

## Pathway: Teaching/Training (K-12)

### Cluster: Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE <a href="#">Please report broken web links</a>	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA- TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
<p>● For use at SECONDARY      For use at SECONDARY      For use at SECONDARY      For use at SECONDARY</p>									
Employability Skills	21st Century Skills for Workplace Success	Job Ready Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1437_21st_Century_Skills.pdf">http://www.nocti.org/PDFs/JobReady/1437_21st_Century_Skills.pdf</a>	Broad-based assessment that verifies student mastery of the foundation knowledge and skills.	Online	National norm	\$19 for post-test only; \$31 for pre-test & post-test	
Employability Skills	Workplace Readiness	Job Ready Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/3033_Workplace_Readiness.pdf">http://www.nocti.org/PDFs/JobReady/3033_Workplace_Readiness.pdf</a>	Broad-based assessment that verifies student mastery of the foundation knowledge and skills.	Online	National norm	\$19 for post-test only; \$31 for pre-test & post-test	
	NOCTI Testing Information for Consortia Leaders and/or Testing Coordinators	NOCTI	NOCTI TESTING AGREEMENT	Each institution/consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: <a href="http://www.nocti.org/gettingstarted.cfm">http://www.nocti.org/gettingstarted.cfm</a>					

# Minnesota State-Approved Technical Skill Assessments

7/1/2018

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<b>Employability Skills</b>	Employability	Academic Assessment	SkillsUSA	<a href="http://www.careeressentials.org/wp-content/uploads/2017/07/Employability_blueprint.pdf">http://www.careeressentials.org/wp-content/uploads/2017/07/Employability_blueprint.pdf</a>	Broad-based assessment that verifies student mastery of the foundation knowledge and skills.	Online	73%	\$10 per assessment for SkillsUSA member; \$20 per assessment for non-member	This fee is for a non-Skill USA member.
<b>Teaching/ Training</b>	Education and Training	Academic Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1125_Education_and_Training.pdf">http://www.nocti.org/PDFs/JobReady/1125_Education_and_Training.pdf</a>	Broad-based assessment that verifies student mastery of the knowledge and skills that provide the foundation for the education and training pathway.	Online	National Norm	\$19 for post-test only; \$31 for pre-test & post-test	
<b>Administrative Assistant</b>	National Career Readiness Certification (Reading for Information/ Applied Mathematics/ Locating Information)	Certification	ACT WorkKeys	<a href="http://www.act.org/workkey">www.act.org/workkey</a>	ACT National Career Readiness Certification plus KeyTrain curriculum available.	Online	3 (Bronze) or higher on all assessments	\$15.00 per test (\$15.00 X 3 = \$45.00)	Job skills assessment assessing real world job skills-- Testing sites available across the country at reduced rates; see local workforce center for further information.

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Teaching/ Training	Education Fundamentals Assessment	Academic Assessment	AAFCS (American Association of Family & Consumer Sciences)	<a href="http://www.aafcs.org/credentialing-center/professional-testing/aafcs-exam">http://www.aafcs.org/credentialing-center/professional-testing/aafcs-exam</a>	Family & Consumer Sciences Credentialing Center	Online	70%	\$25 per exam	Minnesota has a state license so costs are reduced at this time; currently FCCLA is supporting the state consortium fee \$5000.
Teaching/ Training	Minnesota Comprehensive Assessments (MCAs)	State standard assessments in mathematics, reading, and science for different grade levels and high school.	Minnesota Department of Education	<a href="https://education.mn.gov/MDE/fam/tests/">https://education.mn.gov/MDE/fam/tests/</a>					

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● For use at POSTSECONDARY

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Teaching/ Training	Education and Training Assessment	Pathway Assessment	NOCTI	<a href="http://www.nocti.org/PDFs/JobReady/1125_Education_and_Training.pdf">http://www.nocti.org/PDFs/JobReady/1125_Education_and_Training.pdf</a>		Online	National norm	\$19 for post- test only; \$31 for pre-test & post-test	
	NOCTI Testing Information for Consortia Leaders and/or Testing Coordinators	NOCTI	TESTING AGREEMENT	Each institution/ consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: <a href="http://www.nocti.org/gettingstarted.cfm">http://www.nocti.org/gettingstarted.cfm</a>					
Teaching/ Training	Basic Skills Tests (Reading, Writing, Mathematics), Minnesota Teacher Licensure Examinations (MTLE)	Standards-based basic skills tests	Pearson Vue Test Center: <a href="http://www.pearsonvue.com/">http://www.pearsonvue.com/</a>	Be sure to review the Preparation Materials and Sample Items for each test. <a href="http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html">http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html</a>	Computer-based test (CBT); • Reading: 48 multiple-choice questions • Writing: 33 multiple-choice questions and 2 written assignments • Mathematics: 50 multiple-choice questions.	Online		\$25 each test.	Study guides and practice tests are available for \$15- \$30 each. Test time ranges from 1 to 1.5 hours.

