



Education & Training Career Cluster (ED)

1. Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.
4. Evaluate and manage risks to safety, health and the environment in education and training settings.
5. Demonstrate group collaboration skills to enhance professional education and training practice.
6. Analyze ethical and legal policies of professional education and training practice.
7. Explain legal rights that apply to individuals and practitioners within education and training settings.
8. Demonstrate ethical and legal behavior within and outside of education and training settings.
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
10. Apply organizational skills and logic to enhance professional education and training practice.
11. Demonstrate group management skills that enhance professional education and training practice.



Teaching as a Profession Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
2. Employ knowledge of learning and developmental theory to describe individual learners.
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.
4. Identify materials and resources needed to support instructional plans.
5. Establish a positive climate to promote learning.
6. Identify motivational, social and psychological practices that guide personal conduct.
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
8. Demonstrate flexibility and adaptability in instructional planning.
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
11. Implement strategies to maintain relationships with others to increase support for the organization.





Education & Training Career Cluster (ED)

	Standard	Performance Elements	Sample Indicators
<p>ED 01</p>	<p>Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p>	<p>1. Provide information using motivational and engaging communication techniques.</p>	<ul style="list-style-type: none"> Identify data and explain relevance to audience and context. Explain the significance of the tone, volume, rate and clarity of voice in communication. Use concise, coherent organization. Use language, terminology and complexity suitable to audience and sensitive to culture and gender. Address multiple intelligences and modalities through use of multiple mediums.
		<p>2. Enlist stakeholder commitment using persuasive communication techniques.</p>	<ul style="list-style-type: none"> Create awareness of problem and explain relevance to audience and context. Propose needed action and the role of the audience in that action. Create visualization of effects of proposed action.
		<p>3. Use non-verbal communication to enhance verbal communication.</p>	<ul style="list-style-type: none"> Explain the congruency between non-verbal and verbal communication. Describe intentional use of appearance, gesture and tone of voice.
		<p>4. Customize communication messages to fit the audience members.</p>	<ul style="list-style-type: none"> Describe audience characteristics. Explain alignment of communication components to audience characteristics.
		<p>5. Recognize and address barriers to oral communication.</p>	<ul style="list-style-type: none"> Address language barriers. Explain alignment of communication components to audience characteristics.
		<p>6. Give clear verbal directions.</p>	<ul style="list-style-type: none"> Organize steps logically. Use language, terminology and complexity suitable to audience. Reference prior knowledge and experience of audience. Address both content and processes. Use appropriate volume, rate and clarity of voice.
		<p>7. Utilize feedback to improve communication.</p>	<ul style="list-style-type: none"> Interpret verbal and non-verbal feedback. Allow appropriate response time based on audience and context. Adapt communication based on feedback.
		<p>8. Utilize discussion skills.</p>	<ul style="list-style-type: none"> Construct objectives for the discussion. Describe evidence that participants actively contributed. Maintain focus on discussion topic. Explain evidence that participants' understanding of the topic advanced after discussion.
		<p>9. Utilize questioning skills.</p>	<ul style="list-style-type: none"> Describe evidence that participants' understanding of the topic advanced after participation. Create questions that are suitable for audience and context in terms of Bloom's Taxonomy of higher-order thinking.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

