices to guide learners' behavior.		3	2	1	0
4.08.01	Document expectations to make standards of conduct clearly known.				
4.08.02	Use various strategies to monitor learners' behavior.				
4.08.03	Provide appropriate feedback to respond to learners' behavior.				
Benchmark 4.09: Use organizational and relationship-building skills to manage instructional activities and procedures.		3	2	1	0
4.09.01	Employ time management skills to effectively manage instructional transitions.				
4.09.02	Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).				
4.09.03	Employ organizational and relationship-building skills to supervise learners.				

**Instruction--** This section is focused on actual teaching skills within a learning environment.

Benchmark 4.10: Implement instructional strategies to advance learning.		3	2	1	0
4.10.01	Use appropriate instructional strategies to make content meaningful to learners.				
4.10.02	Use learning activities and assignments to challenge and engage learners.				
4.10.03	Use content and knowledge of teaching/learning to deliver instruction coherently.				
4.10.04	Employ instructional materials and resources to enhance learning.				
4.10.05	Use questioning techniques to encourage higher-order thinking.				
4.10.06	Select educational technology to enhance learning.				
4.10.07	Use cooperative learning techniques to engage learners.				
Benchmark 4.11: Make appropriate adaptations in instructional plans		3	2	1	0
4.11.01	Incorporate learner questions and interests to make instruction relevant and responsive to learners.				
Benchmark 4.12: Use assessment/evaluation to advance student learning.		3	2	1	0
4.12.01	Use feedback provided to student learners to enhance student learning.				

**Professional Responsibilities--** This section is preparing for a-teaching role.

Benchmark 4.13: Use reflection on past performance to assess effectiveness of instructional practice.		3	2	1	0
4.13.01	Revise your philosophy of education that reflects effective instructional practice.				
4.13.01	Analyze past actions to refine instructional practice.				
Benchmark 4.14: Demonstrate use of professional resources and opportunities to improve knowledge and skills.		3	2	1	0
4.14.01	Model leadership in professional student organizations with strong links to education careers. (FCCLA or FEA)				
Benchmark 4.15: Use organizational skills to record and maintain records.		3	2	1	0
4.15.01	Use organizational skills to record learner activities and experiences.				
4.15.02	Use organizational skills to record non-instructional data.				
4.15.03	Design a post-secondary education plan to obtain content knowledge and technical skill training.				

Name \_\_\_\_\_ ID \_\_\_\_\_

Enrollment Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Completion Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Credits Completed \_\_\_\_\_

Instructor \_\_\_\_\_ School Year \_\_\_\_\_

I certify that the student received the training in the area indicated.

**RATINGS SCALE:**  
 3: Skilled, works independently  
 2: Competent, may need assistance  
 1: Received instruction, skill undeveloped  
 0: No exposure, instruction or training

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Competencies \_\_\_\_\_/\_\_\_/\_\_\_  
 Date \_\_\_\_\_

Measured Competencies listed should be seen as minimums (you can add)

**I. Educational Trainer**

- 3 2 1 0 1. Identify support needs.
- 3 2 1 0 2. Identify skill level needs and available resources.
- 3 2 1 0 3. Define scope of work to meet customer needs.
- 3 2 1 0 4. Identify resources.
- 3 2 1 0 5. Formulate a support plan/confirm plan with client.
- 3 2 1 0 6. Respond to user questions.
- 3 2 1 0 7. Maintain timeliness and professionalism during interaction.
- 3 2 1 0 8. When appropriate, follows up support session for evaluation.
- 3 2 1 0 9. Understands steps to take to create improvement plan when needed.
- 3 2 1 0 10. Provide troubleshooting for hardware/software.
- 3 2 1 0 11. Diagnose problems within system.
- 3 2 1 0 12. Perform technical functions required by customer/user.
- 3 2 1 0 13. Employ appropriate hardware and software tools to perform task in the most cost- effective manner.
- 3 2 1 0 14. Communicate and document technical support provided.
- 3 2 1 0 15. Operate help desk.
- 3 2 1 0 16. Employ desktop productivity tools.
- 3 2 1 0 17. Support computer users.
- 3 2 1 0 18. Train computer users.
- 3 2 1 0 19. Determine customers' individual needs.
- 3 2 1 0 20. Project a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).
- 3 2 1 0 21. Interact with customers and colleagues in a professional manner (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, understandable).
- 3 2 1 0 22. Ensure that your assistance promotes the best interests of the company.
- 3 2 1 0 23. Create calendars/schedules.
- 3 2 1 0 24. Maintain appointment calendars.
- 3 2 1 0 25. Process requests for appointments.
- 3 2 1 0 26. Verify appointments.
- 3 2 1 0 27. Notify customers of changes in schedule.
- 3 2 1 0 28. Manage scheduling conflicts.
- 3 2 1 0 29. Document results.
- 3 2 1 0 30. Define/prioritize communication needs.
- 3 2 1 0 31. Specify project objectives.
- 3 2 1 0 32. Determine the size and specifics of the work to be completed.
- 3 2 1 0 33. Estimate time, materials, and capabilities needed to complete assignment.
- 3 2 1 0 34. Evaluate strengths and weaknesses of completed project.
- 3 2 1 0 35. Demonstrates ability to work and communicate effectively with diverse audiences.

