PATHWAY: Administration and Administrative Support

Pathway Topic: Instructional Leadership

Pathway KS Statement: Synthesize cutting-edge knowledge and trends to enlist support for a vision of success for all learners.

Performance Element: Construct a vision of success to inspire all learners and stakeholders.

Measurement Criteria: Identify learning goals appropriate for a pluralistic society.
Measurement Criteria: Integrate needs and characteristics of diverse learners.
Measurement Criteria: Describe the educational organization as a complex social, cultural, and economic system.
Measurement Criteria: Apply theories and strategies of social and organizational change.

Performance Element: Communicate a vision of success to inspire all learners and stakeholders.

Measurement Criteria: Explain the ways that data-based research strategies and strategic planning inform the vision.
Measurement Criteria: Utilize multiple means of communication.

Performance Element: Construct plans and processes to implement vision.

Measurement Criteria: Formulate motivational strategies.
Measurement Criteria: Cite data that predicts success of implementation plans and processes.

Performance Element: Steward a vision of success to motivate all learners and stakeholders to share the vision.

Measurement Criteria: Utilize persuasive communication.
Measurement Criteria: Establish a data-driven system for monitoring and evaluating realization of vision.
Measurement Criteria: Revise vision based on data-based evaluation.
Measurement Criteria: Express a commitment to continuous improvement.

Performance Element: Plan strategies to promote stakeholder involvement.

Measurement Criteria: Design short- and long-term plans.
Measurement Criteria: Utilize clear, honest communication regarding progress with vision.

Pathway KS Statement: Foster a positive organizational culture to promote a climate conducive to learning.

Performance Element: Plan strategies to assess the learning climate.

Measurement Criteria: Utilize multiple methods.
Measurement Criteria: Analyze subgroup data.

Performance Element: Use context-appropriate strategies to capitalize on diversity.

Measurement Criteria: Address language diversity.
Measurement Criteria: Address disabilities.
Measurement Criteria: Address gender.
Measurement Criteria: Address race and ethnicity.
Education and Training

Pathway Topic: Instructional Leadership

**Measurement Criteria:** Address socio-economic status.

**Pathway KS Statement:** Facilitate instructional programs to meet organizational objectives.

Performance Element: Construct an organizational profile to describe learner needs.

**Measurement Criteria:** Explain diverse needs of learners.

**Measurement Criteria:** Explain performance standards.

Performance Element: Evaluate instructional programs to determine alignment with organizational objectives.

**Measurement Criteria:** Utilize multiple measurement and assessment strategies.

**Measurement Criteria:** Explain alignment with organizational objectives.

Performance Element: Use technology and information systems to meet instructional objectives.

**Measurement Criteria:** Integrate use of technology and information systems into each instructional program.

**Measurement Criteria:** Utilize technology and information systems to monitor success of instructional programs.

Performance Element: Provide appropriate resources to support instructional programs.

**Measurement Criteria:** Consult instructional staff regarding program needs.

**Measurement Criteria:** Identify multiple sources of resources.

**Pathway KS Statement:** Facilitate instructional practice to meet organizational objectives.

Performance Element: Construct a profile of learner performance to assess needs of learners.

**Measurement Criteria:** Utilize appropriate research strategies.

**Measurement Criteria:** Analyze differences among subgroups.

Performance Element: Employ strategies to promote research-based instructional practice.

**Measurement Criteria:** Identify data-based, effective practice strategies.

**Measurement Criteria:** Explain alignment between practices and human development theory.

**Measurement Criteria:** Explain alignment between practices and learning theories.

**Measurement Criteria:** Explain alignment with individual differences.

Performance Element: Assist instructional staff in understanding and applying effective practices for teaching and learning.

**Measurement Criteria:** Consult instructional staff regarding needs for increased knowledge and skills.

**Measurement Criteria:** Plan in-service opportunities.

**Measurement Criteria:** Explain alignment between in-service topics and organization vision.

**Measurement Criteria:** Explain alignment between in-service topics and reflective practice research.

**Measurement Criteria:** Explain alignment between in-service topics and learner
Pathway Topic: Instructional Leadership

