

# Education and Training

## Technical Content Standards 2010

# Education and Training Core Body of Knowledge

- Unit 1 Introduction to Education and Training
- Unit 2 Organization Processes
- Unit 3 Communications
- Unit 4 Foundations of Education
- Unit 5 Safety and Health
- Unit 6 Technology
- Unit 7 Child Growth and Development

- Unit 8 Curriculum Strategies
- Unit 9 Instructional Strategies
- Unit 10 Family/Community Collaboration and Communications
- Unit 11 Professional Development and Growth

# Unit 1: Introduction to Education and Training

- 1.1 Utilize career planning skills to explore career opportunities in education and training.
- 1.2 Demonstrate professionalism in an education and training setting.
- 1.3 Explain the various components of diversity.
- 1.4 Adhere to a professional code of conduct.

# Unit 2: Organizational Processes

- 2.1 Describe the purpose of education historically and currently for individuals, groups and society.
- 2.2 Describe the organizational structure of education and training systems.
- 2.3 Identify effective relationships with internal and external stakeholders.

2.4 Describe accountability systems education and training organizations use to manage and improve performance.

2.5 Explain employment practices.

2.6 Demonstrate the ability to lead and work on a team.

# Unit 3: Communications

- 3.1 Write and utilize coherent and focused communications that support a defined perspective.
- 3.2 Deliver formal and informal presentations that demonstrate organization and delivery skill.
- 3.3 Listen and speak effectively to contribute to group discussions and meetings.

- 3.4 Apply active listening skills to obtain and clarify information provided in oral communications.
- 3.5 Apply research strategies to investigate issues, topics and problems.

# Unit 4: Foundation of Education

- 4.1 Demonstrate a solid foundation in core academic areas (e.g., mathematics, science, social studies, English language arts).
- 4.2 Apply basic theories of educational psychology to enhance student learning.

4.3 Describe sociological factors that impact learning.

4.4 Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.

# Unit 5: Safety and Health

- 5.1 Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.
- 5.2 Complete requirements for First Aid/Cardio-Pulmonary Resuscitation (CPR)/Automated External Defibrillation (AED) certification, and communicable disease and child abuse training.

- 5.3 Identify practices that contribute to healthy environments.
- 5.4 Explain emergency response plans.
- 5.5 Assess the impact of stress on health.

# Unit 6: Technology

- 6.1 Demonstrate basic technology competencies through effective use of multiple software applications.
- 6.2 Use existing and emerging technology to accomplish educational goals.
- 6.3 Explain the laws and regulations governing information gathering, software and educational use.

6.4 Align curricular goals and instructional objectives with the capabilities of the electronic media.

# Unit 7: Child Growth and Development

- 7.1 Articulate the fundamental principles of child growth and development.
- 7.2 Apply the fundamental principles of human development process in childhood.
- 7.3 Apply the fundamental principles of nurturing relationships associated with student growth and development.

7.4 Apply the fundamental principles of appropriate environments for positive student growth and development.

# Unit 8: Curriculum Strategies

- 8.1 Demonstrate excellence in the content/subject area to be taught.
- 8.2 Use content-specific instructional strategies to teach the central concepts and skills of the discipline.
- 8.3 Describe school and district priorities and the Ohio academic and technical content areas.

- 8.4 Explain the relationship of knowledge within the content area to other content areas.
- 8.5 Connect content to relevant life experiences and career opportunities.
- 8.6 Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters.

# Unit 9: Instructional Strategies

- 9.1 Align instructional goals and activities with school and district priorities and Ohio's academic and technical content standards.
- 9.2 Plan and deliver instruction that will close the achievement gap.
- 9.3 Communicate clear learning goals and link learning activities to those defined goals.

- 9.4 Apply knowledge of how students think and learn to instructional design and delivery.
- 9.5 Differentiate instruction to support the learning needs of all students.
- 9.6 Select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 9.7 Use resources effectively to enhance student learning.

# Unit 10: Family/Community Collaboration and Communication

- 10.1 Involve parents and caregivers in support of student learning, emotional and physical development and mental health.
- 10.2 Articulate without bias the diverse structure and nature of students' families and communities.
- 10.3 Collaborate with teachers, administrators, school personnel and district staff.