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Teaching/ Training	Education Para- professional Voluntary Credential	Evidence of satisfactory demonstration of nine core competencies.	State Board of Teaching	<a href="https://www.revisor.mn.gov/rules/?id=8710.9000">https://www.revisor.mn.gov/rules/?id=8710.9000</a>					
Teaching/ Training	Minnesota Career Information System (MCIS)	Portfolio	Minnesota Department of Education	<a href="https://education.mn.gov/MDE/dse/ccs/MCIS/index.htm">https://education.mn.gov/MDE/dse/ccs/MCIS/index.htm</a>	Students build a portfolio so they can plan and track progress toward their educational goals and create a personal learning plan. Optional components such as ACT and college placement and practice tests can be added to the license for an additional subscription fee.				

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	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
	Secondary	Post-secondary	
<b>TOPIC 1: ACADEMIC FOUNDATIONS - Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</b>			
<b>MEASURE 01.01</b> Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.	Y	Y	B/I: Reading, writing and speaking
<b>MEASURE 01.02</b> Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.	Y	Y	B/I: Required licensure
<b>MEASURE 01.03</b> Examine roles, functions, and requirements for individuals in teaching and training careers.	Y	Y	B/I: More important for H.S. level and career exploration.
<b>MEASURE 01.04</b> Explore attitudes, abilities, knowledge, and skills needed to work in teaching and training careers.	Y	Y	
<b>MEASURE 01.05</b> Identify, analyze and suggest how various resources could be used to foster learning.	Y	Y	<b>Comment from Business/Industry:</b> E.g., education community, general community, business, government, research, and others and partnerships.

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	COMMON CORE COMPETENCIES - Consensus among work group -		
	Secondary	Post-secondary	
<b>TOPIC 2: COMMUNICATIONS/ WORKPLACE-BUSINESS COMMUNICATIONS - Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</b>			
<b>MEASURE 02.01</b> Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.	Y	Y	Secondary students need to pass reading (Accuplacer test).
<b>MEASURE 02.02</b> Communicate effectively in writing using mechanics and vocabulary appropriate to context.	Y	Y	
<b>MEASURE 02.03</b> Explain how diversity and inequities can affect communication.	Y	Y	<b>Comment from Business/Industry:</b> E.g., different ability levels.
<b>MEASURE 02.04</b> Describe and apply the importance of effective verbal, nonverbal, and media communication techniques.	Y	Y	
<b>MEASURE 02.05</b> Use effective listening techniques.	Y	Y	
<b>MEASURE 02.06</b> Use effective communication strategies in conveying ideas and information and in asking questions.	Y	Y	<b>Comment from Business/Industry:</b> Across multiple audiences
<b>MEASURE 02.07</b> Support and expand learner expression in speaking, writing, and other media.	Y	Y	

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	Secondary	Post-secondary	
<b>TOPIC 3: PROBLEM SOLVING AND CRITICAL THINKING - Solve education and training problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</b>			
<b>MEASURE 03.01</b> Demonstrate problem solving and critical thinking through discussion and questioning techniques.	Y	Y	
<b>MEASURE 03.02</b> Apply problem solving and critical thinking skills and research in educational and training settings to enhance instruction and learner achievements.	Y	Y	
<b>MEASURE 03.03</b> Analyze and discuss the diversity of perspectives, organizational policies and procedures within education.	Y	Y	<i>E.g., express respect for multiple viewpoints. The conversation needs to be credible and based on research.</i>
<b>TOPIC 4: INFORMATION TECHNOLOGY APPLICATIONS - Use information technology tools specific to education and training to access, manage, integrate, and create information.</b>			
<b>MEASURE 04.01</b> Explore technology as a tool for learning or managing as appropriate.	Y	Y	Postsecondary: USE THE SAMR SYSTEM (substitute, alignment, modifications and redefinition)
<b>MEASURE 04.02</b> Utilize the use of technology resources within the context of learning activities.	O	Y	
<b>MEASURE 04.03</b> Articulate and understand of the importance of data in teaching and learning.	Y	Y	<b>Comment from Business/Industry:</b> Analyze data practices; data practices very broad in collection and use of data. Use of clickers or similar system to modify and adjust teaching
<b>MEASURE 04.04</b> Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools.	Y	Y	B/I: Important to do this in partnership with families.