**Measurement Criteria:** Explain alignment between in-service processes and adult learning theory and practice.

**Measurement Criteria:** Monitor implementation of effective practices following in-service opportunities.

**Measurement Criteria:** Express a commitment to lifelong learning.

**Performance Element:** Provide appropriate resources to support effective practices for teaching and learning.

**Measurement Criteria:** Consult instructional staff regarding needed instructional resources.

**Measurement Criteria:** Identify multiple sources of resources.

Pathway Topic: Managerial Leadership

**Pathway KS Statement:** Guide personnel to meet organizational and personal objectives.

**Performance Element:** Plan strategies to enhance personnel performance.

**Measurement Criteria:** Explain alignment with organizational and personal objectives.

**Measurement Criteria:** Cite past performance.

**Measurement Criteria:** Employ authentic problems and tasks.

**Measurement Criteria:** Cite learner performance.

**Measurement Criteria:** Utilize multiple strategies.

**Measurement Criteria:** Explain alignment with adult learning theories and practices.

**Measurement Criteria:** Develop means to monitor individual progress.

**Performance Element:** Motivate personnel to meet organizational and personal objectives.

**Measurement Criteria:** Describe high standards.

**Measurement Criteria:** Express a commitment to the worth of all individuals.

**Measurement Criteria:** Communicate expectations clearly to personnel.

**Measurement Criteria:** Communicate clearly to personnel the positive and negative consequences of behavior.

**Measurement Criteria:** Apply positive and negative consequences of behavior fairly and consistently.

**Pathway KS Statement:** Manage operations to meet organizational objectives.

**Performance Element:** Use data to make decisions.

**Measurement Criteria:** Collect qualitative data.

**Measurement Criteria:** Collect quantitative data.

**Measurement Criteria:** Analyze data.

**Measurement Criteria:** Interpret research.

**Measurement Criteria:** Identify multiple options for action.

**Measurement Criteria:** Recommend action based on data.

**Performance Element:** Construct a strategic plan to guide use of resources.

**Measurement Criteria:** Reference needs assessment.

**Measurement Criteria:** Consult all personnel.
Pathway Topic: Managerial Leadership

**Measurement Criteria:** Utilize consensus-building processes.
**Measurement Criteria:** Utilize conflict-resolution processes.
**Measurement Criteria:** Analyze costs and benefits.
**Measurement Criteria:** Prepare written procedures and policies.

Performance Element: Plan facilities to meet organizational objectives.

**Measurement Criteria:** Address safety and security.
**Measurement Criteria:** Explain alignment with organizational objectives.
**Measurement Criteria:** Explain alignment with educational goals.
**Measurement Criteria:** Explain adequacy of facilities.

Performance Element: Secure adequate resources to meet organizational objectives.

**Measurement Criteria:** Explain organization finance structures and models.
**Measurement Criteria:** Justify strategies to secure adequate funds.
**Measurement Criteria:** Justify strategies to recruit personnel.
**Measurement Criteria:** Justify strategies to retain personnel.

Pathway Topic: Political Leadership

**Pathway KS Statement:** Collaborate with stakeholders to meet organizational objectives.

Performance Element: Create stakeholder partnerships to meet organizational objectives.

**Measurement Criteria:** Engage diverse stakeholders.
**Measurement Criteria:** Apply community relations models.
**Measurement Criteria:** Employ marketing strategies and processes.
**Measurement Criteria:** Utilize a variety of outreach methods.
**Measurement Criteria:** Construct a plan for media relations.

Performance Element: Respond to stakeholders’ needs and interests to engage their participation.

**Measurement Criteria:** Construct a plan for visibility.
**Measurement Criteria:** Identify various strengths of diverse stakeholders.

**Pathway KS Statement:** Employ advocacy strategies to meet organization and learner needs.

Performance Element: Mobilize stakeholder resources to meet organizational needs.

**Measurement Criteria:** Utilize resources of multiple stakeholders.
**Measurement Criteria:** Explain mutual benefits to stakeholders, organization, and learners.
**Measurement Criteria:** Construct plans to meet special needs of organization.

Performance Element: Use resources to realize organizational vision.

**Measurement Criteria:** Utilize multiple resources.
**Measurement Criteria:** Explain mutual benefits to society, organization, and learners.
**Measurement Criteria:** Construct plans to encourage offerings of new resources.

Performance Element: Use organizational resources to respond to community issues of joint concern.

**Measurement Criteria:** Identify concerns of multiple stakeholders.
Pathway Topic: Political Leadership

**Measurement Criteria:** Explain mutual benefits to stakeholders, organization, and learners.

**Pathway KS Statement:** Negotiate within political, social, economic, legal, and cultural contexts to meet organizational objectives.

Performance Element: Monitor political, social, economic, legal, and cultural contexts to promote realization of organization vision.

