Acknowledgments

The components of this instructional framework were developed by the following business panel team members:

Dr. Carol Bland, Assistant Professor of Elementary Education, Radford University
Dr. Gail Brown, Associate Professor, Lynchburg College
Dr. Kenna M. Colley, Dean of the College of Education and Human Development, Radford University
Dr. Cheryl Lindeman, Assistant Professor of Education, Randolph College
Dr. David Locascio, Assistant Dean of the College of Education & Human Services, Longwood University
Denny Keffer, Director of Education Outreach, Shenandoah University
Dr. Jenny Martin, Assistant Professor of Education, Bridgewater College
Dr. Steve Purcell, Assistant Dean of the College of Education, James Madison University
Dr. Antoinette Rogers, Director of the Office of Teaching and Learning, Virginia Education Association
Dr. Stephanie Sebolt, Assistant Professor of Education, Mary Baldwin University
Dr. Teri Wagner, Assistant Professor of Education, Hollins University

The following teachers served on the curriculum development team:

Lisa Bowden, Poquoson High School, Poquoson City Schools
Gloria Harmon, Burton Center for Arts and Technology, Roanoke County Schools
Donna Hutson, Pittsylvania Career and Technical Center, Pittsylvania County Schools
Meghan Johnson, Mountain View High School, Stafford County Public Schools
Shana Katz, Glen Allen High School, Henrico County Public Schools
Marsha L. Lopez, Franklin County High School, Franklin County Public Schools
Course Description

**Suggested Grade Level:** 11 or 12  
**Prerequisites:** 9062

Students continue to explore careers in the Education and Training Career Cluster and pathways. This course provides the opportunity for students to prepare for careers in education as they research postsecondary options, learn about the process of teacher certification in Virginia, and participate in a practicum experience.

**Task Essentials Table**

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential  
- Tasks/competencies designated by empty-circle icons (◯) are optional  
- Tasks/competencies designated by minus icons (⊖) are omitted  
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>9072</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>⊕</td>
<td>Analyze information about the Education and Training Career Cluster and related pathways.</td>
</tr>
<tr>
<td>Research the processes and costs involved in securing a degree in education.</td>
<td></td>
</tr>
<tr>
<td>Research the process of teacher licensure in Virginia.</td>
<td></td>
</tr>
<tr>
<td>Evaluate field experience(s), using the Virginia Standards for the Professional Practice of Teachers.</td>
<td></td>
</tr>
<tr>
<td>Identify resources used in a classroom.</td>
<td></td>
</tr>
<tr>
<td>Perform an environmental scan of a classroom.</td>
<td></td>
</tr>
<tr>
<td>Provide feedback to peers during microteaching.</td>
<td></td>
</tr>
<tr>
<td>Analyze one’s own teaching performance based on a review of recorded teaching.</td>
<td></td>
</tr>
<tr>
<td>Adjust professional practice based on feedback.</td>
<td></td>
</tr>
<tr>
<td>Create lesson plans utilizing differentiated instruction to accommodate diverse learners.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective teaching strategies.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective classroom-management techniques.</td>
<td></td>
</tr>
<tr>
<td>Differentiate between formative and summative assessment.</td>
<td></td>
</tr>
<tr>
<td>Use a pre-prepared rubric to evaluate student performance.</td>
<td></td>
</tr>
<tr>
<td>Discuss how teachers use data to inform instruction.</td>
<td></td>
</tr>
<tr>
<td>Apply professional characteristics and dispositions necessary in teaching.</td>
<td></td>
</tr>
<tr>
<td>Analyze research regarding the effectiveness of instructional practices/strategies (e.g., small-group instruction, flipped classroom, instructional delivery, integrated technology, project-based learning).</td>
<td></td>
</tr>
<tr>
<td>Identify how educational law impacts the classroom.</td>
<td></td>
</tr>
<tr>
<td>Evaluate professional practice in the practicum experience.</td>
<td></td>
</tr>
<tr>
<td>Refine a personal philosophy of education based on instructional experience.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Curriculum Framework**

**Examining Careers in Education**
Task Number 39

Analyze information about the Education and Training Career Cluster and related pathways.

