

CAREER CLUSTER™: Education and Training
NM Job Council’s 13 Economic Sectors Primary Alignment: Education Services

Pathways and related Programs of Study in this career cluster are planning, managing and providing education and training services, and related learning support services.

The Pathways for this Career Cluster™ are:

- Administration and Administration Support
- Professional Support
- Teaching/Training

Program Learning Outcomes from the NASDCTE Common Career Technical Core for EDUCATION AND TRAINING:	
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 education 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.	Demonstrate 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.

THE CERTIFICATIONS LISTED BELOW ARISE FROM INTERVIEWS, WEBINARS, AND FOCUS GROUPS WITH SECONDARY AND POST SECONDARY EDUCATORS AS WELL AS INPUT FROM INDUSTRY PARTNERS AND REPRESENTATIVES. THE NEXT STEP FOR VALIDATION IS LABOR MARKET DATA AND THE ECONOMIC NEEDS OF BOTH THE STATE OF NEW MEXICO AND THE REGIONS.

Workforce Certification:
Early Childcare certification.
Educational Testing Services Certification: ParaPro
Pre-professional certification in education careers

Focus Group’s Additional Comments and Suggestions:

- Want to see alignment in pathway to higher education courses once alignment happens across colleges

Programs of Study and Certifications Working Document

- Develop an exploration of education careers course to explore the range of careers in education
- Develop an internship experience specifically for teaching, administration, and professional support careers

Below are the POS's developed by the statewide stakeholders who participated in the development process.

Administration and Administration Support: Smooth operation of any education or training institution requires competent administration. Administrators provide direction, leadership and day- to-day management of educational activities in schools, preschools, daycare centers, colleges, universities, businesses and industries, correctional institutions, museums, and job training and community service organizations.

Program Learning Outcomes from the NASDCTE Common Career Technical Core FOR ADMINISTRATION AND ADMINISTRATION SUPPORT:				
<i>Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.</i>				
1.	Use research based practices to develop, communicate and enlist support for a vision of success for all learners.			
2.	Identify behaviors necessary for developing and sustaining a positive learning culture.			
3.	Create instructional programs to meet the learning organization's objectives.			
4.	Identify instructional practices that meet the learning organization's objectives.			
5.	Model leadership skills for personnel in order to improve the performance of the learning organization.			
6.	Identify operations to meet the learning organization's objectives.			
7.	Plan strategically to meet the learning organization's objectives.			
8.	Apply internal and external resources to meet the learning organization's objectives and learner needs.			
9.	Describe advocacy strategies to promote the learning organization's needs.			
PROGRAM OF STUDIES COURSE SEQUENCE FOR ADMINISTRATION AND ADMINISTRATION SUPPORT:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	516 Personal Development	2534 Teaching Methodology	<i>Has to be developed by a post secondary institution</i>
Core Requirement 2 Suggestions for Enrichment to POS		0505 Child Development		Dual Credit: Applications of Education Professions

Program Learning Outcomes Matrix for Administration and Administration Support: <i>Note: each dot represents the understanding that the student taking that course would have the best opportunity to know and be able to do the CCTC knowledge and skill standards listed above.</i>										
Courses in the POS		Program Learning Outcomes								
STARS No.	Course Title	1	2	3	4	5	6	7	8	9
2501	Exploration of Public Service Careers									
516	Personal Development									
2534	Teaching Methodology									
505	Child Development									

STARS No.	Course Descriptions:
2501	Exploration of Public Service Careers - Course exposes students to the duties, responsibilities, requirements, and career opportunities within public service. Course topics vary and may include (but are not limited to) the following: education; protective services; correction, judicial, and probation services; fire protection and fire fighting; public administration; and social work. Course activities depend upon the career clusters explored.
516	Personal Development - Recommended for Students Grades 6 - 12 - Course focuses on the individual, but is similar to Family Living courses. Emphasis is on personal growth, self-esteem, recognition of and resistance to negative social influences along with coping skills. Students are given the opportunity to face reality, learn to accept responsibility, learn to set reasonable goals, use logic to solve problems, and clarify values. It may have a substance-abuse prevention component.
2534	Teaching Methodology - Course is similar to Teacher Assisting courses in that they prepare students to teach and guide others. However, these courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques are examined and practiced.
505	Child Development - Recommended for Students Grades 9 - 12 - Course provides knowledge about the physical, mental, emotional, moral and social growth and development of children from conception to preschool age. These classes provide guidance about desirable parental involvement in each stage, responsibilities one needs to consider before becoming parents, and how to provide appropriate care and a suitable environment for children. Additional practical experience may be provided through a day-care operation. Specialized courses offering parenting education laboratory settings in the school may be included here.