**Measurement Criteria:** Describe contextual issues, trends, and potential changes.

**Measurement Criteria:** Communicate contextual issues, trends, and potential changes to stakeholders.

Performance Element: Influence political, social, economic, legal, and cultural contexts to promote realization of organization vision.

**Measurement Criteria:** Engage decision makers representing larger contexts in dialogue.

**Measurement Criteria:** Engage stakeholders in advocating for organization-friendly political, social, economic, legal, and cultural policies.

Performance Element: Explain the relationship of political, social, economic, legal, and cultural contexts to organizational objectives.

**Measurement Criteria:** Explain intersection of larger contexts and institutional objectives.

**Measurement Criteria:** Analyze causes of contextual barriers to organizational vision.

**Measurement Criteria:** Explain related contextual norms and values.

**Measurement Criteria:** Analyze ways that policies of larger contexts affect organization’s vision.
PATHWAY: Professional Support Services
Pathway Topic: Assessment

Pathway KS Statement: Employ strategies and techniques to determine needs of learners.

Performance Element: Use multiple strategies to determine learner needs.

- Measurement Criteria: Utilize testing.

Performance Element: Evaluate the appropriateness of assessment tools.

- Measurement Criteria: Explain alignment to learner need and characteristics.
- Measurement Criteria: Explain alignment to learner characteristics.
- Measurement Criteria: Explain alignment to assessment purpose.
- Measurement Criteria: Seek learner input.

Performance Element: Use appropriate assessment tools to determine needs of learners.

- Measurement Criteria: Utilize multiple tools.
- Measurement Criteria: Explain standardized measures.
- Measurement Criteria: Explain qualitative measures.
- Measurement Criteria: Explain quantitative measures.

Performance Element: Interpret assessment results to determine needs of learners.

- Measurement Criteria: Triangulate multiple data sources.
- Measurement Criteria: Explain statistical concepts.
- Measurement Criteria: Justify conclusions.

Performance Element: Communicate assessment results to prepare stakeholders to participate in developing an action plan for educational success.

- Measurement Criteria: Communicate with learners.
- Measurement Criteria: Include learner input in assessment profile.

Pathway KS Statement: Teach stakeholders to identify needs of learners.

Performance Element: Teach stakeholders to recognize the need for proactive support for learning.

- Measurement Criteria: Teach multiple strategies for recognizing needs.
- Measurement Criteria: Explain benefits of proactive support.
- Measurement Criteria: Cite research-based data to support benefits of proactive actions.
- Measurement Criteria: Explain potential resources for support.

Performance Element: Teach stakeholders to recognize existing barriers to learning.

- Measurement Criteria: Teach multiple strategies for recognizing barriers.
- Measurement Criteria: Cite incidence within organization.
- Measurement Criteria: Explain benefits of intervention.
Education and Training

**Pathway Topic: Assessment**
- **Measurement Criteria:** Explain potential resources for intervention.

**Pathway Topic: Support and Intervention**

**Pathway KS Statement:** Employ strategies and techniques to raise awareness of learners’ needs.
- **Performance Element:** Stimulate stakeholder interest in meeting needs of learners.
  - **Measurement Criteria:** Utilize persuasive communication.
  - **Measurement Criteria:** Explain mutual benefits to stakeholders, organization, and learners.
  - **Measurement Criteria:** Cite learner successes.
- **Performance Element:** Advocate for increased resources to meet needs of learners.
  - **Measurement Criteria:** Utilize persuasive communication.
  - **Measurement Criteria:** Explain mutual benefits to society, organization, and learners.
  - **Measurement Criteria:** Cite learner successes.
  - **Measurement Criteria:** Engage stakeholders in process.

**Pathway KS Statement:** Plan ways to enhance educational success.
- **Performance Element:** Identify appropriate resources to meet specific needs of learners.
  - **Measurement Criteria:** Identify multiple resources.
  - **Measurement Criteria:** Explain availability of resources.
  - **Measurement Criteria:** Explain alignment of resources with learner needs.
  - **Measurement Criteria:** Explain alignment of resources with learner characteristics.
- **Performance Element:** Construct a personal or group action plan for educational success.
  - **Measurement Criteria:** Cite multiple sources of data to document need and potential success.
  - **Measurement Criteria:** Interpret data correctly.
  - **Measurement Criteria:** Engage appropriate stakeholders in the process.
  - **Measurement Criteria:** Explain educational goals.
  - **Measurement Criteria:** Explain alignment of goals to the means.
  - **Measurement Criteria:** Record plan in writing.
  - **Measurement Criteria:** Cite multiple sources of data to document potential success.