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	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
	Secondary	Post-secondary	
<b>TOPIC 5: SYSTEMS - Describe roles within teams, work units, departments, inter-institutional systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of services. Explain global context of education and careers.</b>			
<b>MEASURE 05.01</b> Understand schools as the larger community context and the relevant aspects of the systems within which the teacher or trainer works.	Y	Y	Includes family dynamics/parenting role.
<b>MEASURE 05.02</b> Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.	Y	Y	B/I: Statement is limited due to focus on American Indian only. Secondary-Graduation requirements required in Social Studies.
<b>MEASURE 05.03</b> Recognize and suggest responses to implicit biases, discrimination, prejudices, and institutional and personal racism, sexism, and other forms of inequities.	Y	Y	
<b>MEASURE 05.04</b> Explore systems where the teacher or trainer works. Explore the formal and informal systems, norms and practices at place of employment.	Y	Y	
<b>MEASURE 05.05</b> Examine the historical <b>trends</b> and contemporary significance of education in society.	Y	Y	
<b>TOPIC 6: SAFETY, HEALTH AND ENVIRONMENTAL - Describe the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b>			
<b>MEASURE 06.01</b> Explore personal and jobsite safety rules and regulations to maintain safe and healthy working conditions and environments.	O	Y	<b>Comment from Business/Industry:</b> Learning?
<b>MEASURE 06.02</b> Understand how to respond to indicators and how to engage the appropriate reporting protocols.	Y	Y	<b>Comment from Business/Industry:</b> Also includes violence, bullying and harassment.
<b>MEASURE 06.03</b> Describe some factors in a learner's environment outside of school, including family circumstances, community environments, health and economic conditions, and other factors that may influence learning.	Y	Y	B/I: "Health" should refer to physical health.

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<b>MEASURE 06.04</b> Describe the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning.	Y	Y	Secondary- May be taught in other classrooms (health) in HS.
<b>TOPIC 7: LEADERSHIP AND TEAMWORK - Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b>			
<b>MEASURE 07.01</b> Describe learning environments that contribute to the self-esteem of all persons and positive interpersonal relations	Y	Y	
<b>MEASURE 07.02</b> Use positive interpersonal skills to work cooperatively with others in complex social settings.	Y	Y	
<b>MEASURE 07.03</b> Apply effective teamwork practices to promote positive relationships, cooperation, and purposeful learning	Y	Y	Secondary and post-secondary – Consider skills necessary in PLC and professional development
<b>MEASURE 07.04</b> Understand the factors and situations that are likely to promote a growth mindset. Apply and promote "growth mindset" strategies.	Y	Y	
<b>MEASURE 07.05</b> Demonstrate commitment through active participation.	Y	Y	
<b>MEASURE 07.06</b> Identify both social and academic expectations in individual and group interactions.	Y	Y	Be aware of both social and academic expectations.
<b>MEASURE 07.07</b> Apply time management, organization and goal setting skills.	Y	Y	<b>Comment from Business/Industry:</b> Reword "Employ project" to something more clear. Project is short-term; strategic is visionary.

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<b>TOPIC 8: ETHICS AND LEGAL RESPONSIBILITIES - Know and describe the importance of professional ethics and legal responsibilities.</b>			
<b>MEASURE 08.01</b> Describe ethical and legal standards and principles that impact education and training careers.	Y	Y	
<b>MEASURE 08.02</b> Describe student rights and teacher/trainer legal responsibilities to fair and equitable education.	Y	Y	Appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect
<b>MEASURE 08.03</b> Describe the teacher's role in mandatory reporting laws and rules.	Y	Y	
<b>TOPIC 9: EMPLOYABILITY AND CAREER DEVELOPMENT - Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</b>			
<b>MEASURE 09.01</b> Document knowledge, skills and experience in a career field.	Y	N	Education, work, and leadership documentation. B/I: Applicants may be asked to demonstrate teaching skills.
<b>MEASURE 09.02</b> Identify certification, credentialing, and/or licensing requirements at the various levels to maintain compliance with industry requirements.	O	Y	local and state requirements
<b>MEASURE 09.03</b> Describe methods of inquiry, self-reflection, self-assessment, and problem-solving strategies for use in professional self-assessment.	Y	Y	
<b>MEASURE 09.04</b> Describe how a teachers behaviors influences learner growth.	Y	Y	

