Cluster Knowledge and Skill Statement

Academic Foundations

**Statement:** Apply fundamental knowledge of psychology to enhance learner achievement.

**Performance Element:** Employ fundamental knowledge of developmental theory to enhance learner achievement.

- **Measurement Criteria:** Identify major theorists.
- **Measurement Criteria:** Explain major theories using real-world examples.
- **Measurement Criteria:** Critique major theories.
- **Measurement Criteria:** Use theory to predict and explain individual and group behavior.

**Performance Element:** Employ fundamental knowledge of learning theory to enhance learner achievement.

- **Measurement Criteria:** Identify major theorists.
- **Measurement Criteria:** Explain major theories using real-world examples.
- **Measurement Criteria:** Critique major theories.
- **Measurement Criteria:** Use theory to predict and explain individual and group behavior.

**Performance Element:** Employ fundamental knowledge of motivation theory to enhance learner achievement.

- **Measurement Criteria:** Identify major theorists.
- **Measurement Criteria:** Explain major theories using real-world examples.
- **Measurement Criteria:** Critique major theories.
- **Measurement Criteria:** Use theory to predict and explain individual and group behavior.

**Performance Element:** Employ fundamental knowledge of the dynamics of psychological change to enhance professional practice.

- **Measurement Criteria:** Identify major theorists.
- **Measurement Criteria:** Explain major theories using real-world examples.
- **Measurement Criteria:** Critique major theories.
- **Measurement Criteria:** Use theory to predict and explain individual and group behavior.

**Statement:** Apply fundamental knowledge of sociology to enhance learner achievement.

**Performance Element:** Employ fundamental knowledge of the social interaction of individuals and institutions to enhance learner achievement.

- **Measurement Criteria:** Identify multiple social factors and institutions that impact learning.
- **Measurement Criteria:** Explain factors using real-world examples.
- **Measurement Criteria:** Use social interaction of individuals and institutions to predict and explain individual and group behavior.

**Performance Element:** Analyze social barriers to learning.

- **Measurement Criteria:** Identify multiple barriers.
- **Measurement Criteria:** Explain barriers using real-world examples.
- **Measurement Criteria:** Propose solutions to barriers.

**Performance Element:** Employ fundamental knowledge of the dynamics of sociological change to enhance professional practice.

- **Measurement Criteria:** Identify major theorists.
- **Measurement Criteria:** Explain major theories using real-world examples.
- **Measurement Criteria:** Critique major theories.
- **Measurement Criteria:** Use theory to predict and explain individual and group behavior.
Cluster Knowledge and Skill Statement

**Statement:** Apply fundamental knowledge of cultural, ethnic, and racial groups to enhance learner achievement.

Performance Element: Explain the history of multiple cultural, ethnic, and racial groups as it relates to learning.

- **Measurement Criteria:** Explain history that relates to learning settings and institutions.
- **Measurement Criteria:** Explain history that relates to family and community.
- **Measurement Criteria:** Explain history that relates to work.

Performance Element: Explain multiple cultural, ethnic, and racial groups’ belief systems that relate to learning.

- **Measurement Criteria:** Explain achievement belief systems.
- **Measurement Criteria:** Explain life goals belief systems.

**Statement:** Apply fundamental knowledge of the relationships between education and society to enhance learner achievement.

Performance Element: Apply fundamental knowledge of economics to enhance learner achievement.

- **Measurement Criteria:** Identify major economic factors affecting learning and educational practice.
- **Measurement Criteria:** Explain factors using real-world examples.
- **Measurement Criteria:** Relate factors to local funding issues.

Performance Element: Employ fundamental knowledge of educational philosophies to enhance learner achievement.

- **Measurement Criteria:** Identify major philosophers.
- **Measurement Criteria:** Explain major philosophies using real-world examples.
- **Measurement Criteria:** Critique major philosophies.
- **Measurement Criteria:** Relate educational philosophies to contemporary issues in professional practice.

Performance Element: Analyze structures for governing professional practices in learning settings.

- **Measurement Criteria:** Identify multiple governance structures.
- **Measurement Criteria:** Explain governance structures using real-world examples.
- **Measurement Criteria:** Critique governance structures.
- **Measurement Criteria:** Relate governance structures to contemporary issues in professional practice.

**Statement:** Apply fundamental knowledge of instructional strategies to enhance learner achievement.

Performance Element: Explain models of instruction.

- **Measurement Criteria:** Explain various models.
- **Measurement Criteria:** Explain optimal contexts for using models.

Performance Element: Employ models of instruction to enhance learner achievement.