 ED	Standard	Performance Elements	Sample Indicators
		10. Apply listening skills to enhance learning and stakeholder investment in learning organization.	<ul style="list-style-type: none"> • Explain components of active listening • Describe barriers to effective listening.
		11. Follow verbal directions.	<ul style="list-style-type: none"> • Follow directions completely and precisely • Demonstrate appropriate response to directions
ED 02	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	1. Write informational correspondence to stakeholders in the learning environment.	<ul style="list-style-type: none"> • Use language, terminology and complexity suitable to audience. • Use concise, coherent organization. • Explain the significance of the tone of the correspondence and the need for sensitivity to culture and gender.
		2. Write summative reports regarding the learning environment.	<ul style="list-style-type: none"> • Recognize data. • Address both positive and negative aspects of the topic.
		3. Write requests for funding, resources and services in the learning setting.	<ul style="list-style-type: none"> • Describe required formatting and components. • Use language and terminology suitable to audience. • Recognize data. • Use persuasive communication.
		4. Employ graphic communication to enhance learning and stakeholder investment in learning organization.	<ul style="list-style-type: none"> • Explain relevance to audience and context. • Use complexity suitable to audience.
		5. Write business communications, reports and position papers on issues affecting learning environments and/or educational organizations.	<ul style="list-style-type: none"> • Recognize data. • Synthesize multiple sources of information. • Use coherent organization. • Use language and terminology suitable to audience with sensitivity to culture and gender.
ED 03	Use critical thinking to process educational communications, perspectives, policies and/or procedures.	1. Analyze the diversity of objectives and perspectives of multiple stakeholders.	<ul style="list-style-type: none"> • Demonstrate respect for multiple viewpoints. • Explain underlying assumptions of multiple viewpoints. • Identify common ground among multiple viewpoints.
		2. Analyze educational, public and organizational policies and procedures.	<ul style="list-style-type: none"> • Predict the impact of policies and procedures on educational facilities, instructional strategies and goals. • Explain options for aligning educational facilities, policies and procedures with instructional goals.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED 	Standard	Performance Elements	Sample Indicators
ED 04	Evaluate and manage risks to safety, health and the environment in education and training settings.	1. Evaluate equipment and facility safety within the learning environment.	<ul style="list-style-type: none"> • Identify potential hazards related to equipment and building codes. • Explain procedures for documenting and reporting hazards to appropriate authorities. • Explain appropriate corrective actions for equipment and building hazards. • Describe system for monitoring compliance with relevant equipment and facility safety procedures.
		2. Control risks to individual health and safety in the learning setting.	<ul style="list-style-type: none"> • Identify appropriate infection control procedures and assess strategies/methods to control risks. • Describe universal precautions for blood-borne pathogens and the procedures for responding to and reporting exposure. • Explain procedures related to recognition of and responses to controlled substance risks. • Describe safe body mechanics relevant to the learning setting. • Describe safe ergonomics relevant to the learning setting. • Explain procedures related to criminal background checks, if appropriate to the learning setting. • Identify governmental regulations regarding worker and learner safety. • Describe fire precautions and response procedures. • Describe procedures for responding to violent and threatening behaviors, health risks and fire emergencies. • Describe procedures for documenting and reporting violent and threatening behaviors, health risks and fire emergencies. • Identify risks to psychological health in the learning setting. • Explain appropriate responses to psychological risks. • Monitor compliance with relevant individual health and safety regulations and procedures. • Identify types of bullying and develop appropriate strategies/methods for dealing with bullying.
		3. Control environmental health and safety in the learning setting.	<ul style="list-style-type: none"> • Identify potential hazards. • Inspect the setting for environmental safety hazards. • Describe corrective actions for potential hazards. • Explain safe practices for the storage and use of hazardous materials. • Monitor compliance with relevant environmental health and safety regulations and procedures. • Describe procedures for documenting and reporting environmental hazards to appropriate authorities.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