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<b>MEASURE 09.05</b> Support learner development through the use of professional development.	Y	Y	PLCs, peer coaching and cultural responsiveness
<b>MEASURE 09.06</b> Understand the importance of continuous professional development in all areas of teaching and learning.	Y	Y	
<b>MEASURE 09.07</b> Understand the importance of continuous development in both technology and skills in technology applications to teaching.	Y	Y	
<b>TOPIC 10: PEDAGOGY SKILLS - Use of human development knowledge and skills required to pursue career cluster or pathways including knowledge of theories and implementation strategies for learning and training critical to the career cluster.</b>			
<b>MEASURE 10.01</b> Apply learning theories and principles within a learning environment practices.	Y	Y	
<b>MEASURE 10.02</b> Describe cultural responsive teaching practices.	Y	Y	Secondary and Postsecondary: Management strategies to promote a positive learning environment.
<b>MEASURE 10.03</b> Describe how physical, social, emotional and intellectual practices can promote cognitive development of learners (children and adolescents). Examine child development theorists, such as Kohlberg. PIES and theorists. B/I: Implement physical, social, emotional and intellectual practices that promote positive student behavior to engage students in learning.	Y	Y	
<b>MEASURE 10.04</b> Understand how a student's language, physical, social, emotional, moral, and cognitive development influence learning.	Y	Y	Examine child development theorists, such as Kohlberg.
<b>MEASURE 10.05</b> Explore the developmental domains progressions of learners that include ranges of individual variation within the physical, social, language, emotional, moral, and cognitive domains.	Y	Y	Examine child development theorists, such as Kohlberg.

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<b>MEASURE 10.06</b> Understand that learner's strengths and challenges are opportunities to learn and grow.	Y	Y	An understanding of growth mindset.
<b>MEASURE 10.07</b> Link new ideas to familiar ideas; make connections to a learner's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage learners to assume responsibility for shaping their learning tasks. Understand and describe brain based learning theories.	Y	Y	Brain based theory and scaffolding
<b>MEASURE 10.08</b> Assist in maintaining learner records of work and performance.	N	N	B/I: Standards based summative and formative learning.
<b>MEASURE 10.09</b> Develop self-directed learners. Be aware of national and state standards.	Y	Y	Secondary and postsecondary: Move to systems!

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<b>MEASURE 10.10</b> Describe how formative and summative assessment drive planning and learning.	Y	Y	formative and summative assessments
<b>MEASURE 10.11</b> Analyze how materials, furnishings, and other resources create safe and effective instructional environments.	Y	Y	Secondary should be able to analyze with guidance.
<b>MEASURE 10.12</b> Understand the broad range of exception learner in the environment.	O	Y	Includes emotional, behavioral, mental health, sensory challenges, learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents. Refer to ELL
<b>MEASURE 10.13</b> Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.	Y	Y	
<b>MEASURE 10.14</b> Identify professional behaviors that promote high expectations for all students.	O	Y	Closing the achievement gap, growth mindset and micromessaging. B/I: There are influences of culture on what constitutes professional behavior.

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<b>TOPIC 11: TEACHER EDUCATION CERTIFICATION - Know and demonstrate the academic basic skills elements for educator certification. (Does not apply to training programs.)</b>			
<b>I. Reading:</b>			
<b>MEASURE 11.01</b> Understand the meaning of words and phrases.	O	Y	Optional for Training.
<b>MEASURE 11.02</b> Understand the main idea and supporting details in written material.	O	Y	Optional for Training.
<b>MEASURE 11.03</b> Understand a writer's purpose and audience, point of view, and intended meaning.	O	Y	Optional for Training.
<b>MEASURE 11.04</b> Analyze the relationships between ideas in written material.	O	Y	Optional for Training.
<b>MEASURE 11.05</b> Use critical reasoning skills to evaluate written material.	O	Y	Optional for Training.
<b>MEASURE 11.06</b> Understand the organization of information in written and graphics forms.	O	Y	Optional for Training.
<b>II. Writing:</b>			
<b>MEASURE 11.07</b> Understand methods for developing an organized, effective, and coherent expression of ideas.	O	Y	Optional for Training.