Definition

Analysis should include

- review of Career Clusters
- review of the Education and Training Career Cluster
- identification of possible Education and Training pathways (i.e., Administration & Administrative Support Pathway, Professional Support Services Pathway, Teaching/Training Pathway)
- completion of an academic and career plan.

Process/Skill Questions

Thinking

- What are meaningful qualities for an educator to have?
- Does intelligence always make a person a good teacher? Explain.

Communication

- What communication skills do employers expect from educators?
- What resources are available to help educators improve communication skills?

Leadership

- What kinds of opportunities can provide experience in the Education and Training career pathways?
- What leadership skills are required to attain a teaching position?

Management

- What Education and Training Career Cluster and pathway information is available to students?
- What are possible Education and Training career options?

Task Number 40

Research the processes and costs involved in securing a degree in education.

Definition

Research should include examination of
• postsecondary institutions
• criteria to select a postsecondary institution
• the process for applying to a postsecondary institution
• the financial aid resources available to students.

Process/Skill Questions

Thinking

• What criteria should be used in comparing the costs of a postsecondary education?
• What are the postsecondary options for students who are interested in education careers?

Communication

• What communication skills are required to attain admission to a postsecondary institution?
• What financial aid resources are available to students who apply for admission to a postsecondary institution?

Leadership

• What leadership skills do postsecondary institutions look for in students?
• How can applicants improve their leadership skills?

Management

• What should applicants consider when selecting a postsecondary institution?
• What are some of the basic requirements of applicants in the college admission process?

Task Number 41

Research the process of teacher licensure in Virginia.

Definition

Research may include the following key elements:

• Review of teacher education and licensure information
• Identification of the routes to teacher licensure in Virginia
• Identification of the resources available to assist applicants for acquiring a teaching license

Process/Skill Questions

Thinking

• What route should an applicant follow to earn licensure? (e.g., approved program, reciprocity, alternative licensure)
• What are the professional studies requirements for applicants for a teaching license in Virginia? Clinical experience requirements?
Communication

- What resources are available for applicants taking the Praxis? The Virginia Communication and Literacy Assessment? The Virginia Reading Assessment?
- What are the steps to licensure in Virginia?

Leadership

- What experience, knowledge, and skills are required of teachers?
- What are the benefits of ongoing professional development?

Management

- What are the routes to licensure in Virginia?
- What is the process for renewing a teaching license in Virginia?

Observing Professional Practice

Task Number 42

Evaluate field experience(s), using the Virginia Standards for the Professional Practice of Teachers.

Definition

Evaluation should include conducting a self- and peer-assessment, reviewing the Professional Performance Standards, using a rubric that incorporates the standards and/or the Effective Practices Self Assessment rubric.

Evaluation should also include adherence to the Virginia Professional Standards.

Process/Skill Questions

Thinking

- What criteria are used to evaluate the field experience?
- What should be accomplished during your field experience?

Communication

- What resources are available for locating information on field experiences?
- What are the consequences of not effectively communicating the findings of the evaluation?

Leadership
• Why is it crucial to consider the perspectives of others when evaluating the field experience?

Management

• What consequences may result when a person does not follow directions when completing a field experience?
• How might background knowledge be useful when performing an evaluation of the field experience?

**Task Number 43**

**Identify resources used in a classroom.**

**Definition**

Identification should include

- personnel services
- instructional resources
- internal/external (e.g., peer, collaborative learning communities, specialists)
- personal
- technology
- emergency procedures/equipment.

**Process/Skill Questions**

**Thinking**

• Why is it beneficial to have a mentor?
• What can you learn from experienced teachers?

**Communication**

• What are the benefits of a collaborative learning community?
• What are the benefits of technology in the classroom?
• What are the disadvantages?

**Leadership**

• How can you serve as a resource for peers?
• How can you involve community leaders in your curriculum?

**Management**

• How can paraprofessionals support instruction?
• What support should teachers provide to paraprofessionals?
Task Number 44

Perform an environmental scan of a classroom.

Definition

Performance should include contextual factors that inform learning and teaching (e.g., building classroom community, classroom routines, diversity, schedule, physical environment).

Process/Skill Questions

Thinking

• How does the classroom environment affect learning? The school environment?
• What are the differences between a school environment and a typical work environment? What are the similarities?