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ED 05	Demonstrate group collaboration skills to enhance professional education and training practice.	1. Employ interpersonal skills to enhance professional practice.	<ul style="list-style-type: none"> • Use collaboration skills. • Use compromise skills. • Use conflict resolution techniques. • Use consultation skills. • Use mentoring skills. • Use motivational strategies.
		2. Employ group processes knowledge and skills to enhance professional practice.	<ul style="list-style-type: none"> • Use parliamentary procedure. • Conduct productive and efficient meetings. • Build consensus among stakeholders.
ED 06	Analyze ethical and legal policies of professional education and training practice.	1. Explain major laws that govern behavior within learning settings.	<ul style="list-style-type: none"> • Explain major laws affecting a variety of issues in learning settings. • Explain personal and organizational liabilities associated with major laws. • Identify regulatory agencies. • Identify sources for updating information on legal boundaries. • Identify sources for obtaining assistance in interpreting legal responsibilities. • Explain consequences of non-compliance.
		2. Analyze ethical responsibilities in professional practice within learning settings.	<ul style="list-style-type: none"> • Identify sources of applicable ethical codes. • Analyze applicable ethical codes. • Explain personal and organizational liabilities associated with ethical codes. • Identify regulatory agencies. • Identify sources for updating information on ethical boundaries. • Identify sources for obtaining assistance in interpreting ethical responsibilities. • Explain consequences of non-compliance.
		3. Explain institutional policies and procedures that relate to ethical and legal behavior.	<ul style="list-style-type: none"> • Explain rationale for policies and procedures. • Analyze expected effects of compliance and non-compliance. • Explain consequences of non-compliance.
ED 07	Explain legal rights that apply to individuals and practitioners within education and training settings.	1. Explain legal rights of stakeholders within learning settings.	<ul style="list-style-type: none"> • Explain rights of expression. • Explain nondiscrimination rights. • Explain rights to due process. • Explain privacy rights.
		2. Explain legal rights of professional practitioners within learning settings.	<ul style="list-style-type: none"> • Explain rights of expression. • Explain nondiscrimination rights. • Explain rights to due process. • Explain privacy rights.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED 	Standard	Performance Elements	Sample Indicators
ED 08	Demonstrate ethical and legal behavior within and outside of education and training settings.	1. Perform work duties according to legal boundaries.	<ul style="list-style-type: none"> • Comply with applicable law. • Document, record and report required information. • Comply with financial audit requirements.
		2. Perform work duties in accordance with legal rights of stakeholders and coworkers.	<ul style="list-style-type: none"> • Comply with applicable law. • Encourage others to comply with applicable law.
		3. Perform work duties according to ethical boundaries.	<ul style="list-style-type: none"> • Explain how decision-making and actions taken are aligned with commitments to learners and the profession. • Analyze ethical dilemmas. • Propose responses to ethical dilemmas. • Maintain confidentiality.
ED 09	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.	1. Complete professional development requirements.	<ul style="list-style-type: none"> • Identify appropriate sources of professional development. • Identify timelines. • Obtain documentation from issuing institutions/agencies. • Develop a continual improvement plan through professional development, technical workshops, conferences and/or college coursework and involvement in professional organizations.
		2. Complete assessments of knowledge and skills.	<ul style="list-style-type: none"> • Identify timelines. • Complete applicable internal assessments. • Complete applicable external assessments. • Obtain documentation of successful completion.
ED 10	Apply organizational skills and logic to enhance professional education and training practice.	1. Employ record keeping skills to enhance professional practice and meet accountability standards.	<ul style="list-style-type: none"> • Apply various strategies. • Explain alignment of strategies to educational objectives.
ED 11	Demonstrate group management skills that enhance professional education and training practice.	1. Explain conditions that contribute to a receptive working climate.	<ul style="list-style-type: none"> • Explain the role of trust among those working together. • Explain strategies for establishing trust among individuals. • Explain the role of respect among those working together. • Explain strategies for establishing respect among individuals.
		2. Use environment to enhance work productivity, efficiency and quality.	<ul style="list-style-type: none"> • Explain ways that spatial arrangements enhance productivity, efficiency and quality of work. • Explain ways that environmental conditions are engineered to meet needs of those working in the environment.



Teaching as a Profession Career Pathway (ED-TT)