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	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
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<b>MEASURE 11.08</b> Understand and address errors in sentence formation, grammar, and usage.	O	Y	Optional for Training.
<b>MEASURE 11.09</b> Understand and address errors in spelling, capitalization, and punctuation.	O	Y	Optional for Training.
<b>MEASURE 11.10</b> Demonstrate the ability to prepare a well-organized and focused piece of writing for a given purpose and audience, using standard English conventions.	O	Y	Optional for Training.
<b>III. Mathematics:</b>			
<b>MEASURE 11.11</b> Understand numbers and the number system.	O	Y	Optional for Training.
<b>MEASURE 11.12</b> Understand principles of algebra to expressions and equations.	O	Y	Optional for Training.
<b>MEASURE 11.13</b> Apply principles of algebra to linear and nonlinear functions.	O	Y	Optional for Training.
<b>MEASURE 11.14</b> Understand measurement concepts.	O	Y	Optional for Training.
<b>MEASURE 11.15</b> Understand the principles of geometry.	O	Y	Optional for Training.
<b>MEASURE 11.16</b> Demonstrate knowledge of data, statistics, probability, and discrete mathematics.	O	Y	Optional for Training.
<b>MEASURE 11.17</b> Understand mathematical processes and perspectives.	O	Y	Optional for Training.
<b>Technical Skill Assessment recommendations: POSTSECONDARY- 1.NES Basic</b> <b>2. In the past, we have asked that the TSA use the basic skills exams as one assessment, since it is a requirement for the BOT.</b>			



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An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the **Education and Training, Teaching/Training (K-12)** career pathway working groups have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.

		<b>SECONDARY</b>	<b>POST-SECONDARY</b>	<b>BUSINESS &amp; INDUSTRY</b>
		<b>% of Assessment ↓</b>	<b>% of Assessment ↓</b>	<b>% of Assessment ↓</b>
<b>TOPIC 1</b>	<b>ACADEMIC FOUNDATIONS</b> - Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary opportunities within the Teaching/Training (K-12) career pathway / Education and Training career cluster.	<b>12%</b>	<b>7%</b>	<b>12%</b>
<b>TOPIC 2</b>	<b>COMMUNICATION</b> - Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information.	<b>13%</b>	<b>10%</b>	<b>14%</b>
<b>TOPIC 3</b>	<b>PROBLEM-SOLVING AND CRITICAL THINKING</b> - Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.	<b>10%</b>	<b>10%</b>	<b>12%</b>
<b>TOPIC 4</b>	<b>TECHNOLOGY APPLICATIONS</b> - Use technology to enhance productivity.	<b>10%</b>	<b>4%</b>	<b>7%</b>
<b>TOPIC 5</b>	<b>ORGANIZATIONAL AND GLOBAL SYSTEMS</b> - Understand the environmental, social, and economic impacts of decisions within an organization. Understand global context of industries and careers.	<b>7%</b>	<b>10%</b>	<b>5%</b>
<b>TOPIC 6</b>	<b>SAFETY, HEALTH AND ENVIRONMENTAL</b> - Understand the importance of safety, health, and environmental management systems and their importance to organizational performance and regulatory compliance.	<b>8%</b>	<b>5%</b>	<b>10%</b>
<b>TOPIC 7</b>	<b>LEADERSHIP AND TEAMWORK</b> - Use leadership in collaborating with others to accomplish productive organizational goals and objectives with an awareness of cultural/global competence.	<b>8%</b>	<b>10%</b>	<b>10%</b>
<b>TOPIC 8</b>	<b>ETHICS AND LEGAL RESPONSIBILITY</b> - Know and understand the importance of professional ethics, integrity, and legal responsibilities.	<b>10%</b>	<b>10%</b>	<b>12%</b>
<b>TOPIC 9</b>	<b>CAREER DEVELOPMENT, EMPLOYABILITY, AND CITIZENSHIP</b> - Attend to personal health and financial well-being. Know and understand the importance of employability skills. Plan education and career paths aligned to personal goals and employability goals. Act as a responsible and contributing citizen and employee.	<b>10%</b>	<b>6%</b>	<b>8%</b>
<b>TOPIC 10</b>	<b>TECHNICAL LITERACY</b> - Use of technical knowledge and skills required to pursue careers in the Teaching/Training (K-12) career pathway.	<b>12%</b>	<b>28%</b>	<b>10%</b>
		<b>100%</b>	<b>100%</b>	<b>100%</b>