Communication

• How can the structure of a school building impact or impede collaboration among departments?
• What message does your classroom convey to your students?
• How can your teaching style be reflected by your classroom environment?

Leadership

• What can school leadership do to ensure a safe school environment? What can students do?
• Who is responsible for upkeep/repairs of a school? Where does the funding come from?
• What can students and teachers do to contribute to the overall school environment?

Management

• Why are classroom routines important?
• What regulations exist regarding classroom environments (e.g., Occupational Safety and Health Administration [OSHA], fire marshal, Americans with Disabilities Act [ADA])?

Task Number 45

Provide feedback to peers during microteaching.

Definition

Feedback should include

• consideration of objective vs. subjective
• consideration of constructive vs. destructive
• commendation of strengths
• recommendation of areas for improvement
• specificity (e.g., examples from observations)

Process/Skill Questions

Thinking

• Why is feedback important?
• What is the difference between objective and subjective?

Communication

• How can you effectively communicate feedback to a peer?
• How can you effectively receive feedback from a peer?
• How can you use nonverbal communication in teaching? In providing feedback?

Leadership

• How do administrators provide feedback to teachers?
• What are the consequences of providing no feedback?

Management

• How often are teachers observed in your school? Is this often enough? Too often? Explain.
• What kind of rubric is used to evaluate teachers?

Task Number 46

Analyze one’s own teaching performance based on a review of recorded teaching.

Definition

Analysis should include

• identification of criteria
• application of reflective practice (e.g., recognition of strengths and areas of improvement)
• identification of modifications needed.

Process/Skill Questions

Thinking

• What surprised you while observing your own teaching?
• What were your strengths? What are your areas for improvement?

Communication
• What nonverbal messages were you sending during your teaching?
• Were your nonverbal messages effective? Explain.

Leadership
• What teaching strategies did you use?
• What goals do you have for your next lesson?

Management
• What resources are available to help you address your areas for improvement?
• How often should teachers review their own teaching? Explain.

**Task Number 47**

**Adjust professional practice based on feedback.**

**Definition**

Adjustments should include

• interpreting feedback from peers and supervisors
• modifying lesson plans, teaching strategies, professional behaviors, delivery, (e.g., volume, verbal tics, tone, mannerisms) as needed.

**Process/Skill Questions**

**Thinking**

• Why is it important to listen to feedback?
• What feedback would you give your teachers?

**Communication**

• What are some guidelines for providing constructive feedback?
• What are some guidelines for receiving feedback (e.g., not taking it personally, listening before responding).

**Leadership**

• How do administrators use feedback provided on student satisfaction surveys? Parent satisfaction surveys? Teacher satisfaction surveys?
• How do school boards respond to parent feedback?

**Management**

• How does timely feedback benefit the school environment?
• Why is it important for teachers to modify lesson plans based on feedback?
Preparing for the Classroom

Task Number 48

Create lesson plans utilizing differentiated instruction to accommodate diverse learners.

Definition

Creation of lesson plans should illustrate

- consideration of learning modalities, such as
  - visual
  - auditory
  - kinesthetic
  - tactile
- differentiated instruction accommodating student needs (e.g., individualized education plans [IEPs], limited English proficient students [LEPs], learning styles).

Process/Skill Questions

Thinking

- What methods of instruction can you use to reach diverse groups of learners?
- How do you indicate differentiated instruction in your lesson plan?

Communication

- How can a teacher ensure they are effectively reaching English language learners?
- What accommodations can you make to provide instruction to students with hearing impairments?

Leadership

- What are the consequences of not providing differentiated instruction?
- What are the legal requirements for making accommodations listed on a student’s IEP or 504 plan?

Management

- How do you keep track of all of the different learning types in your classroom?
- What resources are available to help teachers accommodate the various needs in their classrooms?

Task Number 49
Demonstrate effective teaching strategies.

Definition

Demonstration should include research-based models, such as

- co-teaching models (e.g., parallel teaching, Cook and Friend)
- small group vs. large-group instruction
- flexible grouping
- flipped learning.

Process/Skill Questions

Thinking

- What are the characteristics of effective teaching strategies?
- What are the consequences when student learning styles are ignored in instruction?
- What criteria should be used to evaluate teaching strategies?
- What resources exist for finding teaching strategies for various disciplines?