ED-TT 	Standard	Performance Elements	Sample Indicators
ED-TT 01	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.	1. Use resources and professional development to update knowledge and skills on an ongoing basis.	<ul style="list-style-type: none"> • Reference multiple sources of information and learning methods. • Utilize analytical skills while evaluating instructional resources and program materials. • Evaluate alignment to instructional goals. • Evaluate alignment to learner characteristics. • Evaluate comprehensiveness, accuracy and literacy characteristics. • Explain major concepts, assumptions, debates, principles and theories central to the subject matter. • Test hypotheses and use methods of inquiry and standards of evidence appropriate for the subject matter in order to generate knowledge and skills. • Demonstrate a commitment to lifelong learning.
		2. Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.	<ul style="list-style-type: none"> • Test learner's prerequisite knowledge as a foundation in instructional plans. • Explain learner misunderstanding in terms of lack of prerequisite knowledge.
		3. Apply principles of scope and sequence while planning instruction.	<ul style="list-style-type: none"> • Order content from simple to complex. • Connect various elements of content.
		4. Integrate various content to make explicit the connections to other subject matter and explain connection to life and career applications.	<ul style="list-style-type: none"> • Integrate multiple subject matter into instructional plans and real-world applications. • Make connections logical, accurate and meaningful to learners.
		5. Analyze standards, organization goals and learners when selecting content.	<ul style="list-style-type: none"> • Align content as appropriate to National, State, Business and Industry and Regulatory standards. • Customize content to learners' abilities, interests and future objectives.
		6. Use assessment tools when determining needs of learners and organizations.	<ul style="list-style-type: none"> • Utilize self-assessments. • Utilize a variety of methods. • Develop assessment tools.
ED-TT 02	Employ knowledge of learning and developmental theory to describe individual learners.	1. Locate theory-based information to describe individual learners.	<ul style="list-style-type: none"> • List multiple and diverse characteristics of individual learners. • Identify resources for locating information.
		2. Apply learning and developmental theory to relate individual characteristics to the learning process.	<ul style="list-style-type: none"> • Explain the relevance of individual characteristics to the learning process. • Identify typical characteristics. • Identify exceptional characteristics.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED-TT 	Standard	Performance Elements	Sample Indicators
ED-TT 03	Use content knowledge and skills of instruction to develop standards-based goals and assessments.	1. Use knowledge of learners to align goals with learners' developmental level, abilities, interests and future objectives.	<ul style="list-style-type: none"> Address intellectual, social, career and developmental needs. Explain the relationship of goals to the real world. Accommodate the needs of diverse learners.
		2. Use National, State, Business and Industry, or Regulatory standards to establish learner performance standards.	<ul style="list-style-type: none"> Use standards that challenge all learners. Use standards that are applicable to contexts that are meaningful to learners.
		3. Identify multiple learning goals that establish performance standards for learners.	<ul style="list-style-type: none"> Explain learning goals for multiple content areas or multiple strands of a content area. Explain knowledge goals. Explain skill mastery goals. Explain thinking process goals. Explain learning goals for multiple content areas or multiple strands of a content area.
		4. Select appropriate assessment/evaluation strategies while applying assessment theory.	<ul style="list-style-type: none"> Identify the purpose of the assessment. Explain the alignment of selected assessment strategies to educational goals. Identify multiple strategies. Describe learner self-assessment strategies.
		5. Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.	<ul style="list-style-type: none"> Assess/evaluate multiple goals. Assess/evaluate content goals. Assess/evaluate process goals. Identify clearly the criteria and standards to be used to assess/evaluate. Identify the alignment of instruction to standards.
ED-TT 04	Identify materials and resources needed to support instructional plans.	1. Identify materials and resources needed to enhance instruction and aid learners in learning.	<ul style="list-style-type: none"> Identify personal and organizational resources. Identify community resources. Explain how identified materials and resources support educational goals.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED-TT 	Standard	Performance Elements	Sample Indicators
ED-TT 05	Establish a positive climate to promote learning.	1. Establish respect and rapport to foster positive social and intellectual interactions.	<ul style="list-style-type: none"> • Demonstrate respectful interactions between instructor and learners. • Demonstrate respectful interactions among learners. • Demonstrate fairness. • Give recognition to learners' cultural backgrounds.
		2. Explain the importance of content to promote interest in learning.	<ul style="list-style-type: none"> • Demonstrate enthusiasm for content. • Identify real-world connections.
		3. Establish challenging expectations for each learner.	<ul style="list-style-type: none"> • Formulate standards of achievement on applicable National, State, Business and Industry and Regulatory standards. • Explain standards to learners in a clear manner. • Judge learner responsibility for learning.
		4. Arrange space, equipment and furniture within learning settings to optimize learning and provide appropriate access and spacing requirements.	<ul style="list-style-type: none"> • Arrange physical space, equipment and furniture to enhance instructional plan. • Identify equitable access for all learners. • Utilize physical resources optimally. • Demonstrate fairness. • Recognize learners' cultural backgrounds.
ED-TT 06	Identify motivational, social and psychological practices that guide personal conduct.	1. Document standards of conduct and expectations clearly.	<ul style="list-style-type: none"> • Communicate positive and negative outcomes of behavior. • Enlist participation of learners in determining expectations. • Utilize principles of conflict resolution. • Utilize principles of democracy.
		2. Monitor learners' personal conduct using a variety of strategies.	<ul style="list-style-type: none"> • Stay continually alert to learners' conduct. • Use appropriate intervention aimed at prevention. • Use appropriate intervention aimed at correction.
		3. Respond to learners' personal conduct by providing appropriate feedback.	<ul style="list-style-type: none"> • Demonstrate consistent responses. • Demonstrate respectful responses. • Demonstrate responses reflective of learners' needs. • Utilize positive and negative outcomes of behavior fairly and consistently.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED-TT 	Standard	Performance Elements	Sample Indicators