- 3 2 1 0 36. Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- 3 2 1 0 37. Assumes shared responsibility for collaborative work.
- 3 2 1 0 38. Works appropriately and productively with others;
- 3 2 1 0 39. Leverages the collective intelligence of groups when appropriate; and
- 3 2 1 0 40. Bridges cultural difference and uses differing perspective to increase innovation and the quality of work.
- 3 2 1 0 41. Demonstrates integrity and ethical behavior
- 3 2 1 0 42. Acts responsibly with the interests of the larger community in mind (civic awareness and responsibility);
- 3 2 1 0 43. Uses interpersonal and problem-solving skills to influence and guide others toward a goal;
- 3 2 1 0 44. Leverages strengths of others to accomplish a common goal.

**Foundation & 21<sup>st</sup> Century Competencies**  
 (lowercase letters are indicators to be considered)

**II. Pathway Foundation**  
**Problem Solving and Critical Thinking**

- 3 2 1 0 1. Demonstrate knowledge of the process required to evaluate and verify the nature of a problem.
  - a. Demonstrate knowledge of the underlying concepts of the information systems discipline.
  - b. Demonstrate knowledge of methods for achieving productivity in knowledge work.
  - c. Apply general systems theory to the analysis and

## Kansas Information Technology Career Cluster

- d. development of an information system.
- d. Identify procedures for formal problem-solving.
- e. Demonstrate knowledge of the fundamental concept of information theory and organizational system processes.
- f. Identify the essential properties of information systems.

### 3 2 1 0 2. Demonstrate knowledge of the process required to solve a problem.

- a. Demonstrate knowledge of problem-solving steps and techniques.
- b. Summarize application planning, development, and risk management for information system.
- c. Identify potential problems in system implementation.
- d. Demonstrate knowledge of the information analysis process.
- e. Demonstrate knowledge of information technology solutions.

### III. Cluster Foundation Employability and Career Development

#### 3 2 1 0 1. Demonstrate ability to evaluate and compare employment opportunities and accept employment.

- a. Identify job advantages and disadvantages.
- b. Compare job benefits to individual needs.
- c. Compare job opportunities and responsibilities to career plan.
- d. Make decision to accept or reject employment.
- e. Write acceptance or rejection letter without error.
- f. Complete employment forms upon acceptance.

#### 3 2 1 0 2. Demonstrate ability to seek and apply for employment.

- a. Identify resources for finding employment.
- b. Analyze resources to determine those that are most appropriate for desired career.
- c. Compare job requirements with personal qualifications, interests, and aptitudes.
- d. Select job that matches personal qualifications, interests, and aptitudes.
- e. Identify prospective employer's submission requirements.
- f. Gather information and prepare rough draft of resume.
- g. Put resume in proper format.
- h. Write letter of application for specific job opening in correct format, without error.
- i. Gather information for application.
- j. Complete all questions on application with appropriate and honest answers.
- k. Sign and date application.
- l. Attach any supporting material required or requested.
- m. Submit full application package to employers.
- n. Dress appropriately for interview.
- o. Exhibit professional conduct before, during and after interview.
- p. Explain your qualifications and interests clearly and concisely.
- q. Answer all questions honestly and concisely.

## Information Support and Services

- r. Write follow-up letter after the interview.

### 3 2 1 0 3. Demonstrate knowledge of career development/progression patterns in the IT industry.

- a. Identify education and training requirements for IT career pathways.
- b. Identify professional organizations in the area of information technology.
- c. Identify benefits derived from membership in specific professional organizations.

### 3 2 1 0 4. Demonstrate knowledge of the relationship between lifelong learning and IT career development.

- a. Identify present and future IT employment opportunities.
- b. Demonstrate knowledge of the potential impact of IT on future society.
- c. Identify the importance of lifelong learning in the IT field.
- d. Identify certification and/or degree requirements.
- e. Identify required knowledge and skills for career ladder.
- f. Research educational and training opportunities.
- g. Identify present and future IT education and training opportunities.
- h. Design a lifelong learning plan that ties in with career advancement plan.