10.4 Collaborate with the local community and community agencies, when appropriate.

10.5 Support and collaborate with all appropriate service providers working with families and students.

# Unit 11: Professional Responsibilities and Growth

- 11.1 Uphold and follow professional ethics, policies and legal codes of professional conduct.
- 11.2 Differentiate legal and ethical issues.
- 11.3 Engage in continuous, purposeful professional development.
- 11.4 Seek opportunities to positively impact teaching quality, school improvement and student achievement.

# Teaching Profession Pathway



# Unit 12: Learning and Developmental Characteristics

- 12.1 Explain how students learn and the developmental characteristics of age groups.
- 12.2 Determine what students know and are able to do and use that knowledge to meet the needs of all students.
- 12.3 Expect all students will achieve to their full potential.

- 12.4 Model respect for students' diverse cultures, language skills and experiences.
- 12.5 Recognize characteristics of gifted students, students with disabilities and at-risk students.
- 12.6 Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.

# Unit 13: Assessment

- 13.1 Explain assessments types, their purposes and the data they generate.
- 13.2 Select, develop and use diagnostic, formative and summative assessments.
- 13.3 Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

- 13.4 Communicate student progress with students, parents and colleagues.
- 13.5 Involve learners in self-assessment and goal setting to address gaps between performance and potential.

# Unit 14: Learning Environment

- 14.1 Create a safe environment conducive to learning.
- 14.2 Treat all students fairly and establish an environment that is respectful, supportive and caring.
- 14.3 Motivate students to work productively and assume responsibility for their own learning.

14.4 Create learning situations in which students work independently, collaboratively and/or as a whole class.

14.5 Maintain an environment that is conducive to learning for all students.

# Early Childhood Education Pathway

# Unit 15: Health, Safety and Nutrition

- 15.1 Complete requirements for certification in recognition and prevention of communicable disease.
- 15.2 Monitor activities and comply with local, state and federal regulations to maintain a safe environment.
- 15.3 Observe and monitor children's dietary habits and nutritional conditions by following local, state and federal regulations.

# Unit 16: Child Observation and Assessment

- 16.1 Explain assessment types, their purposes and the data they generate.
- 16.2 Articulate the foundation and principles of child observation and assessment strategies.
- 16.3 Explain methods of observation and assessment.
- 16.4 Select, develop and use diagnostic, formative and summative assessment.

- 16.5 Gather and document pertinent data for individual children.
- 16.6 Determine what students know and are able to do and use that knowledge to meet the needs of all students.
- 16.7 Analyze observation and assessment data to monitor student progress, and to plan, differentiate and modify instruction.

- 16.8 Expect all students will achieve to their full potential.
- 16.9 Share and report children's observation and assessment data with parents and colleagues.

# Unit 17: Learning Environment and Experiences

- 17.1 Articulate the importance of positive interactions and relationships between adults and children and among children.
- 17.2 Engage in positive interactions and relationships.
- 17.3 Model respect for students' diverse cultures, language skills and experiences.

- 17.4 Treat all students fairly and establish an environment that is respectful, supportive and caring.
- 17.5 Recognize characteristics of gifted students, students with disabilities and at-risk students.
- 17.6 Describe physical environments that reflect children's needs and abilities.

17.7 Provide safe environments conducive to learning.

17.8 Explain the fundamental principles of early childhood learning experiences.

17.9 Provide learning experiences appropriate for young children.

# Unit 18: Child Care Business Operations

- 18.1 Develop and maintain an effective organization.
- 18.2 Plan and implement administrative systems that effectively carry out the program's mission, goals and objectives.
- 18.3 Market the program to parents and the community.

- 18.4 Administer a program of personal management and staff development.
- 18.5 Provide leadership to manage and maintain the facility.
- 18.6 Articulate and implement the legal knowledge and necessary policies for effective management.

- 18.7 Foster good community relations and influence child care policy that affects the program.
- 18.8 Manage the program's finances.
- 18.9 Ensure director self development.

If you have additional question feel free to contact:

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