ED-TT 07	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.	1. Utilize engagement of learners to optimize benefits of instructional groups.	<ul style="list-style-type: none"> Recognize learners consistently. Experiment with the structure of participants in groupings. Utilize meaningful group tasks.
		2. Manage instructional transitions while employing time management skills.	<ul style="list-style-type: none"> Utilize efficient transitions. Plan instructional time for optimal use.
		3. Employ organizational skills while managing instructional resources (i.e., tools, equipment, supplies and materials).	<ul style="list-style-type: none"> Utilize effective resource management systems. Plan instructional time for optimal use.
		4. Demonstrate non-instructional duties.	<ul style="list-style-type: none"> Utilize efficient procedures. Explain expected procedural routines that learners must follow.
		5. Supervise learners using organizational and relationship-building skills.	<ul style="list-style-type: none"> Manage learners to work independently. Manage learners to work productively.
ED-TT 08	Demonstrate flexibility and adaptability in instructional planning.	1. Use appropriate representations to make content meaningful to learners.	<ul style="list-style-type: none"> Utilize various representations. Utilize clear and accurate representations. Utilize representations that encourage critical thinking and problem-solving. Connect representations to learners' prior knowledge and experience. Collect additional representations from learners.
		2. Utilize learning activities and assignments to challenge and engage learners.	<ul style="list-style-type: none"> Utilize various activities and assignments. Connect activities and assignments with learning goals. Appraise learners of the importance to initiate and adapt activities and assignments in order to enhance their understanding.
		3. Utilize content and knowledge of teaching/learning while delivering instruction.	<ul style="list-style-type: none"> Provide adequate time for reflection and closure process. Utilize a consistent pace of instruction that is appropriate for learners.
		4. Utilize instructional materials, resources and technology to enhance learning.	<ul style="list-style-type: none"> Utilize community materials and resources. Distinguish alignment of materials and resources with learning goals. Explain the importance for learners to choose, adapt and create materials and resources in order to enhance their understanding. Demonstrate literacy and skills for multiple technologies. Distinguish alignment of technologies with instructional goals.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED-TT 	Standard	Performance Elements	Sample Indicators
			<ul style="list-style-type: none"> • Explain standards for determining the credibility of information. • Analyze the advantages and disadvantages of use of technology for instruction. • Evaluate technology-based instructional materials.
		5. Utilize questioning techniques to encourage higher-order thinking skills.	<ul style="list-style-type: none"> • Identify adequate time for responding to questions. • Assess answers to extend thinking. • Develop learners' questioning ability.
		6. Utilize discussion techniques to engage learners.	<ul style="list-style-type: none"> • Develop learners' ability to initiate topics and to offer unsolicited contributions. • Utilize all learners in instruction.
		7. Use cooperative learning techniques to engage learners.	<ul style="list-style-type: none"> • Categorize groupings of learners and group tasks to learning goals, learner needs and characteristics. • Demonstrate the importance of groupings and tasks in enhancing learners' understanding. • Assess productivity of learning groups.
		8. Use work-based and project-based learning techniques to extend learning.	<ul style="list-style-type: none"> • Apply knowledge and skills in real-world settings. • Employ worksite, community and home applications of knowledge and skills. • Apply cross-curricular knowledge and skills to real-world settings. • Apply research and problem-solving skills.
		9. Identify support for learning organizations and activities to extend learning opportunities.	<ul style="list-style-type: none"> • Arrange awards and recognition. • Plan and advise organizations and activities.
		10. Identify needed adjustments in instructional plans using an analysis of learner performance.	<ul style="list-style-type: none"> • Assess responsibility for learner performance. • Identify new approaches to help struggling learners.
		11. Incorporate learner questions and interests to make instruction relevant and responsive to learners.	<ul style="list-style-type: none"> • Manage coherent instruction. • Manage alignment of instruction to appropriate educational goals.
		12. Utilize spontaneous events to enhance learning.	<ul style="list-style-type: none"> • Combine events into instruction. • Relate alignment of instruction to appropriate educational goals.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED-TT 	Standard	Performance Elements	Sample Indicators
ED-TT 09	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.	1. Utilize data to assess/evaluate learning.	<ul style="list-style-type: none"> Utilize multiple sources of data and interpret correctly. Utilize learner self-assessment and authentic assessment. Utilize appropriate technology.
		2. Utilize feedback provided to learners to enhance learning.	<ul style="list-style-type: none"> Identify accurate, substantive, constructive and specific feedback. Prepare learners in interpreting progress. Relate the importance of learners using feedback to enhance their learning.
		3. Plan adjustments in instruction that reflect assessment and teaching/learning theory.	<ul style="list-style-type: none"> Organize alignment of adjustments to assessment data. Identify and describe adjustments in terms of data-based effective practice.
		4. Collect accurate records through the use of organization skills in order to monitor and guide learner progress.	<ul style="list-style-type: none"> Collect and maintain complete, orderly and timely records. State the availability of records to appropriate stakeholders.
		5. Utilize an organized system for recording non-instructional data.	<ul style="list-style-type: none"> Collect and maintain complete and timely records. State the availability of records to appropriate stakeholders.
ED-TT 10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.	1. Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.	<ul style="list-style-type: none"> Prepare a written philosophy of instruction. Identify research-based, effective practice. Interpret efficacy. Revise current philosophy regularly.
		2. Employ various strategies while systematically monitoring effectiveness of instruction.	<ul style="list-style-type: none"> Discuss with colleagues. Discuss accuracy of instruction. Identify supporting data.
		3. Develop instructional practice based upon analysis of past actions.	<ul style="list-style-type: none"> Describe a commitment to continuous improvement. Identify multiple alternative actions. Explain merits of alternative actions.
		4. Utilize participation in professional associations to improve knowledge and skills.	<ul style="list-style-type: none"> Practice membership in professional organizations. Utilize services of professional associations.
		5. Employ in-service education to improve knowledge and skills.	<ul style="list-style-type: none"> Formulate a written personal growth plan. Identify multiple resources. Utilize technology. Utilize observations of colleagues. Explain applications of in-service learnings.