**Pathway KS Statement:** Coordinate support and services to meet needs of learners.
- **Performance Element:** Refer learners to appropriate resources.
  - **Measurement Criteria:** Suggest multiple resources.
  - **Measurement Criteria:** Explain alignment to client needs.
  - **Measurement Criteria:** Explain alignment to client characteristics.
  - **Measurement Criteria:** Explain locations, costs, services, and procedures clearly.
  - **Measurement Criteria:** Plan follow-up contacts to determine outcomes.
- **Performance Element:** Conduct group meetings of appropriate stakeholders.
  - **Measurement Criteria:** Employ principles of group dynamics.
  - **Measurement Criteria:** Explain purposes of meetings clearly.
Pathway Topic: Support and Intervention

Measurement Criteria: Explain goals.
Measurement Criteria: Identify responsibilities.
Performance Element: Provide support and services to enhance learning.

Measurement Criteria: Explain alignment of services and support to learning theory.
Measurement Criteria: Explain alignment of services and support to principles of academic, career, and personal/social development.
Measurement Criteria: Explain alignment of services and support to client need and characteristics.
Measurement Criteria: Explain alignment of services and support to client need and characteristics.
Measurement Criteria: Explain goals.
Measurement Criteria: Explain principles of support and service processes.

Pathway KS Statement: Evaluate success of support and services.

Performance Element: Measure outcomes of support and services.

Measurement Criteria: Align measured outcomes with a pre-constructed plan for support or services.
Measurement Criteria: Analyze data correctly.
Measurement Criteria: Justify conclusions.

Performance Element: Recommend future support and services to enhance learning.

Measurement Criteria: Include learner input.
Measurement Criteria: Support recommendations.
Measurement Criteria: Include action strategies.
PATHWAY: Teaching/Training

Pathway Topic: Planning/Preparing

Pathway KS Statement: Employ fundamental knowledge of subject matter to plan/prepare instruction.

Performance Element: Use resources and processes to update knowledge and skills on an ongoing basis.

Measurement Criteria: Reference multiple learning methods.
Measurement Criteria: Identify sources of National, State, or Regulatory standards.
Measurement Criteria: Explain major concepts, assumptions, debates, principles, and theories central to the subject matter.
Measurement Criteria: Test hypotheses and uses methods of inquiry and standards of evidence appropriate for the subject matter in order to generate knowledge and skills.
Measurement Criteria: Define knowledge as an evolving construct.
Measurement Criteria: Express a commitment to lifelong learning.

Performance Element: Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.

Measurement Criteria: Use prerequisite knowledge as a foundation in instructional plans.
Measurement Criteria: Explain learner misunderstanding in terms of lack of prerequisite knowledge.

Performance Element: Apply principles of scope and sequence to plan instruction.

Measurement Criteria: Order content from simple to complex.
Measurement Criteria: Connect various elements of content.

Performance Element: Integrate various content to make explicit the connections to other subject matter.

Measurement Criteria: Integrate multiple subject matter into instructional plans.
Measurement Criteria: Make connections logical, accurate, and meaningful to learners.

Performance Element: Explain connections to life and career applications to make content relevant to learners.

Measurement Criteria: Integrate real-world applications into instructional plans.
Measurement Criteria: Make connections logical, accurate, and meaningful to learners.

Pathway KS Statement: Use needs of learners and organizations to design courses/programs.

Performance Element: Analyze standards, organization goals, and learners to select appropriate content.

Measurement Criteria: Customize content to organization goals.
Measurement Criteria: Customize content to learners’ abilities, interests, and future objectives.
Pathway Topic: Planning/Preparing

Performance Element: Use assessment tools to determine needs of learners and organizations.

Measurement Criteria: Use a variety of methods.

Performance Element: Employ analytical skills to evaluate instructional resources and program materials.

Measurement Criteria: Evaluate alignment to instructional goals.
Measurement Criteria: Evaluate alignment to learner characteristics.
Measurement Criteria: Evaluate comprehensiveness, accuracy, and literacy characteristics.

Pathway KS Statement: Employ knowledge of learning and developmental theory to describe individual learners.

Performance Element: Locate information to describe individual learners.

Measurement Criteria: List multiple and diverse characteristics of individual learners.
Measurement Criteria: Identify resources for locating information.

Performance Element: Apply learning and developmental theory to relate individual characteristics to the learning process.

