The Practicum Experience

Section 1: The Practicum Experience

The Pre-Professional Teaching Practicum is the third portion of a three-credit program designed to attract capable young people to the teaching profession through a challenging introduction to teaching. The Practicum is an advanced, curriculum-based, high school experience that allows the student to apply the skills learned in the two, previous courses offered as part of this program. Participants can be placed in elementary and middle school classrooms as well as in adult education training programs such as those sponsored by business and community organizations.

The mission of this year-long practicum is to provide high school students insight into the important skills, knowledge, and values necessary to be a successful teacher in the future. Students interested in the teaching profession need to see the multiple perspectives of education in society. The Pre-Professional Teacher Practicum provides the means for exploring a career in education prior to entering a teaching program at the university level.

Using the Practicum Manual

This document, the Pre-Professional Teacher Practicum Manual, was created for the use of those involved in approved pre-professional teaching programs — coordinators, instructors, and student participants.

This manual is a valuable resource for those programs that include a practicum. Each section describes the roles and responsibilities as well as process for managing this experience with high school students. Along with the narrative, you will find "thumbnail" images for sample documents and visuals that link to downloadable .PDF versions of each sample shown. In addition, embedded text links (dark

blue) within the narrative (e.g., Sample Course Syllabus) link to .DOC versions of forms/templates you can customize to your own program. Black-type, underlined text links (such as **Lee's Summit School District** shown below) indicate links to external Web sites rather than samples.

The samples included in this manual have been provided by **Lee's Summit School District**, which offers one of 12 approved pre-professional programs in Missouri. Lee's Summit's program has been in existence the longest and is the only one currently offering dual credit for those who successfully complete the program. These samples are provided in Word format as they are meant to be modified and utilized by teachers to begin or strengthen their programs. Review, tailor, and use the samples that best suit YOUR school's program.

Definitions

Throughout the manual, the key terms are used as follows:

- **Program Coordination** — The administration of the Pre-Professional Teacher Practicum, including management of the application and placement processes for participants.

- **Practicum Instruction** — Directing the course and supervising teaching experiences in the classroom or in a business/community setting.

- **Supervising Teacher** — A classroom teacher who agrees to supervise the on-site practicum portion of the Pre-Professional Teacher Program.

- **Participant** — A secondary school student who has applied and been accepted into the Pre-Professional Teacher Program.
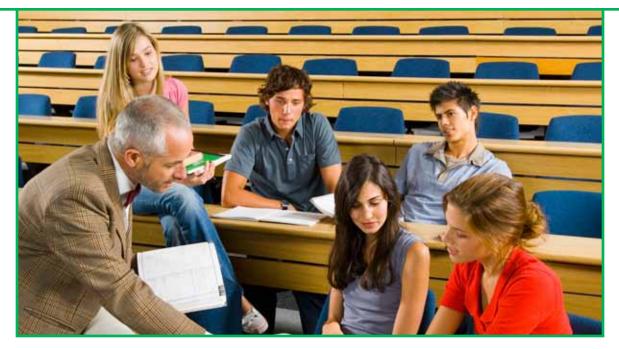
NOTE:

Despite being separate functions, program coordination and practicum instruction are typically jointly performed by one or perhaps two individuals.

Sample forms, documents, (as .DOC files) and other tools can be accessed via text links throughout the manual. "Thumbnail" images link to .PDF versions of these samples.
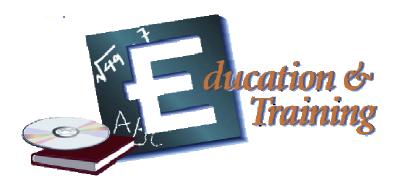
■ **Practicum** — A type of internship experience where high school students participate in course-work as well as supervised activities within a classroom setting, either in an elementary, middle school, or junior high school or within a business/ community setting.

■ **Classroom** — The setting in which a participant acts as an intern with a supervising teacher/trainer.

■ **Course** — The portion of the practicum in which participants complete relevant learning units related to the teaching experience; typically administered in one's own secondary school setting.

■ **Program** — A description used to indicate the entire scope of the Pre-Professional Teacher experience:

— Preliminary coursework (i.e., Human Development/Child Development and Career Pathways for the Teaching Profession)

— Learning units related to the practicum experience

— On-site teaching experience working with a supervising teacher

■ **Blackboard™** — A type of electronic system used for coursework-related discussions, blogs, journals, etc. NOTE: If possible, use an online tool, such as Blackboard™, to manage practicum assignments.

■ **Center** — A learning center or area within a classroom where students do subject/skill-based activities.

■ **Project** — A graded activity performed by a participant as part of the practicum experience (e.g., to create a learning center).

The materials that follow, *Career Pathways for the Teaching Profession Program Information*, provide a teacher and student overview of career information as well as core competencies and a crosswalk to MoSTEP and Show-Me Standards. This information was developed by the **Missouri Department of Elementary and Secondary Education**.

Career Pathways for the Teaching Profession

Program Information

Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills and more flexibility than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, while continually updating their knowledge and skills.

Career Clusters provide a common framework for career preparation by linking what students learn in school with the knowledge, skills, and experiences needed for success in postsecondary education and careers. When used to develop a student's Personal Plan of Study, the Career Clusters Framework provides students with a strong foundation for postsecondary education and future employment.