Professional Support: The Professional Support Services pathway represents a variety of highly specialized occupations that are critical to our education and training systems. Counselors, psychologists, social workers, speech-language pathologists and audiologists assist people with personal and family needs, mental health assistance, educational goals and career decision making.

Program Learning Outcomes from the NASDCTE Common Career Technical Core for PROFESSIONAL SUPPORT:	
<i>Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.</i>	
1.	Identify strategies, techniques and tools used to determine the needs of diverse learners.
2.	Implement methods to enhance learner success.
3.	Identify resources and support services to meet learners' needs.
4.	Identify resources and support services available in the learning organization to enhance the learning environment.

PROGRAM OF STUDIES COURSE SEQUENCE FOR PROFESSIONAL SUPPORT:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	516 Personal Development	2534 Teaching Methodology	<i>Has to be developed by a post secondary institution</i>
Suggestions for Enrichment to POS				Dual Credit: Applications of Education Professions

Program Learning Outcomes Matrix for Professional Support:						
<i>Note: each dot represents the understanding that the student taking that course would have the best opportunity to know and be able to do the CCTC knowledge and skill standards listed above.</i>						
Courses in the POS			Program Learning Outcomes			
STARS No.	Course Title		1	2	3	4
2501	Exploration of Public Service Careers					
516	Personal Development					
2534	Teaching Methodology					

Programs of Study and Certifications Working Document

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516	Personal Development - Recommended for Students Grades 6 - 12 - Course focuses on the individual, but is similar to Family Living courses. Emphasis is on personal growth, self-esteem, recognition of and resistance to negative social influences along with coping skills. Students are given the opportunity to face reality, learn to accept responsibility, learn to set reasonable goals, use logic to solve problems, and clarify values. It may have a substance-abuse prevention component.
2534	Teaching Methodology - Course is similar to Teacher Assisting courses in that they prepare students to teach and guide others. However, these courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques are examined and practiced.

Teaching/Training: In addition to being knowledgeable in their subject, teachers and trainers must have the ability to communicate, inspire trust and confidence, motivate learners, as well as understand their educational and emotional needs. Teachers must be able to recognize and respond to individual differences in diverse learners and employ different teaching/training methods that will result in higher learner achievement.

Program Learning Outcomes from the NASDCTE Common Career Technical Core for TEACHING/TRAINING:	
<i>Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.</i>	
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.

PROGRAM OF STUDIES COURSE SEQUENCE FOR TEACHING/TRAINING:				
	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	2501 Exploration of Public Service Careers	0505 Child Development	2534 Teaching Methodology	2533 Teaching 2
Suggestions for Enrichment to POS			Dual Credit: Intro to Education	Dual Credit: Observation/classroom internship

Program Learning Outcomes Matrix FOR TEACHING/TRAINING:												
<i>Note: each dot represents the understanding that the student taking that course would have the best opportunity to know and be able to do the CCTC knowledge and skill standards listed above.</i>												
Courses in the POS		Program Learning Outcomes										
STAR S No.	Course Title	1	2	3	4	5	6	7	8	9	10	11
2501	Exploration of Public Service Careers											
505	Child Development	X	X	X	X	X	X	X	X	X	X	X
2534	Teaching Methodology or Teaching 1											
2533	Teaching 2 or Teaching Field Experience											

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2534	Teaching Methodology - Course is similar to Teacher Assisting courses in that they prepare students to teach and guide others. However, these courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques are examined and practiced.
2533	Teaching 2 or Teaching Field Experience - Course introduces the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. Students may be trained in classroom management, student behavior, leadership and human relations skills, assessment of student progress, and various teaching techniques. Teacher Assisting courses are often accompanied by opportunities to assist elementary school or preschool teachers.