# Common Career Technical Core Teaching & Training Pathway

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| --- | --- | --- | --- |
| **Student name:** |  | **Graduation Date:** |  |

Course Description: To be taught in all courses in the approved pathway.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Career REady Standards

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Act as a responsible and contributing citizen and employee. |  |
| 1.2 | Apply appropriate academic and technical skills. |  |
| 1.3 | Attend to personal health and financial well-being. |  |
| 1.4 | Communicate clearly, effectively and with reason. |  |
| 1.5 | Consider the environmental,social and economic impacts of decisions. |  |
| 1.6 | Demonstrate creativity and innovation. |  |
| 1.7 | Employ valid and reliable research strategies. |  |
| 1.8 | Utilize critical thinking to make sense of problems and persevere in solving them. |  |
| 1.9 | Model integrity, ethical leadership and effective management. |  |
| 1.10 | Plan education and career path aligned to personal goals. |  |
| 1.11 | Use technology to enhance productivity. |  |
| 1.12 | Work productively in teams while using cultural/global competence. |  |

## Benchmark 2: Education & Training Career Cluster Standards

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |  |
| 2.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |  |
| 2.3 | Use critical thinking to process educational communications, perspectives, policies and/or procedures. |  |
| 2.4 | Evaluate and manage risks to safety, health and the environment in education and training settings. |  |
| 2.5 | Demonstrate group collaboration skills to enhance professional education and training practice. |  |
| 2.6 | Analyze ethical and legal policies of professional education and training practice. |  |
| 2.7 | Explain legal rights that apply to individuals and practitioners within education and training settings. |  |
| 2.8 | Demonstrate ethical and legal behavior within and outside of education and training settings. |  |
| 2.9 | Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. |  |
| 2.10 | Apply organizational skills and logic to enhance professional education and training practice. |  |
| 2.11 | Demonstrate group management skills that enhance professional education and training practice. |  |

## Benchmark 3: Teaching & Training Career Pathway Standards

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. |  |
| 2.2 | Employ knowledge of learning and developmental theory to describe individual learners. |  |
| 2.3 | Use content knowledge and skills of instruction to develop standards-based goals and assessments. |  |
| 2.4 | Identify materials and resources needed to support instructional plans. |  |
| 2.5 | Establish a positive climate to promote learning. |  |
| 2.6 | Identify motivational, social and psychological practices that guide personal conduct. |  |
| 2.7 | Demonstrate organizational and relationship building skills used to manage instructional activities and  related procedures. |  |
| 2.8 | Demonstrate flexibility and adaptability in instructional planning. |  |
| 2.9 | Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. |  |
| 2.10 | Evaluate teaching and training performance indicators to determine and improve effectiveness of  instructional practices and professional development. |  |
| 2.11 | Implement strategies to maintain relationships with others to increase support for the organization. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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