- **Measurement Criteria:** Use various models.
- **Measurement Criteria:** Explain appropriateness of models in terms of context and learner results.

**Statement:** Apply fundamental knowledge and skills of assessment to enhance learner achievement.

Performance Element: Employ fundamental knowledge of measurement to enhance...
Cluster Knowledge and Skill Statement

learner achievement.

*Measurement Criteria:* Explain concepts of measurement.
*Measurement Criteria:* Measure educational outcomes appropriately.
*Measurement Criteria:* Interpret measurements appropriately.

Performance Element: Employ fundamental knowledge of non-numeric data to enhance learner achievement.

*Measurement Criteria:* Explain concepts of non-numeric data.
*Measurement Criteria:* Collect non-numeric data appropriately.
*Measurement Criteria:* Interpret non-numeric data appropriately.

Statement: Apply fundamental knowledge of economics to enhance learner achievement.

Performance Element: Employ fundamental knowledge of macroeconomics to enhance funding for professional practices in learning settings.

*Measurement Criteria:* Identify major macroeconomic factors.
*Measurement Criteria:* Relate factors to contemporary funding issues.

Performance Element: Employ fundamental knowledge of microeconomics to enhance funding for professional practices in learning settings.

*Measurement Criteria:* Identify major microeconomic factors.
*Measurement Criteria:* Relate factors to local funding issues.
Cluster Knowledge and Skill Statement

Communications

Statement: Apply verbal communication skills to enhance learning and stakeholder commitment to learning organization.

Performance Element: Use motivational and engaging communication to provide information.

Measurement Criteria: Cite data.
Measurement Criteria: Explain relevance to audience and context.
Measurement Criteria: Explain the significance of the tone of the communication.
Measurement Criteria: Use concise, coherent organization.
Measurement Criteria: Use language, terminology, and complexity suitable to audience.
Measurement Criteria: Use language sensitive to culture and gender.
Measurement Criteria: Address multiple intelligences and modalities.
Measurement Criteria: Use appropriate volume, rate, and clarity of voice.
Measurement Criteria: Use multiple mediums.

Performance Element: Use persuasive communication to enlist stakeholder commitment.

Measurement Criteria: Create awareness of problem.
Measurement Criteria: Explain relevance to audience and context.
Measurement Criteria: Propose needed action and the role of the audience in that action.
Measurement Criteria: Create visualization of effects of proposed action.
Measurement Criteria: Explain the significance of the tone of the communication.
Measurement Criteria: Use concise, coherent organization.
Measurement Criteria: Use language, terminology, and complexity suitable to audience.
Measurement Criteria: Use language sensitive to culture and gender.
Measurement Criteria: Address multiple intelligences and modalities.
Measurement Criteria: Use appropriate volume, rate, and clarity of voice.
Measurement Criteria: Use multiple mediums.

Performance Element: Use non-verbal communication to enhance verbal communication.

Measurement Criteria: Explain the congruency between non-verbal and verbal communication.
Measurement Criteria: Describe intentional use of appearance, gesture, and tone of voice.

Performance Element: Use knowledge of audience to customize communication.

Measurement Criteria: Describe audience characteristics.
Measurement Criteria: Explain alignment of communication components to audience characteristics.

Performance Element: Recognize and address barriers to oral communication.

Measurement Criteria: Address language barriers.
Measurement Criteria: Explain alignment of communication components to audience characteristics.
Cluster Knowledge and Skill Statement

Performance Element: Give clear verbal directions.

- **Measurement Criteria:** Organize steps logically.
- **Measurement Criteria:** Use language, terminology, and complexity suitable to audience.
- **Measurement Criteria:** Reference prior knowledge and experience of audience.
- **Measurement Criteria:** Address both content and processes.
- **Measurement Criteria:** Use appropriate volume, rate, and clarity of voice.

Performance Element: Utilize feedback to improve communication.

- **Measurement Criteria:** Interpret verbal and non-verbal feedback.
- **Measurement Criteria:** Allow appropriate response time based on audience and context.
- **Measurement Criteria:** Adapt communication based on feedback.

**Statement:** Employ interactive communication to enhance learning and stakeholder commitment to learning organization.

Performance Element: Utilize interviewing skills.

- **Measurement Criteria:** Obtain complete information.
- **Measurement Criteria:** Maintain focus on interview objectives.
- **Measurement Criteria:** Explain evidence that interviewee understood the purpose of the interview and the information conveyed in the interview.

Performance Element: Utilize discussion skills.

- **Measurement Criteria:** Construct objectives for the discussion.
- **Measurement Criteria:** Describe evidence that participants actively contributed.
- **Measurement Criteria:** Maintain focus on discussion topic.
- **Measurement Criteria:** Explain evidence that participants’ understanding of the topic advanced.