MISSOURI'S SEVEN CORE CONCEPTS FOR CAREER CLUSTERS

(SOURCE: *MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION*)

1. Learning should be student-centered.

2. Instruction should integrate academic education, career development and career education.

3. Connections should be enhanced among secondary education, postsecondary education, business and economic development.

4. Rigorous and relevant academics are needed by all students, whatever their educational and career plans.

5. Secondary schools' instruction should prioritize foundational knowledge and skills for career preparation above job preparation.

6. Industry-verified standards should serve as a benchmark for career education.

7. School reform is needed to prepare students for success in the 21st century workforce.

Career Pathways for the Teaching Profession, within the Education and Training career cluster, provides students opportunities to focus on future employment as educators, consultants, child care center directors, or child life specialists. This competency packet can be used to effectively plan a Career Pathways for the Teaching Profession program within a school district or to adapt or expand an existing program. Administrators, educators, students, and parents can use components of the packet to assist in career planning and to continue a focus on the Education and Training Career Cluster.

CAREER PATHWAYS FOR THE TEACHING PROFESSION COMPETENCY PACKET COMPONENTS*:

1. Introduction

2. Teacher Overview (Includes a purpose, need, essential components with teacher, program and assessment requirements, and student involvement opportunities)

3. Student Overview (Includes an overview, sample occupations, credentials, employment outlook, preparation steps and student involvement opportunities)

4. Core Competencies* (incorporating the national career cluster competencies)

5. Crosswalk to MoSTEP (Missouri Standards for Teacher Education Programs) and Missouri Show-Me Standards

6. Personal Plan of Study (Includes recommended courses at the secondary, postsecondary levels with career enhancement options)

7. Student Attainment of Core Competencies

8. Rubric for Attainment of Core Competencies

This Education and Training Competency Packet is to be used only with a Department of Elementary and Secondary Education approved Career Pathways for the Teaching Profession program. An approved program includes a sequence of three credits and in-service for the teacher.

For more information, contact:

Missouri Department of Elementary and Secondary Education

Family Consumer Sciences and Human Services Careers

573-751-7964

PO Box 480
Jefferson City, MO
65102-0480

http://dese.mo.gov/divcareered/facs

Development of this competency packet was funded by the Missouri Department of Elementary and Secondary Education (DESE) and facilitated by the Missouri Center for Career Education (MCCE). Core Competencies were identified by the advisory committee and approved by DESE.

INTRODUCTION

The Career Pathways for the Teaching Profession program focuses on the general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. (CIP 13.0101) (096842 core data)

PURPOSE

This collaborative program helps prepare secondary students for future careers in education and training. It is designed to:

- Recruit quality secondary students for the profession

- Provide students with information about the challenges and opportunities offered by a career in education and training

- Provide students a seamless pathway to a career in education and training through academic coursework, study of the profession, and experiential learning activities with the potential for advanced knowledge and college credit

NEED

Teaching is projected to be one of the fastest-growing occupations over the next ten years and beyond. The need for teachers is particularly great in math, science, special education, foreign languages, technology applications, and bilingual education. Teaching opportunities exist in a variety of settings including public, private, charter, and virtual schools, as well as in corporate training and educational consulting. This pathway also includes preparation for child life specialists, child care center directors, and coach/trainer/consultant positions.

Nationwide, one-third of today's teachers have more than 20 years of classroom teaching experience. It is estimated that more than

2.5 million new teachers will be needed to fill vacancies from retirements and from the estimated 12 percent increase in the number of teachers needed by 2016 (Bureau of Labor Statistics). According to the Missouri Economic Research and Information Center (MERIC), nearly 10,000 of new teachers will be needed in Missouri and over 50 percent of those will be to fill new positions.

ESSENTIAL COMPONENTS FOR FUNDED/APPROVED PROGRAMS

TEACHER REQUIREMENTS

TEACHER QUALIFICATIONS

- Hold a Professional Teaching License, grades 9-12, in any area or a K-12 certificate

- Have minimum of five years' teaching experience

- Meet-- if the program provides for concurrent enrollment in a post-secondary institution-- requirements set by the Missouri Department of Higher Education **www.dhe.mo.gov** or **www.dhe.mov.gov/dualcreditprinciples.shtml**

PROFESSIONAL DEVELOPMENT

- Attend two, program-specific trainings (initially a minimum of 2.5 days)

- Annually attend state or nationally sponsored professional development

- Demonstrate commitment to collaborative efforts

- Participate in program-related professional organization(s) such as Missouri Educators for Family and Consumer Sciences (MoEFACS), Missouri Association for Career and Technical Education (MoACTE), Missouri State Teachers Association (MSTA), Missouri National Education Association (MNEA)

National Board Certification, Master's degree, or service as a mentor in a structured DESE-approved mentoring program is strongly suggested.

PROGRAM REQUIREMENTS

Connect with partners and stakeholders

- Establish an advisory committee of key stakeholders (see **Setting up an Advisory Committee** for guidelines)

- Develop program outcomes and articulation agreements with post-secondary partners

- Develop partnerships with PreK-12 schools for field experiences

- Involve professional associations and community associations

Respond to the labor market

- Promote education and training areas with greatest shortages

- Promote geographic areas with greatest shortages (e.g., urban, rural)

- Promote under-represented populations in the education and training profession

Adhere to program design and course of study

- Meet Carl D. Perkins Career Education Act of 2006 requirements

- Offer 450 hours in 3 sequential courses (to include an introductory course, a technical course based on the core competencies, and an application course such as a practicum/internship)

- Align with Missouri Professional Education standards

Link to work-based experiences

- Offer multiple experiences: early childhood, elementary, middle level, high school, special education, career-technical education