### 3 2 1 0 5. Develop a personal career plan to meet career goals and objectives.

- a. Identify career that matches individual interests and aptitudes.
- b. Develop career goal with time frame.
- c. Identify goals and objectives for reaching and advancing in career.
- d. Write a list of strategies for achieving educational requirements.
- e. Identify strategies for obtaining employment experiences.
- f. Write a time line for achieving career goals and objectives.
- g. List alternatives and potential changes.

### 3 2 1 0 6. Explain written organizational policies, rules and procedures to help employees perform their jobs.

- a. Identify the contents of various organizational publications.
- b. Determine the appropriate document(s) for specific job responsibilities and work assignments.
- c. Locate and identify specific organizational policy, rule or procedure to assist with a given situation.
- d. Articulate how a specific organizational policy, rule or procedure will improve a given situation.

### 3 2 1 0 7. Identify and demonstrate positive work behaviors and personal qualities.

- a. Demonstrate regular attendance.
- b. Follow company dress and appearance standards.
- c. Exhibit pride in work.
- d. Demonstrate leadership and teamwork.
- e. Exhibit ability to handle stress.

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- f. Display initiative and open-mindedness.
- g. Participate in company orientation and training programs with enthusiasm.
- h. Identify progressive strategies that will impact efficiency of job.
- i. Follow established rules, regulations and policies.
- j. Explain employer/management responsibilities.
- k. Demonstrate cost effectiveness.
- l. Demonstrate time management.
- m. Complete all tasks thoroughly.

### 3 2 1 0 8. Identify and explore career opportunities in one or more career pathways.

- a. Locate and interpret career information for at least one career cluster.
- b. Identify job requirements for three career pathways.
- c. Identify educational and credentialing requirements for three careers.
- d. Identify personal interests and aptitudes.
- e. Identify job requirements and characteristics of selected careers.
- f. Compare personal interests and aptitudes with job requirements and characteristics.
- g. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.

### 3 2 1 0 9. Provide examples of how IT is transforming business in various industries.

- a. Demonstrate knowledge of how both PCs and larger computer systems impact people and are used in business/industry/government and other institutions.
- b. Demonstrate knowledge of the impact of computers on career pathways in business/industry (e.g., how computers have eliminated and created jobs).
- c. Demonstrate knowledge of the impact of computers on access to information and information exchange worldwide.
- d. Demonstrate knowledge of ethical issues that have surfaced in the information age.

### Ethics and Legal Responsibilities

#### 3 2 1 0 1. Demonstrate appropriate knowledge and behaviors of legal responsibilities and of positive cyber-citizenship.

- a. Demonstrate knowledge of the legal issues that face information technology professionals.
- b. Identify issues and trends affecting computers and information privacy.

#### 3 2 1 0 2. Demonstrate knowledge of social, ethical, and legal issues in the information technology field.

- a. Analyze the social implications of decisions made and actions taken as an information technology professional.
- b. Demonstrate knowledge of the ethical issues that face

## Kansas Information Technology Career Cluster

information technology professionals.

- c. Determine the practical implications of lawsuits in terms of good will, client relations, the bottom line, diversion of company resources, cash flow and accounts receivable.
- d. Demonstrate knowledge of basic business law concepts.

### 3 2 1 0 3. Demonstrate knowledge of the rights and responsibilities of IT workers.

- a. Identify generally accepted business ethics.
- b. Demonstrate knowledge of federal laws governing discrimination and harassment.
- c. Demonstrate knowledge of key concepts related to employment discrimination.
- d. Demonstrate sensitivity to diversity, including differences in gender, culture, race, language, physical and mental challenges, and family structures.
- e. Establish procedures for maintaining the confidentiality of client information.

### Leadership and Teamwork

#### 3 2 1 0 1. Build interpersonal skills with individuals and other team members.

- a. Analyze the interdependence of empathetic listening, synergy, and consensus building.
- b. Define roles within the group decision-making process.
- c. Demonstrate knowledge of how to apply team methods to empower coworkers.
- d. Apply knowledge of group dynamics.
- e. Promote teamwork, leadership, and empowerment.
- f. Identify strategies for fostering creativity.

#### 3 2 1 0 2. Demonstrate knowledge of the skills needed for leadership in the IT environment.

- a. Demonstrate knowledge of how to apply team methods to empower coworkers.
- b. Establish goals and objectives for IS.
- c. Define mission and critical success factors.
- d. Identify desired group and team behavior in an IS context.