Performance Element: Utilize questioning skills.

- **Measurement Criteria:** Describe evidence that participants actively responded.
- **Measurement Criteria:** Questions are suitable for audience and context in terms of Bloom’s Taxonomy of higher-order thinking.
- **Measurement Criteria:** Explain evidence that participants’ understanding of the topic advanced.

Performance Element: Apply listening skills to enhance learning and stakeholder investment in learning organization.

- **Measurement Criteria:** Explain components of active listening.
- **Measurement Criteria:** Describe barriers to effective listening.

Performance Element: Follow verbal directions.

- **Measurement Criteria:** Follow directions completely.
- **Measurement Criteria:** Follow directions precisely.

**Statement:** Apply writing skills to enhance learning and stakeholder investment in learning organization.

Performance Element: Write informational correspondence to stakeholders.

- **Measurement Criteria:** Use language, terminology, and complexity suitable to audience.
- **Measurement Criteria:** Use concise, coherent organization.
- **Measurement Criteria:** Explain the significance of the tone of the correspondence.
- **Measurement Criteria:** Use language sensitive to culture and gender.
Cluster Knowledge and Skill Statement

Performance Element: Write clear directions.
- **Measurement Criteria:** Organize steps logically.
- **Measurement Criteria:** Use language, terminology, and complexity suitable to audience.
- **Measurement Criteria:** Address both content and processes.
- **Measurement Criteria:** Use concise, coherent organization.

Performance Element: Write summative reports.
- **Measurement Criteria:** Cite data.
- **Measurement Criteria:** Use language, terminology, and complexity suitable to audience.
- **Measurement Criteria:** Address both positive and negative aspects of the topic.
- **Measurement Criteria:** Use language sensitive to culture and gender.

Performance Element: Write position papers.
- **Measurement Criteria:** Cite data.
- **Measurement Criteria:** Synthesize multiple sources of information.
- **Measurement Criteria:** Use persuasive communication.
- **Measurement Criteria:** Use coherent organization.
- **Measurement Criteria:** Use language and terminology suitable to audience.
- **Measurement Criteria:** Use language sensitive to culture and gender.

Performance Element: Write requests for funding, resources, and services.
- **Measurement Criteria:** Describe required formatting and components.
- **Measurement Criteria:** Include all required components.
- **Measurement Criteria:** Use language and terminology suitable to audience.
- **Measurement Criteria:** Cite data.
- **Measurement Criteria:** Use persuasive communication.
- **Measurement Criteria:** Use concise, coherent organization.
- **Measurement Criteria:** Use language sensitive to culture and gender.

Performance Element: Employ graphic communication to enhance learning and stakeholder investment in learning organization.
- **Measurement Criteria:** Explain relevance to audience and context.
- **Measurement Criteria:** Use complexity suitable to audience.
- **Measurement Criteria:** Graphics can be easily seen and read.
Problem Solving and Critical Thinking

Statement: Apply problem solving and critical thinking skills to enhance instruction and learner achievement.

Performance Element: Utilize scientific thinking to solve problems.
  
  **Measurement Criteria:** Define the problem.
  **Measurement Criteria:** Explain hypothetical solutions based on prior knowledge.
  **Measurement Criteria:** Describe the collection of data.
  **Measurement Criteria:** Explain analysis of data.
  **Measurement Criteria:** Explain conclusions.

Performance Element: Synthesize multiple and conflicting data and viewpoints to derive a position on educational issues.

  **Measurement Criteria:** Explain similarities in data and viewpoints.
  **Measurement Criteria:** Explain dissimilarities in data and viewpoints.
  **Measurement Criteria:** Use inductive and deductive reasoning.
  **Measurement Criteria:** Explain a position based on multiple and conflicting data and viewpoints.

Performance Element: Utilize reflection strategies to improve instructional skills and learner achievement.

  **Measurement Criteria:** Solicit and evaluate feedback of others.
  **Measurement Criteria:** Evaluate self-assessments.
  **Measurement Criteria:** Encourage others to use reflection strategies.
  **Measurement Criteria:** Explain behavior adaptations motivated by reflection.

Performance Element: Utilize perspective-taking to enhance instruction and learner achievement.

  **Measurement Criteria:** Use open-ended questioning.
  **Measurement Criteria:** Encourage respect for multiple opinions.

Performance Element: Utilize conflict resolution strategies.

  **Measurement Criteria:** Use third party intervention and support.
  **Measurement Criteria:** Openly and respectfully identify issues.
  **Measurement Criteria:** Identify solutions that meet needs of all parties involved.