- Provide a minimum of 120 clock hours or 15 days of work-based experiences with selected cooperating teachers/partners

- Allow students opportunities to observe "all aspects of the school" (e.g., counseling, administration, professional organizations)

Support of student organizations

- Integrate programs and activities of state/nationally recognized student organizations: Family, Career, and Community Leaders of America (FCCLA), Future Teachers of America (FTA), Future Educators Association (FEA)

ASSESSMENT REQUIREMENTS

Student Assessment System

- Use portfolio assessment

- Include technical assessments that align with industry-recognized standards and meet Carl D. Perkins Career Education Act of 2006 requirements

- More information regarding technical skills assessment can be located on the DESE Web site:

  — **http://dese.mo.gov/divcareered/documents/MCE_PM2008-06.pdf** (Program Memorandum)
  — **http://dese.mo.gov/divcareered/documents/MCE_MCCTA-09_TSA-help.pdf** (FAQ Sheet)
  — **http://dese.mo.gov/divcareered/documents/MCE_MCCTA-09_TSA-presentation.pdf** (PowerPoint Presentation)

Program Assessment System

- Collect and report data for state and federal reports

- Use data to guide program improvement

DESE-approved assessments include:

- American Association for Family and Consumer Sciences (AAFCS) — **http://www.aafcs.org/prepac/index.html#Intro**

- National Occupational Competency Testing Institute (NOCTI) certification — **http://www.nocti.org/PDFs/JobReady/3016_Early_Childhood.pdf**

STUDENT INVOLVEMENT

Active participation in student organizations such as FCCLA, FEA and FTA allows students to experience the personal benefits of membership in pre-professional organizations that promote professions within the education and training pathway through local, state, and national activities.

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

FCCLA is the national career and technical student organization for family and consumer sciences. FCCLA members develop skills for life through character development, creative and critical thinking, communication skills and career preparation. Contact www.mofccla.org for more information. Students in the Education and Training Career Pathway will benefit from participation in the following FCCLA programs and activities:

- **State and national FCCLA scholarships**
- **Annual regional, state, and national leadership meetings and conferences**
- **Programs**
  - *Career Connection*
  - *Community Service*
  - *Power of One*
  - *STOP the Violence*
  - *Legislative Shadowing Project*
- **Competitive Events**
  - *Applied Technology*
  - *Career Investigation*
  - *Chapter Web site*
  - *Digital Stories for Change*
  - *Early Childhood*
  - *Entrepreneurship*
  - *Focus on Children*
  - *Illustrated Talk*
  - *Impromptu Speaking*
  - *Interpersonal Communications*
  - *Job Interview*
  - *Teach and Train*

FUTURE EDUCATORS ASSOCIATION (FEA)

A national program sponsored by Phi Delta Kappa, the Future Educators Association assists middle and high school students in exploring careers in education. FEA allows members to assume leadership roles and provides age-appropriate professional development opportunities, including access to a state-of-the-art FEA social networking Web site. Members can participate in state and national FEA conferences. Missouri NEA serves as the state coordinator. Contact **www.pdkintl.org** or **www.mnea.org** for more information.

FUTURE TEACHERS OF AMERICA (FTA)

Future Teachers of America is open to high school students who have an interest in teaching as a career. FTA serves two main goals as an association. The first is to provide a means for secondary school students to participate in making their education increasingly relevant to their present and future needs. Second, FTA chapters offer involvement in realistic education activities that are of assistance in making valid decisions about education careers. The Missouri State Teachers Association (MSTA) helps charter local chapters. Contact **www.msta.org** for more information.

Teaching is the profession that makes all other professions possible. Individuals who work in Education and Training instill the knowledge and skills that everyone from preschoolers to adult learners need to succeed. Caring, capable, and committed teachers help prepare students for the many rewards and challenges that personal, professional, and civic life brings. Educators must communicate clearly, inspire trust and confidence, and motivate learners. Teachers must understand students' educational and emotional needs, recognize and respond to individual differences in diverse learners, and employ different teaching/training methods to impact learner achievement. If you enjoy working with people, sharing your skills and talents, or would like to work in a favorite subject area, then Education and Training could be the right career cluster for you.

SAMPLE OCCUPATIONS

- Early Childhood/Kindergarten Teacher
- Elementary Teacher
- Secondary Teacher
- Career Education Teacher
- Special Education Teacher
- PreK-12 Teacher Aide
- College/University Lecturer, Professor
- Coach/Trainer/Consultant
- Child Care Center Director
- Child Life Specialist

CREDENTIALS

The Teaching and Training pathway comprises some of the most highly educated workers in the labor force. Most of these occupations require licensing or certification. Credentials include:

- Certified or Licensed Teacher
- Certified Trainer
- Child Development Associate (CDA)
- National Board Certified Teacher

EMPLOYMENT OUTLOOK

Job opportunities for teachers and trainers are expected to be excellent over the next ten years, due in large part to the high number of educators who are expected to retire. In addition the Bureau of Labor Statistics, a division of the U.S. Department of Labor, projects a 12% increase in the number of teachers needed by 2016. In Missouri, the Missouri Economic Research and Information Center (MERIC) is projecting that Missouri will need an additional 5,170 teachers – preschool, kindergarten, elementary, middle and secondary – by 2016. The average annual wage for a secondary teacher in Missouri is $42,810.