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

ED-TT 	Standard	Performance Elements	Sample Indicators
ED-TT 11	Implement strategies to maintain relationships with others to increase support for the organization.	1. Use an organized system for recording learner assignments.	<ul style="list-style-type: none"> Maintain complete, orderly and timely records. Make records accessible to appropriate stakeholders.
		2. Use an organized system for recording learner progress.	<ul style="list-style-type: none"> Maintain complete, interpretable and timely records. Make records accessible to appropriate stakeholders.
		3. Use an organized system for recording non-instructional data.	<ul style="list-style-type: none"> Maintain complete and timely records. Make records accessible to appropriate stakeholders.
		4. Advocate for needs of learners, organization, community and profession.	<ul style="list-style-type: none"> Explain mutual benefits. Assess needs of all categories of stakeholders. Cite supporting data.
		5. Seek opportunities to promote instructional program.	<ul style="list-style-type: none"> Communicate frequently. Provide accurate program descriptions. Address the goals of stakeholders. Cite outcome data.
		6. Seek opportunities to engage stakeholders in organization vision.	<ul style="list-style-type: none"> Engage stakeholders frequently. Discuss the role of parental support. Give recognition to stakeholder contributions to program.
		7. Provide information to meet appropriate accountability standards.	<ul style="list-style-type: none"> Follow policies on organizational reporting. Respond to concerns of stakeholders. Report both positive and negative outcomes. Provide accurate information.