Statement: Apply critical thinking to respond to educational issues.

Performance Element: Analyze the diversity of objectives and perspectives of multiple stakeholders.

  **Measurement Criteria:** Express respect for multiple viewpoints.
  **Measurement Criteria:** Explain underlying assumptions of multiple viewpoints.
  **Measurement Criteria:** Identify common ground among multiple viewpoints.

Performance Element: Analyze public and organizational policies and procedures.

  **Measurement Criteria:** Predict the impact of policies and procedures on instructional goals.
  **Measurement Criteria:** Explain options for aligning policies and procedures with instructional goals.
Cluster Knowledge and Skill Statement

Information Technology Applications

Statement: Use Personal Information Management (PIM)/Productivity applications.

Performance Element: Manage personal schedule and contact information.

Measurement Criteria: Identify PIM applications such as MS Outlook, Lotus Notes, and others.

Measurement Criteria: Create tasks (to-do) list.

Measurement Criteria: Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc.

Performance Element: Create memos and notes.

Measurement Criteria: Create reminder for oneself.

Measurement Criteria: Create and send notes, informal memos, reminder using PIM applications such as Lotus Notes, MS Outlook, and others.

Statement: Use Electronic Mail applications.

Performance Element: Understand and identify the functions and purpose of email systems.

Measurement Criteria: Demonstrate knowledge of the basic purposes of e-mail systems.

Measurement Criteria: Demonstrate knowledge of basic e-mail features and options.

Measurement Criteria: Demonstrate knowledge of security issues and guidelines for legal usage of e-mail.

Measurement Criteria: Demonstrate knowledge of contamination protection strategies for e-mail*, including not downloading attachments from unknown sources.

Measurement Criteria: Demonstrate knowledge of e-mail etiquette.

Performance Element: Use email to communicate within and across organizations.

Measurement Criteria: Access email system using login and password functions.

Measurement Criteria: Access email messages received.


Measurement Criteria: Access needed information using e-mail help facilities and tools.

Measurement Criteria: Create e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity, e-mail etiquette).

Statement: Use Internet Applications.

Performance Element: Search for and access information.

Measurement Criteria: Access business and technical information using the Internet.

Measurement Criteria: Select search engine(s) to use.

Measurement Criteria: Select appropriate search procedures and approaches.

Measurement Criteria: Locate information using search engine(s) and Boolean logic.

Measurement Criteria: Evaluate Internet resources (e.g., accuracy of information).

Statement: Use Writing/Publishing applications.

Performance Element: Prepare simple reports and other business communications.

Measurement Criteria: Demonstrate proficiency in keyboarding skills.

Measurement Criteria: Retrieve existing documents.

Measurement Criteria: Create documents (e.g., letters, memos, reports) using existing forms and templates.
Cluster Knowledge and Skill Statement

**Measurement Criteria:** Safeguard documents using name and save functions.

**Measurement Criteria:** Format text using basic formatting functions.

**Performance Element:** Prepare complex reports and other business communications, integrating graphics and other non-text elements.

**Measurement Criteria:** Create new word processing forms, style sheets, and templates.

**Measurement Criteria:** Use advanced formatting features (e.g., headers/footers/dropped caps, indexing).

**Measurement Criteria:** Place graphics in document.

**Measurement Criteria:** Output desktop publishing files.

**Measurement Criteria:** Enhance publications using different fonts, styles, attributes, justification, etc.

**Statement:** Use presentation applications.

**Performance Element:** Prepare and deliver presentations for training, sales and information sharing.

**Measurement Criteria:** Identify hardware items that support presentation software (e.g., scanners, digital cameras, printers, and projection systems).

**Measurement Criteria:** Insert a graph into a presentation.

**Measurement Criteria:** Create computer presentation and handouts in accordance with basic principles of graphics, design and visual communication.

**Measurement Criteria:** Run slide shows manually and automatically.

**Measurement Criteria:** Edit presentations.

**Statement:** Use Collaborative/Groupware applications.

**Performance Element:** Facilitate group work through management of shared schedule and contact information.

**Measurement Criteria:** Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc.

**Measurement Criteria:** Maintain shared database of contact information.

**Performance Element:** Facilitate group work through management of shared files and online information.

**Measurement Criteria:** Organize, store, and share files in network directories.

**Measurement Criteria:** Organize, store, and share files using web sites.

**Performance Element:** Facilitate group work through instant messaging or virtual meetings.

**Measurement Criteria:** Participate in virtual group discussions and meetings.

**Statement:** Use Computer Operations applications.

**Performance Element:** Manage computer operations.

**Measurement Criteria:** Apply basic commands of operating system software.

**Measurement Criteria:** Employ desktop operating skills.

**Performance Element:** Manage file storage.

**Measurement Criteria:** Apply appropriate file and disk management techniques.

**Measurement Criteria:** Differentiate between files and directories.

**Measurement Criteria:** Determine file organization.

**Measurement Criteria:** Demonstrate knowledge of the system utilities used for file management.
Cluster Knowledge and Skill Statement