Communication

- What processes should teachers use to evaluate the effectiveness of teaching strategies?
- What resources are available to teachers to design and deliver an effective lesson that accommodates the needs of all students?

Leadership

- What are the characteristics of desirable teaching strategies?
- What are the characteristics of undesirable teaching strategies?

Management

- How will teachers provide accommodations for students with major physical, social, and personal challenges?
- How do teachers apply knowledge of learning styles, multiple intelligences, Bloom’s Taxonomy, brain-based strategies for learning, and classroom management to instruction and assessment?

Task Number 50

Demonstrate effective classroom-management techniques.

Definition

Demonstration should include

- total participation techniques
- student engagement
• adherence to school policies
• practicing positive reinforcement
• consistent application of classroom policies.

Process/Skill Questions

Thinking

• Do you think classroom rules are important? Explain.
• What are the consequences when classroom rules are not enforced?

Communication

• What are some elements of providing clear instructions?
• What communication strategies are effective in defusing a discipline problem?
• What communication strategies escalate a discipline problem?
• What role does relationship building play in effective classroom management techniques?

Leadership

• What classroom management skills does a teacher need to possess to provide a quality learning environment?
• What professional development opportunities are available for teachers to improve their classroom management skills?

Management

• How might positive behavior support decreased misbehavior?
• How can teachers engage students in learning activities and prevent discipline problems?
• How can nonverbal discipline be used in a classroom?

Task Number 51

Differentiate between formative and summative assessment.

Definition

Differentiation should include

• the purpose of each
• the value of each
• how they are used
• when they are used.

Process/Skill Questions

Thinking
• What is the purpose of assessment?
• What is the difference between formative and summative?
• What is your favorite way to demonstrate your knowledge?

Communication

• What tools are available to teachers to communicate with parents about assessments?
• Why is it important for teachers to communicate with parents about assessment?

Leadership

• What are some examples of informal assessments that can be done quickly (e.g., thumb tool, whiteboard response, exit ticket)?
• How do you use data collected from assessments?

Management

• Why is it important to consistently implement formative assessments prior to a formal summative assessment?
• How do you provide timely feedback to students based on assessment results?

Task Number 52

Use a pre-prepared rubric to evaluate student performance.

Definition

Utilization should include

• incorporation of constructive feedback.
• an objective appraisal of specified criteria
• consistent application of rubric.

Process/Skill Questions

Thinking

• What is the purpose of a rubric?
• How does using a rubric benefit the students? The teacher?

Communication

• How does the rubric communicate to the student what is important to the assignment?
• How can a rubric improve communication between teachers and students?

Leadership
• How does a rubric reduce subjectivity? Increase objectivity?
• How do you handle a situation where you don’t agree with your assessment?

Management

• Do rubrics reduce the time needed for assessment? Explain.
• How do you determine what criteria goes on a rubric?

Task Number 53

Discuss how teachers use data to inform instruction.

Definition

Discussion should include

• recognition of formative and summative assessments
• methods of data collection
• evaluation and applications of data
• flexibility of instruction
• use of data to modify/remediate.

Process/Skill Questions

Thinking

• Why is it important to be flexible in your instruction?
• What are some methods of data collection?

Communication

• How does data help identify students in need of remediation?
• How is student data shared with the community stakeholders?

Leadership

• What kinds of data are collected?
• How can data be used to modify instruction?

Management

• Who interprets student data at the local level?
• What are the consequences of not using data to inform instruction?

Task Number 54
Apply professional characteristics and dispositions necessary in teaching.

Definition

Application should include

- appropriate response to challenging behaviors
- appropriate response to negative feedback
- appropriate modeling in and out of the classroom (e.g., social media, public interactions).

Process/Skill Questions

Thinking

- What professional qualities should teachers possess?
- Why is it important for teachers to demonstrate good values, attitudes, and behaviors in and out of the classroom?

Communication

- How can we effectively communicate the importance of perception?

Leadership

- Why is it crucial to consider the perspective of others?
- How can teachers model professional characteristics for students?

Management

- What consequences may result if a person does not demonstrate professional characteristics?
- Why is professionalism essential to effective management?