Measurement Criteria: Explain the relevance of individual characteristics to the learning process.
Measurement Criteria: Identify typical characteristics.
Measurement Criteria: Identify exceptional characteristics.

Pathway KS Statement: Use content knowledge and instructional skills to construct standards based educational goals.

Performance Element: Use knowledge of learners to align goals with learners' developmental level, abilities, interests, and future objectives.

Measurement Criteria: Address intellectual, social, career, and developmental needs.
Measurement Criteria: Explain the relationship of goals to the real world.
Measurement Criteria: Accommodate the needs of diverse learners.


Measurement Criteria: Use standards that challenge all learners.
Measurement Criteria: Use standards that are applicable to contexts that are meaningful to learners.

Performance Element: Identify clear goals.

Measurement Criteria: Describe learning indicators rather than learner activities.
Measurement Criteria: Identify goals that are measurable.
Measurement Criteria: Identify short- and long-term goals.

Performance Element: Identify a variety of learning goals.

Measurement Criteria: Explain learning goals for multiple content areas or multiple strands of a content area.
Measurement Criteria: Explain knowledge goals.
Measurement Criteria: Explain skill mastery goals.
Education and Training

Pathway Topic: Planning/Preparing

Measurement Criteria: Explain thinking process goals.

Pathway KS Statement: Apply knowledge of teaching and learning and instructional skills to plan educational strategies.

Performance Element: Use knowledge of learners to align instructional strategies to learners’ backgrounds.

Measurement Criteria: Vary strategies according to learner characteristics.
Measurement Criteria: Align strategies to learners’ existing skills.
Measurement Criteria: Align strategies to learners’ prior knowledge.
Measurement Criteria: Align strategies to learners’ interests.
Measurement Criteria: Align strategies to learners’ cultural experiences.
Measurement Criteria: Align strategies to learners’ role experiences.
Measurement Criteria: Align strategies to learners’ developmental level.

Performance Element: Apply teaching/learning theory to select appropriate learning activities.

Measurement Criteria: Identify multiple activities.
Measurement Criteria: Align activities with learning goals.
Measurement Criteria: Align activities with the nature of the content.
Measurement Criteria: Explain the advantages and disadvantages of the activities.
Measurement Criteria: Incorporate technologies appropriate to the subject matter.
Measurement Criteria: Vary the role of the educator.

Performance Element: Use multiple ways to group learners to enhance instruction.

Measurement Criteria: Explain how groupings support educational goals.
Measurement Criteria: Permit learners to participate in selecting patterns of instructional groups.

Performance Element: Use organizational skills to design a coherent structure of instructional strategies.

Measurement Criteria: Relate all elements of instruction to each other and to instructional goals.
Measurement Criteria: Allocate time realistically.
Measurement Criteria: Identify different learning pathways based on learner needs.

Performance Element: Develop strategies to encourage the transfer of knowledge and skills.

Measurement Criteria: Customize content to fit multiple learner purposes and settings.
Measurement Criteria: Contextualize instructional examples based on learners’ characteristics.
Measurement Criteria: Use assignments that apply knowledge and skills to relevant real-world purposes and settings.

Pathway KS Statement: Identify needed materials and resources to support instructional plan.

Performance Element: Identify materials and resources needed to enhance instruction.

Measurement Criteria: Identify personal and organizational resources.
Measurement Criteria: Identify community resources.
Pathway Topic: Planning/Preparing

Measurement Criteria: Describe access to resources.

Measurement Criteria: Explain how identified materials and resources support educational goals.

Performance Element: Identify resources to aid learners in learning.

Measurement Criteria: Identify personal and organizational resources.

Measurement Criteria: Identify community resources.

Measurement Criteria: Describe access to resources.

Measurement Criteria: Explain how identified materials and resources support educational goals.

Pathway KS Statement: Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies.

Performance Element: Apply assessment theory to select appropriate assessment/evaluation strategies.

Measurement Criteria: Identify the purpose of the assessment.

Measurement Criteria: Explain the alignment of selected assessment strategies to educational goals.

Measurement Criteria: Identify multiple strategies.


Performance Element: Apply knowledge of content and teaching/learning to select appropriate assessment/evaluation strategies.

Measurement Criteria: Assess/evaluate multiple goals.

Measurement Criteria: Assess/evaluate content goals.


Measurement Criteria: Identify clearly the criteria and standards to be used to assess/evaluate.

Pathway Topic: Learning Environment

Pathway KS Statement: Establish a positive climate to promote learning.