Systems

**Statement:** Use systems theory to explain models of education delivery.

**Performance Element:** Explain factors that affect learning systems.

- **Measurement Criteria:** Explain the interdependence and mutual influence of stakeholders.
- **Measurement Criteria:** Explain role of feedback.
- **Measurement Criteria:** Explain role of external regulations.
- **Measurement Criteria:** Explain role of social responsibility.
- **Measurement Criteria:** Explain role of research.
- **Measurement Criteria:** Explain role of non-educational systems.

**Performance Element:** Explain the role of the individual in learning systems.

- **Measurement Criteria:** Explain role of partnerships.
- **Measurement Criteria:** Explain role of professional organization membership.
- **Measurement Criteria:** Explain role of mentoring.

**Performance Element:** Explain the role of organizations in learning systems.

- **Measurement Criteria:** Explain role of clarifying identity and purpose.
- **Measurement Criteria:** Explain role of governance.
- **Measurement Criteria:** Explain role of professional development provider.
- **Measurement Criteria:** Explain role of being a legislative voice.

**Performance Element:** Identify systems that deliver education and training.

- **Measurement Criteria:** Identify public sources.
- **Measurement Criteria:** Identify private sources.

**Performance Element:** Identify systems that fund education and training.

- **Measurement Criteria:** Identify public sources.
- **Measurement Criteria:** Identify private sources.

**Statement:** Form, sustain, and modify instructional systems to facilitate learning.

**Performance Element:** Explain concepts of systemic change.

- **Measurement Criteria:** Explain system change in terms of changes in individual behavior.
- **Measurement Criteria:** Explain system change in terms of structural changes in system.
- **Measurement Criteria:** Explain inertia.
- **Measurement Criteria:** Explain status quo.
- **Measurement Criteria:** Explain change forces.

**Performance Element:** Communicate with stakeholders.

- **Measurement Criteria:** Communicate frequently.
- **Measurement Criteria:** Communicate honestly.

**Performance Element:** Use system resources to meet learner needs.

- **Measurement Criteria:** Use multiple resources.
- **Measurement Criteria:** Encourage reciprocity among system entities.

**Performance Element:** Advocate for learning organization and learners.

- **Measurement Criteria:** Participate in professional organizations.
- **Measurement Criteria:** Communicate learning successes among system entities.
- **Measurement Criteria:** Promote learning initiatives within systems.
Cluster Knowledge and Skill Statement

Performance Element: Monitor system outcomes.

**Measurement Criteria:** Use data.

**Measurement Criteria:** Evaluate quality, productivity, efficiency, and cost effectiveness.

**Measurement Criteria:** Explain outcomes in terms of interconnected components of systems.

**Measurement Criteria:** Explain outcomes in terms of organizational structure.
Cluster Knowledge and Skill Statement

Safety, Health, and Environmental

Statement: Control risks to safety, health, and environment in the learning setting.

Performance Element: Evaluate equipment and facility safety within the learning environment.

Measurement Criteria: Identify potential hazards related to equipment and building codes.
Measurement Criteria: Explain procedures for documenting and reporting hazards to appropriate authorities.
Measurement Criteria: Explain appropriate corrective actions for equipment and building hazards.
Measurement Criteria: Describe system for monitoring compliance with relevant equipment and facility safety regulations and procedures.

Performance Element: Control risks to individual health and safety in the learning setting.

Measurement Criteria: Identify appropriate infection control procedures.
Measurement Criteria: Describe universal precautions for bloodborne pathogens and the procedures for responding to and reporting exposure.
Measurement Criteria: Explain procedures related to recognition of and responses to controlled substance risks.
Measurement Criteria: Describe safe body mechanics relevant to the learning setting.
Measurement Criteria: Describe safe ergonomics relevant to the learning setting.
Measurement Criteria: Explain procedures related to criminal background checks, if appropriate to the learning setting.
Measurement Criteria: Identify governmental regulations regarding worker and learner safety.
Measurement Criteria: Describe fire precautions and response procedures.
Measurement Criteria: Describe procedures for responding to violent and threatening behaviors, health risks, and fire emergencies.
Measurement Criteria: Describe procedures for documenting and reporting violent and threatening behaviors, health risks, and fire emergencies.
Measurement Criteria: Identify risks to psychological health in the learning setting.
Measurement Criteria: Explain appropriate responses to psychological risks.
Measurement Criteria: Monitor compliance with relevant individual health and safety regulations and procedures.