ADDITIONAL INFORMATION

Missouri Connections helps you open the door to career exploration and educational planning. Sponsored by the Department of Elementary and Secondary Education, Missouri students in public and private schools (grades 7-16), parents, guidance counselors, and educators can use the online system at no charge.

This site provides the opportunity to take free Kuder® assessments to determine career interests, work skills and values, and information on hot careers in Missouri.

MissouriConnections.org
Connect to Your Future

Go to **www.missouriconnections.org** for additional information to connect to your future.

HOW CAN I PREPARE FOR THE EDUCATION AND TRAINING CLUSTER?

I Can Take at School:

- Child Development
- Drama
- Foreign Language
- Human Development
- Interpersonal Relationships
- Psychology

I Can Participate in Student Leadership Activities, such as:

- Family, Career, and Community Leaders of America (FCCLA)
- Future Teachers of America (FTA)
- Future Educators of America (FEA)
- Other organizations that provide an opportunity to gain leadership and management skills

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I Can be Involved In the Community:

- Become and assistant leader of 4-H or other organization
- Get involved as a member of a scouting organization
- Provide child care or teach a new skill to someone
- Volunteer in agencies that have an educational emphasis
- Coach a sports team

Student Involvement

Active participation in student organizations, such as FCCLA, FEA and FTA, allows students to experience the personal benefits of membership in pre-professional organizations that promote professions within the education and training pathway through local, state, and national activities.

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ACADEMIC FOUNDATIONS: ACHIEVE ADDITIONAL ACADEMIC KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE FULL RANGE OF CAREER AND POSTSECONDARY EDUCATION OPPORTUNITIES WITHIN A CAREER CLUSTER.

❏ Describe the historic and current purposes of education for individuals, groups, and society.

❏ Describe the use of developmental theory to enhance learner achievement.

❏ Apply basic theories of educational psychology to enhance student learning.

❏ Explain and apply a variety of instructional models to enhance learning achievement.

❏ Describe sociological factors that impact learning.

COMMUNICATIONS: USE ORAL AND WRITTEN COMMUNICATION SKILLS INCREATING, EXPRESSING AND INTERPRETING INFORMATION AND IDEAS INLCUDING TECHNICAL TERMINAOLOGY AND INFORMATION.

❏ Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts.

❏ Deliver formal and informal presentations that demonstrate organization and delivery skill.

❏ Listen and speak effectively to contribute to group discussions and meetings.

❏ Practice the use of clear verbal directions.

❏ Utilize questioning skills to enhance instruction and learner achievement.

❏ Apply active listening skills to enhance communication with learners.

❏ Use knowledge of reading strategies in the content area to enhance learner achievement.

❏ Recognize cultural differences and other barriers in communication and learning.

❏ Demonstrate the use of motivational and engaging communication to provide information and discussion.

PROBLEM-SOLVING AND CRITICAL THINKING: SOLVE PROBLEMS USING CRITICAL THINKING SKILLS (ANALYZE, SYNTHESIZE, AND EVALUATE) INDEPENDENTLY AND IN TEAMS. SOLVE PROBLEMS USING CREATIVY AND INNOVATION.

❏ Use critical analysis to evaluate and respond to educational perspectives, policies and procedures.

❏ Frame, analyze and synthesize information in order to solve problems independently or in teams.

❏ Apply research strategies to investigate issues, topics, and problems.

❏ Utilize conflict resolution strategies.

INFORMATION TECHNOLOGY APPLICATIONS: USE INFORMATION TECHNOLOGY TOOLS SPECIFIC TO THE CAREER CLUSTER TO ACCESS, MANAGE, INTEGRATE, AND CREATE INFORMATION.

❏ Demonstrate use of multiple technologies to access, manage, and evaluate data to enhance instruction and learner achievement.

❏ Demonstrate use of multiple technologies for communication and collaboration with students, parents, administrators and community.

❏ Use existing and emerging technologies to enhance instruction and learner achievement.

SYSTEMS:
Understand roles within teams, work units, departments, organications, inter-organizational systems, and the larger environment. Identify how key oganizational systems afect organizational performance and the quality of products and services. Understand global context of industries and careers.

❒ Describe the organizational structures of education and training systems.

❒ Identify systems that deliver education and training (i.e., public, private, virtual, etc.)

❒ Describe the impact different educational system models have on student learning.

SAFETY, HEALTH AND ENVIRONMENTAL:
Understand 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.

❒ Apply safety standards in accordance with applicable regulations, health standards and organizational policies.

❒ Evaluate and control risks to safety, health, and the environment in learning settings.

❒ Describe how to create an emotionally and physically safe learning environment for all students.

❒ Identify school employees' responsibilities for the health, safety and welfare of students.

❒ Explain emergency response plans.

LEADERSHIP, TEAMWORK AND PROFESSIONALISM:
Use leadership, teamwork, and collaboratve skills to enhance instruction, learner achievement, and professional practice.

❒ Construct a personal philosophy of education.

❒ Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice.

❒ Illustrate project and strategic planning skills within an educational and training setting to enhance professional practice.

❒ Exhibit professionalism in an education and training setting.

❒ Demonstrate the skills needed to work within multicultural environments including respect for students' diverse cultures, language skills, experiences, and abilities.

❒ Participate in professional student organizations (e.g., FCCLA, FTA, or FEA) to improve knowledge and skills.

ETHICS AND LEGAL RESPONSIBILITIES:
Know and understand the importance of professional ethics and legal responsibilities.

❒ Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training.