Performance Element: Establish respect and rapport to foster positive social and intellectual interactions.

Measurement Criteria: Encourage respectful interactions between instructor and learners.

Measurement Criteria: Encourage respectful interactions among learners.

Measurement Criteria: Demonstrate fairness.

Measurement Criteria: Give recognition to learners’ cultural backgrounds.

Performance Element: Explain the importance of content to promote interest in learning.

Measurement Criteria: Demonstrate enthusiasm for content.


Measurement Criteria: Encourage lifelong learning.

Performance Element: Establish challenging expectations for each learner.

Measurement Criteria: Base standards of achievement on National, State, and Regulatory standards.

Measurement Criteria: Explain standards to learners in a clear manner.
Education and Training

**Pathway Topic: Learning Environment**

**Measurement Criteria:** Expect high performance on a consistent basis.

**Measurement Criteria:** Encourage learner responsibility for learning.

**Pathway KS Statement:** Employ motivational, social, and psychological theory and effective practices to guide learners’ personal conduct.

**Performance Element:** Document expectations to make standards of conduct clearly known.

**Measurement Criteria:** Communicate positive and negative outcomes of behavior.

**Measurement Criteria:** Enlist participation of learners in determining expectations.

**Measurement Criteria:** Utilize principles of conflict resolution.

**Measurement Criteria:** Utilize principles of democracy.

**Performance Element:** Use various strategies to monitor learners’ personal conduct.

**Measurement Criteria:** Stay continually alert to learners’ conduct.

**Measurement Criteria:** Use appropriate intervention aimed at prevention.

**Measurement Criteria:** Use appropriate intervention aimed at correction.

**Performance Element:** Provide appropriate feedback to respond to learners’ personal conduct.

**Measurement Criteria:** Provide consistent responses.

**Measurement Criteria:** Provide respectful responses.

**Measurement Criteria:** Provide responses reflective of learners’ needs.

**Measurement Criteria:** Utilize positive and negative outcomes of behavior fairly and consistently.

**Pathway KS Statement:** Use organizational and relationship-building skills to manage instructional activities and related procedures.

**Performance Element:** Utilize engagement of learners to optimize benefits of instructional groups.

**Measurement Criteria:** Engage learners consistently.

**Measurement Criteria:** Vary the participants and structure of groupings.

**Measurement Criteria:** Utilize meaningful group tasks.

**Performance Element:** Employ time management skills to effectively manage instructional transitions.

**Measurement Criteria:** Utilize efficient transitions.

**Measurement Criteria:** Optimize instructional time.

**Performance Element:** Employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).

**Measurement Criteria:** Implement effective resource management systems.

**Measurement Criteria:** Optimize instructional time.

**Performance Element:** Reutilize procedures to perform non-instructional duties.

**Measurement Criteria:** Utilize efficient procedures.

**Measurement Criteria:** Prepare learners to expect the procedural routines.

**Measurement Criteria:** Enlist learners to participate in procedural routines.

**Measurement Criteria:** Preserve maximum amount of instructional time.

**Performance Element:** Employ organizational and relationship-building skills to
Pathway Topic: Learning Environment

supervise others.

**Measurement Criteria:** Prepare others to work independently.
**Measurement Criteria:** Prepare others to work productively.

**Pathway KS Statement:** Employ awareness of physical elements to optimize learning.

Performance Element: Use arrangement of space, equipment, and furniture to optimize learning.

**Measurement Criteria:** Arrange physical space, equipment, and furniture to enhance instructional plan.
**Measurement Criteria:** Adjust instructional plan to accommodate physical space, equipment, and furniture.

Performance Element: Use physical access to facilitate learning for all learners.

**Measurement Criteria:** Provide equitable access for all learners.
**Measurement Criteria:** Use physical resources optimally.

Pathway Topic: Instruction

**Pathway KS Statement:** Employ instructional strategies to advance learning.

Performance Element: Use appropriate representations to make content meaningful to learners.

**Measurement Criteria:** Vary representations.
**Measurement Criteria:** Utilize clear and accurate representations.
**Measurement Criteria:** Utilize representations that encourage critical thinking and problem solving.
**Measurement Criteria:** Link representations to learners’ prior knowledge and experience.
**Measurement Criteria:** Solicit additional representations from learners.

Performance Element: Use learning activities and assignments to challenge and engage learners.