Performance Element: Control environmental health and safety in the learning setting.

Measurement Criteria: Identify potential hazards.
Measurement Criteria: Inspect the setting for environmental safety hazards.
Measurement Criteria: Describe corrective actions for potential hazards.
Measurement Criteria: Explain safe practices for the storage and use of hazardous materials.
Measurement Criteria: Monitor compliance with relevant environmental health and safety regulations and procedures.
Measurement Criteria: Describe procedures for documenting and reporting environmental hazards to appropriate authorities.
Cluster Knowledge and Skill Statement

Statement: Use emergency procedures as necessary.

Performance Element: Use First Aid procedures as necessary.
  Measurement Criteria: Acquire and maintain certification.
  Measurement Criteria: Analyze emergency situations and respond with appropriate actions.

Performance Element: Use CPR procedures as necessary.
  Measurement Criteria: Acquire and maintain certification.
  Measurement Criteria: Analyze emergency situations and respond with appropriate actions.

Performance Element: Use safety equipment as necessary.
  Measurement Criteria: Identify safety equipment needed in the learning setting.
  Measurement Criteria: Identify regulations for use of safety equipment in the learning setting.

Performance Element: Create a disaster plan.
  Measurement Criteria: Solicit partnerships with community agencies.
  Measurement Criteria: Explain the disaster plan.
  Measurement Criteria: Communicate the plan to all stakeholders.
  Measurement Criteria: Identify mechanisms for practicing the plan.
Leader and Teamwork

Statement: Apply planning knowledge and skills to enhance professional practice.

Performance Element: Employ data to make decisions.

- Measurement Criteria: Use multiple sources of data.
- Measurement Criteria: Analyze data appropriately.
- Measurement Criteria: Explain alignment of data and decisions made.

Performance Element: Analyze the dynamics of change to enhance professional practice.

- Measurement Criteria: Evaluate multiple change factors.
- Measurement Criteria: Adjust actions based on changing needs.

Performance Element: Employ strategic planning skills to enhance professional practice.

- Measurement Criteria: Identify measurable goals.
- Measurement Criteria: Analyze trends, factors, and issues that influence the organization and its future success.
- Measurement Criteria: Create an action plan with timelines and accountability measures.
- Measurement Criteria: Explain socially responsible components.

Performance Element: Employ project planning skills to enhance professional practice.

- Measurement Criteria: Explain contexts that benefit from teamwork.
- Measurement Criteria: Align project goals and activities with organizational mission.
- Measurement Criteria: Create an action plan with timelines, needed resources, delegation of duties, and accountability measures.
- Measurement Criteria: Identify means to recognize and reward contributions.

Statement: Apply group processing knowledge and skills to enhance professional practice.

Performance Element: Employ interpersonal skills to enhance professional practice.

- Measurement Criteria: Use collaboration skills.
- Measurement Criteria: Use compromise skills.
- Measurement Criteria: Use conflict resolution techniques.
- Measurement Criteria: Use consultation skills.
- Measurement Criteria: Use mentoring skills.

Performance Element: Employ group processes knowledge and skills to enhance professional practice.

- Measurement Criteria: Conduct productive and efficient meetings.
- Measurement Criteria: Build consensus among stakeholders.
Ethics and Legal Responsibilities

Statement: Explain ethical and legal boundaries of professional practice in learning settings.

Performance Element: Explain major laws that govern behavior within learning settings.

Measurement Criteria: Explain major laws affecting a variety of issues in learning settings.
Measurement Criteria: Explain personal and organizational liabilities associated with major laws.
Measurement Criteria: Identify regulatory agencies.
Measurement Criteria: Identify sources for obtaining assistance in interpreting legal responsibilities.
Measurement Criteria: Explain consequences of non-compliance.

Performance Element: Analyze ethical responsibilities in professional practice within learning settings.

Measurement Criteria: Identify sources of applicable ethical codes.
Measurement Criteria: Analyze applicable ethical codes.
Measurement Criteria: Explain personal and organizational liabilities associated with ethical codes.
Measurement Criteria: Identify regulatory agencies.
Measurement Criteria: Identify sources for updating information on ethical boundaries.
Measurement Criteria: Identify sources for obtaining assistance in interpreting ethical responsibilities.
Measurement Criteria: Explain consequences of non-compliance.