### Safety, Health, and Environmental

#### 3 2 1 0 1. Maintain a safe working environment.

- a. Demonstrate knowledge of the relationship between health, safety, and productivity.
- b. Identify health and safety standards established by government agencies.
- c. Access needed safety information using company and manufacturers' references (e.g., procedural manuals, documentation, standards, and flowcharts).
- d. Ensure maintenance of a clean work area.
- e. Solve safety problems using problem-solving, decision-making, and critical thinking strategies.
- g. Demonstrate knowledge of ergonomics and repetitive strain injury.

## Information Support and Services Systems

### 3 2 1 0 1. Demonstrate knowledge of the nature of IT in business.

- a. Determine how business activities interface with data processing functions.
- b. Differentiate between the role of information systems within a company and their role in a global environment.
- c. Measure increases in productivity realized by the implementation of information systems.

### 3 2 1 0 2. Demonstrate knowledge of the operation of cross-functional teams in achieving project goals.

- a. Consider the benefits of using a cross-functional team in policy and procedure development.
- b. Identify desired group and team behavior in an IS context.

### 3 2 1 0 3. Explain/discuss general strategies for maximizing organizational learning and productivity in a high tech environment.

- a. Assess the importance of new technologies to future developments and to the future knowledge worker productivity.
- b. Demonstrate knowledge of methods for achieving productivity in knowledge work.
- c. Create/maintain an environment supportive of productivity.

## IV. Academic Foundations

### Language Arts Courses

#### 3 2 1 0 1. Demonstrate language arts knowledge and skills required to pursue the full-range of career and post-secondary education opportunities within the IT career cluster.

- a. Listen actively.
- b. Adapt language (diction/structure, style) for audience, purpose, situation.
- c. Collect/organize oral and written information.
- d. Compose/edit (agenda, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports, technical terminology).
- e. Comprehend oral and written information (cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, technical matter).
- f. Evaluate oral and written information (accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevancy, validity, relationship of ideas).
- g. Identify oral and written assumptions, purpose, outcomes/solutions, and propaganda techniques.
- h. Predict outcomes/solutions from oral and written information trends.
- i. Present formal and informal speech for the purposes of discussion, supplying/requesting information, interpretation,

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and persuasion.

- j. Use library, text and Internet resources.

### Communications Courses

#### 3 2 1 0 2. Apply active listening skills to obtain and clarify information.

- a. Determine familiarity of discussion.
- b. Respond accordingly using appropriate verbal and nonverbal language.
- c. Explain the message given in your own words.
- d. Ask questions to seek or confirm understanding.
- e. Paraphrase and/or repeat information.
- f. Record and summarize information in written notes.
- g. Follow directions and/or respond in a positive way with clear, concise comments.

#### 3 2 1 0 2. Build customer relations.

- a. Identify organizations' products and services (including own strengths as a sales agent).
- b. Recognize the importance of all customers to the business.
- c. Determine customers' individual needs.
- d. Project a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).
- e. Interact with customers and colleagues in a professional (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, and understandable) manner.
- f. Comply with established business protocols and company policies.
- g. Communicate company policies to customers.
- h. Handle merchandise returns in accordance with customer service policy.
- i. Handle customer complaints in accordance with customer service policy.
- j. Facilitate customer service through the maintenance of key information systems.
- k. Follow through on commitments made to customers (e.g., special orders, delivery specifications, new items).

#### 3 2 1 0 3. Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions.

- a. Use reading strategy to achieve intended purpose.
- b. Identify purpose of text.
- c. Identify complexity of text.
- d. Explain purpose of text.
- e. Determine relevance, accuracy and appropriateness to purpose.
- f. Identify complexities and discrepancies in information.
- g. Analyze information presented in a variety of formats, such as tables, lists, figures.
- h. Identify key technical concepts and vocabulary.
- i. Follow all instructions as specifically given.
- j. Explain meaning of new terms, vocabulary and concepts.

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- k. Interpret technical materials used.
- l. Summarize overall meaning of text.
- m. Write specific steps for applying information to task or new situation.
- n. Write set of directions for others sharing information learned and applying that to task or new situation.

### 3 2 1 0 4. Conduct meetings.

- a. Plan meeting.
- b. Set agenda.
- c. Schedule meeting.
- d. Reserve meeting room.
- e. Invite appropriate personnel.
- f. Identify need for outside speakers.
- g. Assign someone to take minutes.
- h. Make introductions.
- i. Invite questions, comments, and group participation.
- j. Determine appropriate action, time frame, and person accountable for identified tasks.
- k. Monitor time.
- l. Publish minutes in timely manner.