❒ Identify and demonstrate an understanding of professional codes of ethics and conduct.

❒ Recognize the legal definitions and characteristics of gifted students, students with disabilities and at-risk students.

❒ Describe the legal implications and processes (e.g., FERPA) for communicating student's progress with the student, parents and colleagues.

❒ Promote and model digital etiquette and responsible social interaction related to the use of technology and information.

See CrossWalks to MoSTEP and Show-Me Standards on:

- Page 19: Systems
- Pages 20: Safety, Health and Environmental
- Page 21: Leadership, Teamwork and Professionalism
- Page 22: Ethical and Legal Responsibilities

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.

❒ Identify career opportunities at the local, state, and national levels to plan for a career in education and training.

❒ Explore educational teaching pathways, (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education).

❒ Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education.

❒ Identify and explain the benefits of participating in professional organizations.

❒ Generate a plan for personal and professional learning.

❒ Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities.

TECHNICAL SKILLS: USE THE TECHNICAL KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE TARGETED CAREERS FOR THE TEACHING AND TRAINING PATHWAY.

Instruction and Assessment Strategies

❒ Employ and adapt instructional strategies within educational and training settings to enhance learner achievement.

❒ Analyze the relationship between instructional strategies, learning objectives, and learner involvement, and the impact these three on student behaviors.

❒ Align instructional goals with content standards and district priorities.

❒ Align student learning to clearly defined instructional goals and activities.

❒ Participate in local and global learning communities to enhance instruction and learner achievement.

❒ Differentiate instruction to support the learning needs of all students.

❒ Explain diagnostic, formative, and summative assessments, their purposes and the data they generate.

❒ Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

❒ Employ knowledge of assessment methods to enhance learner achievement.

❒ Describe how to involve learners in self-assessment and goal setting to address gaps between performance and potential.

Classroom Organization

❒ Employ classroom management skills to enhance professional practice within education and training settings.

❒ Employ organizational skills to manage instructional resources (i.e. tools, equipment, supplies, materials).

Learning Environment

❒ Explain the role of teacher expectations on student performance and its impact on teaching and learning.

❒ Develop technology-enriched learning environments that enable all students to become active participants in learning and assessment.

❒ Create an environment conducive to learning for all students

See CrossWalks to MoSTEP and Show-Me Standards on:
• Page 23: Employability and Career Development
• Pages 24-26: Technical Skills

CROSSWALK TO MoSTEP AND MISSOURI SHOW-ME STANDARDS

ACADEMIC FOUNDATIONS: *ACHIEVE ADDITIONAL ACADEMIC KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE FULL RANGE OF CAREER AND POSTSECONDARY EDUCATION OPPORTUNITIES WITHIN A CAREER CLUSTER. (EDC01)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Describe the historic and current purposes of education for individuals, groups, and society. EDC01.03		
Describe the use of developmental theory to enhance learner achievement. EDC01.01	MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.1.4 – engages students in the methods of inquiry used in the discipline. MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.1 – identifies prior experience, learning styles, strengths, and needs.	
Apply basic theories of educational psychology to enhance student learning. EDC01.01	MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.2 – designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs. MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	
Explain and apply a variety of instructional models to enhance learning achievement. EDC01.05	MoSTEP 1.2.1.5 – creates interdisciplinary learning. MoSTEP 1.2.5.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	
Describe sociological factors that impact learning. EDC01.02	MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.3.4. – connects instruction to students' prior experiences and family, culture, and community.	

COMMUNICATIONS: *Use oral and written communication skills increating, expressing and interpreting information and ideas inlcuding technical terminaology and information.* *(EDC02)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts. EDC02.03	MoSTEP 1.2.7.1. – models effective verbal/non-verbal communication skills.	In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization); and writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) Goal 2 – 1. plan and make written, oral and visual presentations for a variety of purposes and audiences.
Deliver formal and informal presentations that demonstrate organization and delivery skills. EDC02.01	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.7.1. – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in participating in formal and informal presentation and discussions of issues and ideas. Goal 2- 1. plan and make written, oral and visual presentations for a variety of purposes and audiences.
Listen and speak effectively to contribute to group discussions and meetings. EDC02.02	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	Goal 2-2. review and review communication to improve accuracy and clarity. Goal 2-3. exchange information, questions, and ideas while recognizing the perspectives of others.
Practice the use of clear verbal directions. EDC02.01	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge or and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
Utilize questioning skills to enhance instruction and learner achievement. EDC02.02		

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Apply active listening skills to enhance communication with learners. **EDC02.02**	MoSTEP 1.2.5.2 – engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	Goal 2-2. review and revise communications to improve accuracy and clarity. Goal 2-3. exchange information, questions, and ideas while recognizing the perspectives of others.
Use knowledge of reading strategies in the content area to enhance learner achievement. **EDC02.04**	MoSTEP 1.2.5.1 – selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.	Goal 3-7. evaluate the extent to which a strategy addresses the problem.
Recognize cultural differences and other barriers in communication and learning. **EDC02.01**	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.3.2.-- designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs.	
Demonstrate the use of motivational and engaging communication to provide information and discussion. **EDC02.01**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	Goal 2-2. review and revise communications to improve accuracy and clarity. Goal 2-3. exchange information, questions and ideas, while recognizing the perspectives of others.