**Education and Training: Teaching/Training**

**Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty--Effective Graduates 2015 & Beyond**

This Career Pathway Plan of Study (based on the Teaching/Training Pathway of the Education and Training Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Teaching/Training Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
<b>SECONDARY</b>	9	English/ Language Arts I	Geometry or Algebra II	Earth or Life or Physical Science	Government & Citizenship/ Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements including art, health, and physical education. Certain local student organization activities (e.g., FCCLA/HERO, FCCLA, FEA, SkillsUSA) are also important in personal growth and leadership development.	<ul style="list-style-type: none"> <li>• Career Exploration in Education and Training</li> <li>• Human Growth &amp; Development Applications</li> <li>• Child Development/ Parenting/ Care Giving</li> <li>• Education/ Training Occupations</li> <li>• Career Exploration/ Child-Related Occupations</li> <li>• Interpersonal Relationship</li> </ul>	<p><b>Occupations Requiring Less than Baccalaureate Degree</b></p> <ul style="list-style-type: none"> <li>► Child Care Provider</li> <li>► Early Childhood Aide</li> <li>► Paraprofessional</li> <li>► Coach</li> <li>► Elementary Aide</li> <li>► Media Specialist</li> <li>► Nanny/ Personal Care Attendant</li> <li>► Physical Therapist Attendant</li> <li>► Occupational Therapist Attendant</li> <li>► Psychologist Attendant</li> <li>► Speech Aide</li> <li>► Special Education Aide</li> </ul>
	10	English/ Language Arts II	Geometry or Algebra II	Biology	U.S. History			
	11	English/ Language Arts III	Algebra II or Probability Statistics	Chemistry or Physics or CTE Science Equivalent	World History or Psychology			
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
12	English/ Language Arts IV	Pre-calculus or Calculus Math Elective (i.e., CTE Math Equivalent)	Science Elective (i.e., CTE Science Equivalent)	Economics (Ag. Ed./ Bus. Ed./ Social Studies)	<ul style="list-style-type: none"> <li>• Education/ Training Occupations</li> <li>• Internship/ Mentorship</li> </ul>	<p><b>Occupations Requiring Baccalaureate Degree</b></p> <ul style="list-style-type: none"> <li>► Child Care Director</li> <li>► Child Life Specialist</li> <li>► Coach</li> <li>► Early Childhood Teacher</li> <li>► Elementary Teacher</li> <li>► High School Teacher</li> <li>► Human Resource Trainer</li> <li>► Middle School Teacher</li> <li>► Physical Trainer</li> </ul>		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
<b>POSTSECONDARY</b>	Year 1	Required Transfer Curriculum Goals Determined by Local College Program in College Year 1 and Year 2 - <b>Goal 1:</b> Communication; <b>Goal 2:</b> Critical Thinking/Problem-Solving; <b>Goal 3:</b> Natural Science; <b>Goal 4:</b> Mathematical/Logical Reasoning; <b>Goal 5:</b> History and the Social and Behavior Sciences; <b>Goal 6:</b> The Humanities and the Arts; <b>Goal 7:</b> Human Diversity; <b>Goal 8:</b> Global Perspective; <b>Goal 9:</b> Ethical and Civic Responsibility; <b>Goal 10:</b> People and the Environment			All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities (e.g., SkillsUSA) may also be important to include.	<ul style="list-style-type: none"> <li>• Core classes in Teaching/Training (e.g., Introduction to Education, Introduction to the Exceptional Learner)</li> <li>• Advanced Classes in Teaching/ Training (e.g., Diversity in Education and Training, Instructional/ Educational Technology)</li> <li>• Managing the Learning Environment</li> <li>• Methods of Teaching and Learning</li> <li>• Continue Courses in the Area of Specialization</li> <li>• Complete Teaching/Training Major (Fulfill student teaching requirement as needed)</li> </ul>	<p><b>Occupations Requiring More than Baccalaureate Degree</b></p> <ul style="list-style-type: none"> <li>► College/University Faculty</li> </ul>	
	Year 2	Technical Communication	Tests and Measurements	Political Science Sociology				
	Year 3							
	Year 4			Economics Philosophy of Education				