### 3 2 1 0 5. Demonstrate sensitivity in communicating with a diverse workforce.

- a. Identify factors (e.g., culture, ethnicity, equity, special/exceptional needs) that impact communication.
- b. Identify strategies for successful communication with a diverse workforce.
- c. Determine communication style appropriate for listener(s).
- d. Bridge communication styles.
- e. Establish guidelines for dealing with conflict.

### 3 2 1 0 6. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

- a. Know subject matter well enough to be independent of written aids.
- b. Identify characteristics of the audience and adjust to their ability to understand.
- c. Use technical terms and concepts correctly.
- d. Use proper organization and structure to achieve coherence of major points.
- e. Identify media and visual aids appropriate to understanding of topic.
- f. Prepare visual aids and support materials for easy viewing and without error.
- g. Smoothly and efficiently operate any equipment used with support.
- h. Deliver presentation without grammatical error.
- i. Speak clearly with appropriate volume, rate and gestures while making and maintaining appropriate eye contact.
- j. Use support materials in the presentation that enhance the understanding of the topic and the interest level of the audience.
- k. Stay within presentation time parameters.

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- l. Evaluate listeners' interest and receptiveness.
- m. Use verbal and nonverbal feedback strategies to engage discussion and adjust message and delivery.
- n. Respond to questions and comments.

### 3 2 1 0 7. Interpret and use tables, charts, and figures to support written and oral communications.

- a. Compile facts and arrange in an organized manner for a table, chart or figure.
- b. Document sources of data.
- c. Determine most appropriate way to display data for effective coherence.
- d. Prepare table, chart, graph or figure for inclusion in publication or presentation.
- e. Evaluate reference or source of data for authenticity and reliability.
- f. Explain information presented in tables, charts and figures.
- g. Prepare written summary of findings expressed in tables, charts and figures.

### 3 2 1 0 8. Interpret verbal and nonverbal behaviors to enhance communication with co-workers and clients/participants.

- a. Identify verbal cues.
- b. Observe voice speed, voice quality and tone.
- c. Explain message conveyed by verbal behaviors.
- d. Identify nonverbal cues.
- e. Observe eye contact, facial expressions, posture, gestures and other body language.
- f. Explain message conveyed by nonverbal behaviors.

### 3 2 1 0 9. Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.

- a. Identify topic.
- b. Conduct search of information using card catalog, keywords, and/or search engines.
- c. Locate variety of resources such as books, journals, and magazines.
- d. Locate information from electronic forms including the Internet.
- e. Organize resources to use key information.
- f. Read and take notes from selected resources.
- g. Prepare outline that emphasizes major points with supporting data.
- h. Present information in organized, easy-to-follow manner.
- i. Prepare working bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- j. Prepare a bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- k. Use parenthetical, footnotes and endnotes text citations accurately.
- l. Follow plagiarism and copyright rules and regulations.

### 3 2 1 0 10. Use correct grammar, punctuation and terminology

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### to write and edit documents.

- a. Organize and arrange information for effective coherence.
- b. Report relevant information in order of occurrence.
- c. Interpret information, data, and observations correctly.
- d. Present main ideas and supporting facts.
- e. Use technical terms and concepts.
- f. Incorporate and use references effectively and accurately.
- g. Report objective and/or subjective information.
- h. Use correct grammar and sentence structure.
- i. Use correct spelling.
- j. Use correct punctuation and capitalization.
- k. Use word processing software to develop text, charts, graphs or figures correctly.
- l. Use presentation software to prepare visual support materials.
- m. Format written documents with correct font and layout for easy reading.

### Mathematics Courses

#### 3 2 1 0 1. Demonstrate mathematics knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.

- a. Identify whole numbers, decimals, fractions, complex numbers, polynomials, and geometrical figures.
- b. Apply basic arithmetic (addition, subtraction, multiplication, and division) operations.
- c. Apply relational (equal, not equal, greater than, less than, etc.) and logical operators in a logical expression.
- d. Understand the relationship of data and measurements to the problem.
- e. Produce mathematical formulae, expressions, and/or sequence of solution steps from problem statements.
- f. Analyze problem statements for missing/irrelevant data, estimate/exact values, inconsistent parameters.
- g. Construct charts/tables/graphs from functions and data.
- h. Describe problem-solving techniques (e.g., successive approximation, trial and error).

### Science Courses

#### 3 2 1 0 1. Demonstrate science knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.

- a. Analyze/evaluate conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.
- b. Use computers for information processing, mathematical applications and problem-solving.
- c. Apply/use scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.