Performance Element: Explain institutional policies and procedures that relate to ethical and legal behavior.

Measurement Criteria: Explain rationale for policies and procedures.
Measurement Criteria: Analyze expected effects of compliance and non-compliance.
Measurement Criteria: Explain consequences of non-compliance.

Statement: Explain legal rights that apply within learning settings.

Performance Element: Explain legal rights of stakeholders.

Measurement Criteria: Explain rights of expression.
Measurement Criteria: Explain nondiscrimination rights.
Measurement Criteria: Explain rights to due process.
Measurement Criteria: Explain privacy rights.

Performance Element: Explain legal rights of professional practitioners within learning settings.

Measurement Criteria: Explain rights of expression.
Measurement Criteria: Explain nondiscrimination rights.
Measurement Criteria: Explain rights to due process.
Measurement Criteria: Explain privacy rights.

Statement: Exhibit ethical and legal behavior in practice.

Performance Element: Perform work duties according to legal boundaries.

Measurement Criteria: Comply with applicable law.
Cluster Knowledge and Skill Statement

*Measurement Criteria:* Practice within legislated scope of profession.


*Measurement Criteria:* Comply with financial audit requirements.

Performance Element: Perform work duties in accordance with legal rights of stakeholders and coworkers.

*Measurement Criteria:* Comply with applicable law.

*Measurement Criteria:* Encourage others to comply with applicable law.

Performance Element: Perform work duties according to ethical boundaries.

*Measurement Criteria:* Explain how decision-making and actions taken are aligned with commitments to learners and the profession.

*Measurement Criteria:* Analyze ethical dilemmas.

*Measurement Criteria:* Propose responses to ethical dilemmas.

*Measurement Criteria:* Maintain confidentiality.
Cluster Knowledge and Skill Statement

Employability and Career Development

**Statement:** Use research skills to explore career options.

Performance Element: Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice.

*Measurement Criteria:* Assess independence and initiative.

*Measurement Criteria:* Assess flexibility.

*Measurement Criteria:* Assess warmth, caring, friendliness, and compassion.

*Measurement Criteria:* Assess enthusiasm, cheerfulness and sense of humor.

*Measurement Criteria:* Assess fairness and tolerance.

*Measurement Criteria:* Honesty, openness, and integrity.

Performance Element: Explain career trajectories in education and training.

*Measurement Criteria:* Identify practice settings.

*Measurement Criteria:* Analyze interests, aptitudes, and abilities and match them to characteristics and requirements of the profession.

*Measurement Criteria:* Explain future demographic and sociological trends that are likely to affect employment in education and training.

*Measurement Criteria:* Explain the developmental cycle of the profession.

Performance Element: Use relationships with other professionals to explore career options.

*Measurement Criteria:* Acquire membership in professional associations.

*Measurement Criteria:* Enter into job shadowing and mentoring relationships.

Performance Element: Construct an individual career plan.

*Measurement Criteria:* Write the career plan.

*Measurement Criteria:* Incorporate completion of certification/licensure/credentialing requirements.

*Measurement Criteria:* Revisit and adjust plan throughout career preparation and throughout career as practitioner.

**Statement:** Acquire state-specific certification/license/credentialing required to practice.

Performance Element: Successfully complete requirements for certification/license/credentialing.

*Measurement Criteria:* Complete required academic preparation.

*Measurement Criteria:* Meet non-academic requirements.

*Measurement Criteria:* Pass applicable standardized assessments of knowledge and skills.

Performance Element: Make application for certification/license/credentials.

*Measurement Criteria:* Identify issuing agency.

*Measurement Criteria:* Identify timelines.

*Measurement Criteria:* Present documentation of completion of requirements.

*Measurement Criteria:* Identify costs involved.

**Statement:** Complete state-specific requirements to maintain employment and advance career.

Performance Element: Complete professional development requirements.

*Measurement Criteria:* Identify appropriate sources of professional development.

*Measurement Criteria:* Identify timelines.

*Measurement Criteria:* Obtain documentation from issuing institutions/agencies.
Cluster Knowledge and Skill Statement

**Performance Element:** Complete assessments of knowledge and skills.

*Measurement Criteria:* Identify timelines.

*Measurement Criteria:* Complete applicable internal assessments.

*Measurement Criteria:* Complete applicable external assessments.

*Measurement Criteria:* Obtain documentation of successful completion.
Cluster Knowledge and Skill Statement

Technical Skills

**Statement: Employ planning skills to enhance professional practice.**

**Performance Element:** Construct goals and objectives.

- **Measurement Criteria:** Construct measurable goals and objectives.
- **Measurement Criteria:** Align goals and objectives to organizational mission.
- **Measurement Criteria:** Align actions to goals and objectives.