**Measurement Criteria:** Vary activities and assignments.
**Measurement Criteria:** Align activities and assignments with learning goals.
**Measurement Criteria:** Encourage learners to initiate and adapt activities and assignments in order to enhance learners’ understanding.

Performance Element: Use content and knowledge of teaching/learning to deliver instruction coherently.

**Measurement Criteria:** Provide reflection time.
**Measurement Criteria:** Include a closure process.
**Measurement Criteria:** Utilize a consistent pace of instruction.
**Measurement Criteria:** Utilize a pace of instruction that is appropriate for learners.

Performance Element: Employ instructional materials and resources to enhance learning.

**Measurement Criteria:** Utilize multiple materials and resources.
**Measurement Criteria:** Utilize community materials and resources.
**Measurement Criteria:** Align materials and resources with learning goals.
Pathway Topic: Instruction

**Measurement Criteria:** Encourage learners to choose, adapt, and create materials and resources in order to enhance learners’ understanding.

**Performance Element:** Use questioning techniques to encourage higher-order thinking.

**Measurement Criteria:** Provide adequate time for responding to questions.
**Measurement Criteria:** Probe answers to extend thinking.
**Measurement Criteria:** Encourage learners’ questioning.

**Performance Element:** Use discussion techniques to engage learners.

**Measurement Criteria:** Encourage learners to initiate topics.
**Measurement Criteria:** Permit learners to offer unsolicited contributions.
**Measurement Criteria:** Engage all learners.

**Performance Element:** Use educational technology to enhance learning.

**Measurement Criteria:** Demonstrate technological literacy and skills.
**Measurement Criteria:** Utilize multiple technologies.
**Measurement Criteria:** Align technologies with instructional goals.
**Measurement Criteria:** Explain standards for determining the credibility of information.
**Measurement Criteria:** Analyze the advantages and disadvantages of use of technology for instruction.
**Measurement Criteria:** Evaluate technology-based instructional materials.

**Performance Element:** Use cooperative learning techniques to engage learners.

**Measurement Criteria:** Align groupings of learners and group tasks to learner needs and characteristics.
**Measurement Criteria:** Align groupings of learners and group tasks to learning goals.
**Measurement Criteria:** Encourage learners to influence groupings and tasks in order to enhance learners’ understanding.
**Measurement Criteria:** Foster productivity of learning groups.

**Performance Element:** Use work-based learning techniques to extend learning.

**Measurement Criteria:** Apply knowledge and skills in real-world settings.
**Measurement Criteria:** Coach worksite applications of knowledge and skills.

**Performance Element:** Use project-based learning techniques to extend learning.

**Measurement Criteria:** Apply cross-curricular knowledge and skills to real world settings.
**Measurement Criteria:** Apply research and problem solving skills.
**Measurement Criteria:** Apply work, community, and home applications of knowledge and skills.

**Performance Element:** Provide support for learning organizations and activities to extend learning opportunities.

**Measurement Criteria:** Give awards and recognition.
**Measurement Criteria:** Sponsor and advises organizations and activities.

**Pathway KS Statement:** Use learner response to plan appropriate in-process adaptations in instructional plans.

**Performance Element:** Analyze learner performance to determine needed
Pathway Topic: Instruction

- Adjustments in instructional plans.
  - Measurement Criteria: Seek new approaches to help struggling learners.

Performance Element: Incorporate learner questions and interests to make instruction relevant and responsive to learners.
  - Measurement Criteria: Maintain coherent instruction.
  - Measurement Criteria: Maintain alignment of instruction to appropriate educational goals.

Performance Element: Use spontaneous events to enhance learning.
  - Measurement Criteria: Incorporate events into instruction.
  - Measurement Criteria: Maintain alignment of instruction to appropriate educational goals.


Performance Element: Employ data to assess/evaluate learning.
  - Measurement Criteria: Use multiple sources of data.
  - Measurement Criteria: Interpret data correctly.
  - Measurement Criteria: Utilize appropriate technology.

Performance Element: Use feedback provided to learners to enhance learning.
  - Measurement Criteria: Provide accurate feedback.
  - Measurement Criteria: Provide substantive feedback.
  - Measurement Criteria: Provide constructive feedback.
  - Measurement Criteria: Provide specific feedback.
  - Measurement Criteria: Assist learners in interpreting progress.
  - Measurement Criteria: Encourage learners to use feedback to enhance their learning.

Performance Element: Apply assessment and teaching/learning theory to plan adjustments in instruction.
  - Measurement Criteria: Align adjustments to assessment data.
  - Measurement Criteria: Justify adjustments in terms of data-based effective practice.