Task Number 55

Analyze research regarding the effectiveness of instructional practices/strategies (e.g., small-group instruction, flipped classroom, instructional delivery, integrated technology, project-based learning).

Definition

Analysis should include various types of evidence, such as

- statistical data
- trends
- student surveys
• scholarly journals/articles.

**Process/Skill Questions**

**Thinking**

• What criteria are used to measure effectiveness of the instructional practice?
• How do instructional strategies impact student learning?

**Communication**

• What questions can we ask to clarify the students’ understanding?
• What resources are available for locating information on certain instructional practices and strategies?

**Leadership**

• How is cooperation/collaboration vital in implementing certain instructional strategies?
• How does the task contribute to the accomplishment of student learning?

**Management**

• What resources can be used to evaluate the effectiveness of the instructional practices?
• What are the consequences of not analyzing research?

**Task Number 56**

**Identify how educational law impacts the classroom.**

**Definition**

Identification should include how the various levels of government, such as federal, state, and local, affect issues such as

• funding
• class size
• resources
• copyright
• equipment
• students' rights
• academic requirements
• mandated reporter.

**Process/Skill Questions**

**Thinking**

• What underlying societal values are reflected in educational law?
• What factors affect decisions about educational law?
Communication

- How are the laws affecting teachers and students communicated to parents?
- What may cause differences in per-pupil spending from one school division to another within a state?

Leadership

- Who is responsible for allocating money for individual schools?
- Why do effective schools usually have good relationships with parents?

Management

- What are the effects of not adhering to the laws as they are stated?
- How does education law interrelate with current events?

Building a Professional Portfolio

Task Number 57

Evaluate professional practice in the practicum experience.

Definition

Evaluation should include

- a review of instruction: planning and delivering coherent lessons to achieve objective(s) (e.g., SOL, competencies)
- differentiated instruction to accommodate students’ needs
- use of a variety of resources
- use of multiple methods and instructional strategies
- safe learning environment
- supportive learning environment
- collaboration with parents, administrators, colleagues, and community contacts to promote and support student success
- continuous reflection, evaluation, and energy to improve the practice of teaching
- participation in professional development.

Process/Skill Questions

Thinking

- What are the consequences of inadequate lesson planning?
- What is the value of being flexible with your lesson plans?
- What resources are available to teachers to help with lesson planning?
• What are some benefits of having a digital portfolio?

Communication

• What impact does the teacher’s grammar and vocabulary have on instruction?
• What questioning strategies should the teacher use during the lesson?

Leadership

• What strategies should a teacher use to engage students in learning activities?
• How can the teacher accommodate the variety of learning styles and needs of his/her students during the lesson?

Management

• What are some ways a teacher can organize materials needed for instruction?
• What resources are available for assessing student learning?

Task Number 58

Refine a personal philosophy of education based on instructional experience.

Definition

Refinement should include

• reflecting on teaching practice and observation
• revising a previous philosophy
• evaluating goals.

Process/Skill Questions

Thinking

• Why is it important to continually revisit/revise your philosophy?
• Who is the best teacher you have had?
• What made him/her stand out from the others?

Communication

• How can you effectively communicate your personal philosophy of education?
• How can you communicate your personal goals, career, and personal objectives in your philosophy of education?

Leadership

• How are your underlying individual, family, and societal values reflected in your philosophy?
- How does refining your philosophy accomplish or foster greater student learning/success?

Management

- What might be the impact of your personal philosophy?
- What actions can you take to evaluate your philosophy to make it more applicable?

### SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
<th>History and Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze information about the Education and Training Career Cluster and related pathways.</td>
<td>11.5, 11.8, 12.5, 12.8</td>
<td>GOVT.1</td>
</tr>
<tr>
<td>40</td>
<td>Research the processes and costs involved in securing a degree in education.</td>
<td>11.5, 11.8, 12.5, 12.8</td>
<td>GOVT.1</td>
</tr>
<tr>
<td>41</td>
<td>Research the process of teacher licensure in Virginia.</td>
<td>11.5, 11.8, 12.5, 12.8</td>
<td>GOVT.1</td>
</tr>
<tr>
<td>42</td>
<td>Evaluate field experience(s), using the Virginia Standards for the Professional Practice of Teachers.</td>
<td>11.5, 12.5</td>
<td>GOVT.16</td>
</tr>
<tr>
<td>43</td>
<td>Identify resources used in a classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Perform an environmental scan of a classroom.</td>
<td></td>
<td>GOVT.16</td>
</tr>
<tr>
<td>45</td>
<td>Provide feedback to peers during microteaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Analyze one’s own teaching performance based on a review of recorded teaching.</td>
<td>11.6, 12.6</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Adjust professional practice based on feedback.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Create lesson plans utilizing differentiated instruction to accommodate diverse learners.</td>
<td>11.5, 11.6, 12.5, 12.6</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Demonstrate effective teaching strategies.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Demonstrate effective classroom-management techniques.</td>
<td>11.5, 12.5</td>
<td>GOVT.16</td>
</tr>
<tr>
<td>51</td>
<td>Differentiate between formative and summative assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Use a pre-prepared rubric to evaluate student performance.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Discuss how teachers use data to inform instruction.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Apply professional characteristics and dispositions necessary in teaching.</td>
<td></td>
<td>GOVT.16</td>
</tr>
<tr>
<td>55</td>
<td>Analyze research regarding the effectiveness of instructional practices/strategies (e.g., small-group instruction, flipped classroom, instructional delivery, integrated technology, project-based learning).</td>
<td>11.5, 12.5</td>
<td>AII.11, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*</td>
</tr>
<tr>
<td>Page</td>
<td>Task</td>
<td>Language Levels</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Identify how educational law impacts the classroom.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Evaluate professional practice in the practicum experience.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Refine a personal philosophy of education based on instructional experience.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
</tbody>
</table>

### Helpful VTfT Links

#### Slide-Show Presentations
- Becoming a Teacher
- Continuous Improvement Model

#### Websites Useful to Teachers for Tomorrow students
- Educators Rising
- Educators Rising Competitive Events
- TeachVirginia.org
- CTE Career Clusters information
- Authentic Assessment Toolbox: Rubrics
- Ed Tech Teacher: Assessing Student Learning

#### Virginia’s Video Resources
- Overview of Teachers for Tomorrow (Video)

#### Other Documents
- SOL Lesson Plan
- Virginia Teachers for Tomorrow Logo Files: PDF, GIF
- Principles of Instruction
- Classroom Cognitive and Meta-Cognitive Strategies for Teachers
- Assessment in Elementary and Secondary Education: A Primer
- Using Data to Guide Instruction and Improve Student Learning
- Teachers' Ability to Use Data to Inform Instruction: Challenges and Supports
- "3 Ways Student Data Can Inform Your Teaching" from Edutopia
- Marzano Research Reports
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Early Childhood Education Assessment
- Education and Training Assessment
- Education Fundamentals Assessment
- National Career Readiness Certificate Assessment
- ParaPro Assessment
- Praxis Core Academic Skills for Educators Tests
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Early Childhood Education (8233/18 weeks)
- Introduction to Early Childhood Education (8234/36 weeks)
- Leadership Development (9096/18 weeks)
- Leadership Development (9097/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)

### Career Cluster: Agriculture, Food and Natural Resources

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Service Systems</td>
<td>Secondary School Teacher</td>
</tr>
<tr>
<td>Plant Systems</td>
<td>Secondary School Teacher</td>
</tr>
</tbody>
</table>

### Career Cluster: Business Management and Administration

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources Management</td>
<td>Training and Development Manager</td>
</tr>
<tr>
<td>Career Cluster: Education and Training</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td><strong>Occupations</strong></td>
</tr>
</tbody>
</table>
| Administration and Administrative Support | Instructional Coordinator  
School Principal  
School Superintendent  
Training and Development Manager |
| Professional Support Services | Instructional Developer |
| Teaching and Training | Coach, Secondary Level  
Elementary School Teacher  
Kindergarten Teacher  
Secondary School Teacher  
Special Education Teacher  
Teacher Assistant  
Training Consultant/Training Specialist |

<table>
<thead>
<tr>
<th>Career Cluster: Health Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
</tr>
<tr>
<td>Health Informatics</td>
</tr>
<tr>
<td>Therapeutic Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Cluster: Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
</tr>
<tr>
<td>Web and Digital Communications</td>
</tr>
</tbody>
</table>