PROBLEM-SOLVING AND CRITICAL THINKING: Sᴏʟᴠᴇ ᴘʀᴏʙʟᴇᴍs ᴜsɪɴɢ ᴄʀɪᴛɪᴄᴀʟ ᴛʜɪɴᴋɪɴɢ sᴋɪʟʟs (ᴀɴᴀʟʏᴢᴇ, sʏɴᴛʜᴇsɪᴢᴇ, ᴀɴᴅ ᴇᴠᴀʟᴜᴀᴛᴇ) ɪɴᴅᴇᴘᴇɴᴅᴇɴᴛʟʏ ᴀɴᴅ ɪɴ ᴛᴇᴀᴍs. Sᴏʟᴠᴇ ᴘʀᴏʙʟᴇᴍs ᴜsɪɴɢ ᴄʀᴇᴀᴛɪᴠʏ ᴀɴᴅ ɪɴɴᴏᴠᴀᴛɪᴏɴ. (EDC03)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Use critical analysis to evaluate and respond to educational perspectives, policies and procedures. **EDC03.02**		Goal 3-1. identify problems and define their scope and elements.
Frame, analyze and synthesize information in order to solve problems independently or in teams. **EDC03.01**		Goal 3-1. identify problems and define their scope and elements. Goal 3-6. examine problems and proposed solutions from multiple perspectives. Goal 3-7. evaluate the extent to which a strategy addresses the problem. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Apply research strategies to investigate issues, topics, and problems. **EDC03.01**		Goal 3-1. identify problems and define their scope and elements. Goal 3-6. examine problems and proposed solutions from multiple perspectives.
Utilize conflict resolution strategies. **EDC03.01**		Goal 2-3. exchange information, questions, and ideas while recognizing the perspectives of others.

INFORMATION TECHNOLOGY APPLICATIONS: *Use information technology tools specific to the career cluster to access, manage, integrate, and create information. (EDC04)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Demonstrate use of multiple technologies to access, manage, and evaluate data to enhance instruction and learner achievement.		Goal 1-4. use technological tools and other resources to locate, select and organize information. Goal 2-7. use technological tools to exchange information and ideas.
Demonstrate the use of multiple technologies for communication and collaboration with students, parents, administrators and community.		Goal 2-7. use technological tools to exchange information and ideas. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Use existing and emerging technologies to enhance instruction and learner achievement.		Goal 1-4. use technological tools and other resources to locate, select and organize information. Goal 2-7. use technological tools to exchange information and ideas.

SYSTEMS: *Understand roles within teams, work units, departments, organications, inter-organizational systems, and the larger environment. Identify how key oganizational systems afect organizational performance and the quality of products and services. Understand global context of industries and careers. (EDC05)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Describe the organizational structures of education and training systems. EDC05.01		
Identify systems that deliver education and training (i.e. public, private, virtual, etc.) EDC05.01		
Describe the impact different educational system models have on student learning. EDC05.02		

SAFETY, HEALTH AND ENVIRONMENTAL: *Understand 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. (EDC06)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Apply safety standards in accordance with applicable regulations, health standards and organizational policies. EDC06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Evaluate and control risks to safety, health, and the environment in learning settings. EDC.06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Describe how to create an emotionally and physically safe learning environment for all students. EDC10.04		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Identify school employees' responsibilities for the health, safety and welfare of students. EDC06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Explain emergency response plans. EDC06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.

LEADERSHIP, TEAMWORK AND PROFESSIONALISM: *Use leadership, teamwork, and collaboratve skills to enhance instruction, learner achievement, and professional practice. (EDC07)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Construct a personal philosophy of education.		
Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice. **EDC07.02**	MoSTEP 1.2.9.2 uses resources available for professional development.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Illustrate project and strategic planning skills within an educational and training setting to enhance professional practice. **EDC07.01**		Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Exhibit professionalism in an education and training setting. EDC07.01; EDC08.01	MoSTEP 1.2.9.2 uses resources available for professional development. MoSTEP 1.2.9.3. practices professional ethics.	
Demonstrate the skills needed to work within multicultural environments including respect for students' diverse cultures, language skills, experiences and abilities. EDC07.02; EDC08.02	MoSTEP 1.2.10.2 talks and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems. MoSTEP 1.2.10.3. identifies and uses the appropriate school personnel and community resources to help students reach their full potential.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Participate in professional student organizations. (e.g., FCCLA, FTA, or FEA) to improve knowledge and skills.	MoSTEP 1.2.9.2 uses resources available for professional development.	

ETHICS AND LEGAL RESPONSIBILITIES: *Know and understand the importance of professional ethics and legal responsibilities.* *(EDC08)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. EDC08.01	MoSTEP 1.2.9.3 – practices professional ethics.	Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace.
Identify and demonstrate an understanding of professional codes of ethics and conduct. EDC08.01	MoSTEP 1.2.9.3 – practices professional ethics.	Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace.
Recognize the legal definitions and characteristics of gifted students, students with disabilities and at-risk students. EDC08.01; EDC08.02	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.3.3 – knows when and how to access specialized services to meet student's needs. MoSTEP 1.2.4.3 -- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	
Describe the legal implications and processes (E.g. FERPA) for communicating student's progress with the student, parents, and colleagues. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others. Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Promote and model digital etiquette and responsible social interaction related to the use of technology and information. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	Goal 2-7. use technological tools to exchange information and ideas. Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace

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. (EDC09)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Identify career opportunities at the local, state, and national levels to plan for a career in education and training. EDC09.01		Goal 4-8. explore, prepare for and seek educational and job opportunities.
Explore educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education). EDC09.01		Goal 4-8. explore, prepare for and seek educational and job opportunities.
Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education. EDC09.01		Goal 4-8. explore, prepare for and seek educational and job opportunities.
Identify and explain the benefits of participating in professional organizations. EDC09.01	MoSTEP 1.2.9.2 -- uses resources available for professional development.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others.
Generate a plan for personal and professional learning. EDC09.01	MoSTEP 1.2.9.2 -- uses resources available for professional development.	
Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities. EDC09.01	MoSTEP 1.2.9.2 -- uses resources available for professional development.	Goal 2-1. plan and make written, oral and visual presentations for a variety of purposes and audiences.