Pathway Topic: Professional Responsibilities


Performance Element: Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.
  - Measurement Criteria: Prepare a written philosophy of instruction.
  - Measurement Criteria: Reference research-based, effective practice.
  - Measurement Criteria: Address efficacy.

Performance Element: Employ various strategies to systematically monitor effectiveness of instruction.
  - Measurement Criteria: Consult colleagues.
Pathway Topic: Professional Responsibilities

**Measurement Criteria:** Reflect accurately on instruction.

**Measurement Criteria:** Cite supporting data.

Performance Element: Analyze past actions to refine instructional practice.

**Measurement Criteria:** Express a commitment to continuous improvement.

**Measurement Criteria:** Suggest multiple alternative actions.

**Measurement Criteria:** Explain merits of alternative actions.

**Pathway KS Statement:** Locate pathways to improve knowledge and skills.

Performance Element: Use participation in professional associations to improve knowledge and skills.

**Measurement Criteria:** Establish membership.

**Measurement Criteria:** Utilize services of professional associations.

**Measurement Criteria:** Participate in professional association activities.

Performance Element: Employ in-service education to improve knowledge and skills.

**Measurement Criteria:** Prepare a written personal growth plan.

**Measurement Criteria:** Identify multiple resources.

**Measurement Criteria:** Utilize technology.

**Measurement Criteria:** Utilize observations of colleagues.

**Measurement Criteria:** Explain applications of in-service learnings.

**Pathway KS Statement:** Use community-building skills to advance the profession and organizational vision.

Performance Element: Form partnerships with colleagues to establish a community of learners.

**Measurement Criteria:** Seek opportunities to work collaboratively with colleagues.

**Measurement Criteria:** Maintain cordial relationships.

**Measurement Criteria:** Share personal expertise.

**Measurement Criteria:** Share in decision-making and problem solving.

Performance Element: Employ interpersonal skills to recruit and attract able individuals to teaching/training.

**Measurement Criteria:** Demonstrate enthusiasm for teaching/training.

**Measurement Criteria:** Demonstrate competency in teaching/training.

**Measurement Criteria:** Use persuasive communication.

**Measurement Criteria:** Offer assistance to those pursuing teaching/training.

Performance Element: Utilize expertise to advance organizational vision.

**Measurement Criteria:** Assume additional responsibilities.

**Measurement Criteria:** Focus on the well being of learners and the organization.

Performance Element: Participate in community affairs to engage community in organization vision.

**Measurement Criteria:** Apply personal expertise to issues of mutual concern.

**Measurement Criteria:** Focus on the well being of the community.

**Pathway KS Statement:** Use organizational skills to maintain accurate records.

Performance Element: Use organizational skills to record learner assignments.
Pathway Topic: Professional Responsibilities

**Measurement Criteria:** Maintain complete, orderly, and timely records.

**Measurement Criteria:** Make records accessible to appropriate stakeholders.

**Performance Element:** Use organizational skills to record learner progress.

**Measurement Criteria:** Maintain complete, interpretable, and timely records.

**Measurement Criteria:** Make records accessible to appropriate stakeholders.

**Performance Element:** Use organizational skills to record non-instructional data.

**Measurement Criteria:** Maintain complete and timely records.

**Measurement Criteria:** Make records accessible to appropriate stakeholders.

**Pathway KS Statement:** Plan strategies to maintain relationships with organization stakeholders.

**Performance Element:** Advocate for needs of learners, organization, community, and profession.

**Measurement Criteria:** Explain mutual benefits.

**Measurement Criteria:** Assess needs of all categories of stakeholders.

**Measurement Criteria:** Cite supporting data.

**Performance Element:** Seek opportunities to promote instructional program.

**Measurement Criteria:** Communicate frequently.

**Measurement Criteria:** Provide accurate program descriptions.

**Measurement Criteria:** Address the goals of stakeholders.

**Measurement Criteria:** Cite outcome data.

**Performance Element:** Seek opportunities to engage stakeholders in organization vision.

**Measurement Criteria:** Engage stakeholders frequently.

**Measurement Criteria:** Give recognition to stakeholder contributions to program.

**Performance Element:** Provide information to meet appropriate accountability standards.

**Measurement Criteria:** Follow policies on organizational reporting.

**Measurement Criteria:** Respond to concerns of stakeholders.

**Measurement Criteria:** Report both positive and negative outcomes.

**Measurement Criteria:** Provide accurate information.