**Performance Element:** Analyze tasks to enhance professional practice.

- **Measurement Criteria:** Deconstruct tasks into progressive steps.
- **Measurement Criteria:** Explain knowledge, skills, and resources needed to accomplish tasks.

**Performance Element:** Employ time management skills to enhance professional practice.

- **Measurement Criteria:** Prioritize tasks.
- **Measurement Criteria:** Align time to the scope of the task.

**Statement: Employ instructional skills to enhance learner achievement.**

**Performance Element:** Apply instructional strategies to enhance learner achievement.

- **Measurement Criteria:** Apply various strategies.
- **Measurement Criteria:** Explain alignment of strategies to educational objectives.
- **Measurement Criteria:** Explain alignment of strategies to characteristics of learners.

**Performance Element:** Adapt instructional strategies based on learner performance.

- **Measurement Criteria:** Assess learner performance.
- **Measurement Criteria:** Explain adaptations based on assessment data.

**Performance Element:** Use instructional tools to enhance learner achievement.

- **Measurement Criteria:** Use various tools.
- **Measurement Criteria:** Explain alignment of tools to strategies.

**Statement: Employ organizational skills to enhance professional practice.**

**Performance Element:** Employ record keeping skills to enhance professional practice and meet accountability standards.

- **Measurement Criteria:** Maintain timely, accurate, accessible records.
- **Measurement Criteria:** Maintain records of learner performance.
- **Measurement Criteria:** Maintain financial records.

**Performance Element:** Employ logic skills to enhance professional practice.

- **Measurement Criteria:** Sequence tasks and educational content logically.
- **Measurement Criteria:** Explain connections of new tasks and educational content to prior knowledge and experience.

**Statement: Employ presentation skills to enhance professional practice.**

**Performance Element:** Align presentation strategies to audience.

- **Measurement Criteria:** Identify characteristics of audience.
- **Measurement Criteria:** Explain alignment of strategies to characteristics.

**Performance Element:** Employ multi-media strategies.

- **Measurement Criteria:** Use various mediums.
- **Measurement Criteria:** Combine mediums.

**Statement: Employ research skills to enhance professional practice.**
Performance Element: Identify credible sources of research to enhance professional practice.
  
  **Measurement Criteria:** Identify professional literature sources.
  **Measurement Criteria:** Identify Internet sources.

Performance Element: Conduct research to enhance professional practice.
  
  **Measurement Criteria:** Conduct action research.
  **Measurement Criteria:** Explain importance of research question to professional practice.

Performance Element: Interpret research to enhance professional practice.
  
  **Measurement Criteria:** Analyze research data appropriately.
  **Measurement Criteria:** Explain appropriate implications of research to professional practice.

Performance Element: Disseminate research results to enhance professional practice.
  
  **Measurement Criteria:** Write reports of research that are understandable to stakeholders.
  **Measurement Criteria:** Explain research results verbally to stakeholders in understandable terms.

**Statement:** Employ group management skills to enhance professional practice.

Performance Element: Explain conditions that contribute to a receptive working climate.
  
  **Measurement Criteria:** Explain the role of trust among those working together.
  **Measurement Criteria:** Explain strategies for establishing trust among individuals.
  **Measurement Criteria:** Explain the role of respect among those working together.
  **Measurement Criteria:** Explain strategies for establishing respect among individuals.

Performance Element: Use environment to enhance work productivity, efficiency, and quality.
  
  **Measurement Criteria:** Explain ways that spatial arrangements enhance productivity, efficiency, and quality of work.
  **Measurement Criteria:** Explain ways that environmental conditions are engineered to meet needs of those working in the environment.

**Statement:** Employ assessment skills to enhance professional practice.

Performance Element: Use data to assess performance.
  
  **Measurement Criteria:** Use multiple sources of data, including self-assessment.
  **Measurement Criteria:** Use appropriate assessment tools, including reflection.
  **Measurement Criteria:** Interpret data appropriately.

Performance Element: Communicate assessment to stakeholders.
  
  **Measurement Criteria:** Communicate assessment in terms that are understandable to the audience.
  **Measurement Criteria:** Communicate assessment information in a timely manner.
  **Measurement Criteria:** Maintain appropriate confidentiality.
  **Measurement Criteria:** Solicit feedback from stakeholders.

Performance Element: Use assessment to shape professional practice.
  
  **Measurement Criteria:** Adapt professional practice based on assessment data.
  **Measurement Criteria:** Disseminate assessment results to encourage replication.