TECHNICAL SKILLS: *Use the technical knowledge and skills required to pursue the targeted careers for the teaching and training pathway. (EDC10)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. **EDC10.01**	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.11.2 – plans and designs effective learning environments and experiences supported by informational and instructional technology.	
Analyze the relationships between instructional strategies, learning objectives, and learner involvement, and the impact of these three on student behaviors. EDC10.01	MoSTEP 1.2.4.2.-- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.4.3. – evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	
Align instructional goals with content standards and district priorities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)	
Align student learning to clearly defined instructional goals and activities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	
Participate in local and global learning communities to enhance instruction and learner achievement. **EDC10.03**		Goal 2-6. identify tasks that require a coordinated effort and work with others to complete those tasks.

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
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Participate in local and global learning communities to enhance instruction and learner achievement. **EDC10.03**		Goal 2-6. identify tasks that require a coordinated effort and work with others to complete those tasks.

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Develop technology-enriched learning environments that enable all students to become active participants in learning and assessments. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	Goal 2-7. use technological tools to exchange information and ideas.
Create an environment conducive to learning for all students. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.3.1.-- identifies prior experience, learning styles, strengths, and needs. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.5.1.-- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. MoSTEP 1.2.5.2.-- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.	Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.

CAREER PATH: HUMAN SERVICES
CAREER CLUSTER: EDUCATION AND TRAINING
CAREER FIELD: CAREER PATHWAYS FOR THE TEACHING PROFESSION

This career pathway program of study model can serve as a guide for students in developing a personal plan of study. Courses listed are only recommended as a sample and should be individualized to meet each learner's educational and career goals. The program of study would need to also be customized with the institutions course titles and appropriate high school graduation requirements as well as college entrance requirements. The model does include Missouri graduation requirements for the college preparatory studies certificate and reflects the 12 hours of the statewide association of arts in teaching (AAT) degree, approved by CBHE December 14, 2006.

Subject High School Graduation Requirements 24 Credits	9th Grade	10th Grade	11th Grade	12th Grade	Post-Secondary Articulated or Dual Credit Available
Communication Arts 4 Credits	English I or Honors I (Must Include Composition)	English II or Honors II (Must Include Composition)	AP English: Literature And Composition	Speech	AP English III, College Comp I, AP English IV, American Prose or Comp II American Literature
Mathematics 4 Credits Including Geometry And Algebra II - Recommend 1 Math Senior Year	Algebra I	Geometry or Honors Geometry	Algebra II or Honors Algebra II	College Algebra, Trigonometry, AP Calculus or AP Statistics	Advanced Algebra, College Algebra, AP Statistics, College Statistics, AP Calculus or Calculus I
Science 3 Credits Including 1 Biology, 1 Chemistry, And Physics	Principles of Technology	Biology or AP Biology	Chemistry, AP Chemistry or Honors Chemistry	Elective Physics, Botany or Human Anatomy	AP Biology or Principles of Biology AP Chemistry or Principles of Chemistry AP Physics or General Physics I
Social Studies 3 Credits Including 1 U.S. History, 1 World History, And 1 American Government	American History or U.S. History Honors	World History, World History Honors or AP World History	American Government Or AP Government 0.5 Credit	Elective AP Psychology, Child Psychology, Sociology Or Principles of Economics	AP American Government or College American Government AP U.S. History or College U.S. History AP Psychology or Intro to Psychology
Additional Requirements/Electives Fine/ Practical Arts – 2 Credits Physical Education – 1 Credit Health – 0.5 Credit Personal Finance – 0.5 Credit Electives – 7 Credits	Physical Education 1 credit	Art, AP Art, Or AP Art History, Music or AP Music Theory 0.5 credit	Foreign Language 1 credit	AP Foreign Language 1 credit	AP Music Theory AP Foreign Language

Electives for the AAT Degree 8 credits |
| **Career Education Core** | Career And Family Leadership 0.5 – 1 credit Family Individual Health Nutrition and Wellness 0.5 Credit | Human Development 0.5 credit Child Development 0.5 credit | Personal Finance 0.5 credit Career Pathways for the Teaching Profession 1 credit | Teaching Professions Internship 1 credit | Foundations of Education 3 credits Technology for Teachers 3 credits Teaching Professions with Field Experience 3 credits Educational Psychology 3 credits |
| **Experienced Based Learning** | FCCLA FEA FTA | Student Council Student organization related to area of content interest Example: Science Club | Yearbook | | |

STUDENT ATTAINMENT OF CORE COMPETENCIES
(Sample Page)

To change a student's name, tab to cell C-5 and type the student's name. (Cell should be formatted top/center)

Student Name: _____
ID #: _____
School Name: _____
Graduation Year: _____

		Level I Course Name: Teacher Name:					Level II Course Name: Teacher Name:					Level III Course Name: Teacher Name:			
		COMPETENCIES COVERED	DATE of ATTAINMENT (Semester or M/YY)	METHOD of ATTAINMENT 1 Written Test 2 Oral Presentation 3 Project 4 Portfolio 5 Classrm. Observ. 6 Workplace Observ.	LEVEL of ATTAINMENT 0 Unattained / Approaching Attainment 1 Attained 2 Exceeded 3 Mastered	ADDITIONAL DOCUMENTATION	COMPETENCIES COVERED	DATE of ATTAINMENT (Semester or M/YY)	METHOD of ATTAINMENT 1 Written Test 2 Oral Presentation 3 Project 4 Portfolio 5 Classrm. Observ. 6 Workplace Observ.	LEVEL of ATTAINMENT 0 Unattained / Approaching Attainment 1 Attained 2 Exceeded 3 Mastered	ADDITIONAL DOCUMENTATION	COMPETENCIES COVERED	DATE of ATTAINMENT (Semester or M/YY)	METHOD of ATTAINMENT 1 Written Test 2 Oral Presentation 3 Project 4 Portfolio 5 Classrm. Observ. 6 Workplace Observ.	LEVEL of ATTAINMENT 0 Unattained / Approaching Attainment 1 Attained 2 Exceeded 3 Mastered	ADDITIONAL DOCUMENTATION
1.0	ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.															
2.0	Describe the historic and current purposes of education for individuals, groups, and society.															
3.0	Describe the use of developmental theory to enhance learner achievement.															
4.0	Apply basic theories of educational psychology to enhance student learning.															
5.0	Explain and apply a variety of instructional models to enhance learning achievement.															
6.0	Describe sociological factors that impact learning.															
7.0	COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.															
8.0	Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts.															
9.0	Deliver formal and informal presentations that demonstrate organization and delivery skill.															
10.0	List and speak effectively to contribute to group discussions and meetings.															
11.0	Practice the use of clear verbal directions.															
12.0	Utilize questioning skills to enhance instruction and learner achievement.															
13.0	Apply active listening skills to enhance communication with learners.															
14.0	Use knowledge of reading strategies in the content area to enhance learner achievement.															
15.0	Recognize cultural differences and other barriers in communication and learning.															
16.0	Demonstrate the use of motivational and engaging communication to provide information and discussion.															
17.0	PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical															
18.0																
19.0																

Refer to the competency indicators listed on the "CHECKLIST" (third tab/worksheet below) to make sure you are fully assessing the competencies. See the Drafting Technology "ATTAINMENT SAMPLE" (4th tab/worksheet) for an example. This column will print using legal size paper. Under File/Page Setup, select "legal size" paper.

AtTP

*NOTE: This Attainment Record page is a **"SAMPLE"** that has been designed to be printed on one page in landscape format. Because not all printers have the same "print area," your printer may not print this sheet on one page. The margins have already been preset at 0.1 to enable as much printable area as possible with as large print as possible. Therefore, if you need to "scrunch" the sheet (particularly from side to side) you will have to do it by methods other than reducing margins. If you encounter problems you may try one or more of these:

1. Select the File menu and click "Page Setup" and adjust Page Scaling to less than 100%. You may have to experiment with several settings to get the one that's "just right".
2. Reduce the width of the "TEACHER" column until it comes within the print area (the dotted vertical line). If the dotted line does not show, select "Print Preview" in the File menu or the "Print Preview" icon in the File tool bar. Close the preview mode and the line will magically appear. Mac users may be able to drastically reduce the width of columns, especially the competencies column.
3. Delete one or more of the "Courses" columns. You can do this if your "Coherent Sequence of Courses" is less than the number of columns (7) provided.
4. Reduce the font size in the competency column or other wide columns and reduce the width of that column.

This text box (and all other yellow boxes) will not print unless you first click on the box BORDER, then go to "Format" select "Text Box", then "Properties" then check "Print object."

RUBRIC FOR ATTAINMENT OF CORE COMPETENCIES
Level of Attainment

LEVEL 1 - 90% MASTERED
- Student presents a clear, specific understanding of the competency.
- All notes, assignments, test, workplace records and labs required are completed on time, are extremely well organized and questions are answered accurately.
- High interest and excitement have led the student to reach far beyond the requirements.
- Student has read related materials and has used many sources of information for reports and/or experiments.
- The student has used his/her new knowledge when participating in all oral discussion, assignments and written work.
- Student makes connections between classroom and workplace.
- The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.

LEVEL 2 – 80% EXCEEDED
- Student presents a clear, specific understanding of the competency.
- High interest and excitement leads the student to an investigation that reaches beyond requirements.
- All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately.
- The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and workplace relationships.
- Student notes, tests, labs, workplace records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% and 89%.

LEVEL 3 – 70% ATTAINED
- Student meets assignment expectations.
- The student demonstrates new knowledge learned in oral participation and/or written tasks. The work is well organized and complete.
- The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests, workplace records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations.
- All tests, workplace records, CTOS participation, assignments and labs meet the standard level of achievement between 70% and 79%.

LEVEL 4 - 60% APPROACHING ATTAINMENT
- Student knowledge of the topic is understood, but at minimum level of competency.
- The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic.
- Student does most of what is required, but nothing more. Some of the work may not be finished.
- Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and work based learning results are at a level of achievement between 60% & 69%.

LEVEL 5 – LESS THAN 60% - UNATTAINED
- Student knowledge of the subject is not shown. Steps through the process were not followed.
- Notes, tests, assignments, work based learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing.