



OaklandWorks

A School-To-Career Partnership

Education
Career Cluster Standards

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WestEd

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Introduction to the Education Industry

Education and child care constitute one of the nation's faster growing economic sectors, currently employing millions of workers in many different education-related careers, including teachers, child care providers, school psychologists, teaching and child care assistants, materials developers, researchers, and administrative positions. Teachers and child care workers have been listed as two of the occupations with the largest number of projected employment openings during the 1996-2006 time period. Recent class size reduction legislation and a resulting teacher shortage in California has further amplified the need for elementary and secondary teachers through out the state. In addition, a growing body of research supports the value of developmentally enriching child care programs for children's later success in school.

Education and child care careers primarily involve working with children and youth.

Careers in teaching typically include elementary and secondary teachers, paraprofessionals and teaching assistants

Career Pathways within the Industry/Education Partnership

The Education Career Cluster Standards are targeted to the following:

- Career academies in the Oakland Unified School District that focus on Education (Oakland Tech, Skyline, and Fremont)
- Community college programs that include:
 - ❖ Merritt College - Child Development
 - ❖ Merritt College - Family and Consumer Studies
 - ❖ Merritt College - Family Child Care
- California State University, Hayward programs in the following areas:
 - ❖ Teaching Credentials: Multiple or Single Subject w/CLAD Credential; Multiple Subject w/BCLAD Credential; Reading Specialist Credential; Multiple and Single Subject Credential; Teacher Education & Special Education Credential
 - ❖ Education: Interdisciplinary, B.S.
 - ❖ Liberal Studies, B.S.
 - ❖ Cross-Cultural Language & Academic Development (CLAD) Certificate
 - ❖ Children's Literature Certificate
 - ❖ Professional Administrative Services Credential
 - ❖ Resource Specialist Certificate of Competence
 - ❖ Educational Leadership, M.S.
 - ❖ Educational Psychology, M.S.
 - ❖ Special Education, M.S.
 - ❖ Learning Handicapped and/or Severely Handicapped Credentials
 - ❖ Counseling, M.S.
 - ❖ Kinesiology and Physical Education, M.S.
 - ❖ Physical Education Teaching Credential
 - ❖ Recreation and Community Services, B.S.
 - ❖ Adult Community Education Certificate
 - ❖ Commercial Recreation Certificate
 - ❖ Therapeutic Recreation Certificate
 - ❖ Volunteer Administration Certificate



working in public or private schools, child care centers, and other institutions. Child care careers focus on providing emotionally secure and intellectually engaging child care at child care centers, schools, businesses, and institutions. Current trends and changes in these fields include an increased attention to equity and issues of child health and welfare.

The typical level of education for occupations within the Education Cluster varies, ranging from short-term on-the-job training or an A.A. degree for some child care and teaching assistant positions to a minimum of a B.A. degree in California for classroom teaching at the pre-school, elementary, and secondary level. The Education Career Cluster Standards identify key themes that are important in educating and caring for children and youth.

The OaklandWorks Industry/Education Career Cluster approach to standards is to identify broad career-technical, rather than job-specific skills, that are common to a group or cluster of similar occupations, highlighting the integration of academic and vocational content. This approach helps to provide students with a general understanding of “all aspects of an industry.”

The OaklandWorks Standards Format

The standards in this document identify the core knowledge and skills for the Education career cluster for the OaklandWorks Industry/Education School-to-Work Partnership. The standards specify in broad terms the knowledge and skills necessary for initial success in each program area (grades 13-14). They consist of content standards (specifying what a student should know and be able to do) and examples of performance indicators (products or actions and tasks that provide evidence of success).

The OaklandWorks standards format includes three different types/levels of standards. They include the following:

- *Employability Skills*—These skills and qualities are foundational to occupations in the cluster.
- *Career-Technical Standards*—These standards define general knowledge and skills—not job-specific skills—that are common across the multitude of occupations within the cluster.

- *Academic Standards*—The academic standards represent generic academic skills that support the career cluster. These standards have been synthesized from the district-adopted standards and highlight academic standards identified as important to this career cluster by the development teams. The performance indicators are examples of how the general academic skills can be contextualized by career-specific content.

The academic standards adopted by Oakland Unified School District in Language Arts, Mathematics, History/Social Science, and Science have been cross-referenced to related performance indicators to enhance their usability. For example, the sample performance indicator for Employability Skill Standard 3: Thinking and Problem Solving, “Demonstrates mathematical problem-solving skills during a project-based learning activity”, is cross-referenced to the district’s mathematics standard, Mathematics: Standard 5: Mathematical Reasoning (e.g., [Mathematics 5]). When more than one topic is identified for a standard an alphanumeric coding system is used (e.g., Language Arts Standard 1: Reading: Topic A: Reading Skills and Fluency is coded as Language Arts 1A). A complete list of the alphanumeric codes related to the district’s academic standards appears at the end of this document..

Employability Skill Standards for Education

| Employability Skill Standards | Sample Performance Indicators |
|--|---|
| <p>Standard 1: Personal Skills Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, integrity, honesty, and perseverance.</p> | <ul style="list-style-type: none"> • Exhibits honesty, flexibility, enthusiasm, and imagination • Explains consequences of unethical behavior • Identifies strategies for building positive self-concept • Manages time and balances priorities • Works well independently |
| <p>Standard 2 : Thinking and Problem Solving Students will exhibit critical and creative thinking skills and logical reasoning. They will use a variety of problem-solving strategies for making decisions.</p> | <ul style="list-style-type: none"> • Sets goals and own plan for learning • Asks questions in order to find solutions to problems [Language Arts 4C] • Creates and executes a learning activity • Demonstrates mathematical problem-solving skills during a project-based learning activity [Mathematics 5] • Applies knowledge and skills to new situations and contexts |
| <p>Standard 3: Teamwork Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will share responsibilities, accept supervision, and cooperate effectively across gender and cultural groups.</p> | <ul style="list-style-type: none"> • Interacts with students, parents, teachers, and supervisors in a respectful and considerate manner [Language Arts 4C] • Cooperates effectively with others • Demonstrates leadership and teamwork skills • Interacts with students and parents from culturally diverse backgrounds [Language Arts 2B] • Demonstrates conflict resolution and mediation skills |

Employability Skill Standards for Education

| Employability Skill Standards | Sample Performance Indicators |
|--|---|
| <p>Standard 4: Communication Skills Students will understand the principles of effective communication. They will communicate effectively with children and adults, both orally and in writing.</p> | <ul style="list-style-type: none"> • Demonstrates active listening skills [Language Arts 4B-C] • Demonstrates understanding of verbal and non-verbal cues • Assesses others' ability to understand • Adapts communication to individual needs, including paraphrasing or translating • Presents orally with confidence and knowledge [Language Arts 4A] • Writes documents clearly and accurately [Language Arts 3A-C] |
| <p>Standard 5: Career Literacy Students will understand how employability skills enhance their employment opportunities and job satisfaction. They will assume responsibility for professional growth and maintain and upgrade skills, as needed.</p> | <ul style="list-style-type: none"> • Demonstrates understanding of career paths and strategies for obtaining employment within the field of education and child care, including credentialing requirements • Exhibits personal skills, such as attendance, time management, and individual responsibility • Demonstrates awareness of dress codes for varying situations • Adapts to changing situations • Demonstrates understanding of the importance of life long learning skills |
| <p>Standard 6: Uses Technology Students will understand and adapt to changing technology. They will employ technologies relevant to the fields of education and child care.</p> | <ul style="list-style-type: none"> • Uses various software programs and computer applications • Uses technology, such as the Internet, to gather information for projects • Explains how the use of technology can enhance classroom instruction • Demonstrates ability to explain technology to others |



Education Technical Content Standards

| Technical Content Standards | Sample Performance Indicators |
|---|--|
| <p>Standard 1: Safe, Healthy Learning Environments Students will understand how violence, drugs, and unhealthy environments can affect child development and education. They will demonstrate how to promote good nutrition, health, and safe learning environments for children.</p> | <ul style="list-style-type: none"> • Demonstrates understanding of the regulations and procedural requirements for child health, safety, prevention, and reporting of abuse and how they apply in the workplace • Is cognizant of the principles of good nutrition, food groups, and sources of nutrients when planning menus [Science 2F] • Understands physical and environmental safety issues in school or the workplace • Demonstrates the ability to structure a play or learning environment that minimizes hazards |
| <p>Standard 2: Family and Community Relationships Students will understand the importance of maintaining positive, cooperative relationships with children’s families. They will encourage family and community involvement in education.</p> | <ul style="list-style-type: none"> • Understands the importance of interaction between home, school, and the community • Demonstrates respect for cultural, linguistic, and ethnic diversity [Language Arts 2B] • Demonstrates understanding of the concept and importance of community and strategies for building positive and productive relationships with families and communities • Explains the impact of violence on children and families, what may cause it, and possible intervention strategies |

Education Technical Content Standards

| Technical Content Standards | Sample Performance Indicators |
|--|---|
| <p>Standard 3: Professionalism and Ethics Students will understand the professional and ethical responsibilities of educators, child care providers, and other human services professionals. They will develop professional perspectives and apply ethical principles in practical situations.</p> | <ul style="list-style-type: none"> • Applies advocacy, ethics, and legal principles in practical situations • Explores education or child care standards, credential requirements, and licensing regulations at a school or workplace • Demonstrates understanding of the consequences of unethical behavior with youth • Refrains from engaging in any practices that are disrespectful, degrading, physically harmful, or psychologically damaging to youth |
| <p>Standard 4: Management and Operations Students will explore standards, regulations, and procedural requirements established for child care facilities and schools. They will demonstrate knowledge of management and operational procedures for child care and education settings.</p> | <ul style="list-style-type: none"> • Is familiar with classroom or workplace procedures for planning, record keeping, and reporting • Is cognizant of operational procedures for child care and education settings, such as the maintenance of materials and equipment, preparation and administration of assignments, reporting absences, and communication with parents and staff • Demonstrates the ability to manage records [Mathematics 1] |

Education Technical Content Standards

| Technical Content Standards | Sample Performance Indicators |
|--|--|
| <p>Standard 5: Human Development and Educational Theory Students will understand the principles of human growth and development and essential educational theories. They will demonstrate how to create developmentally appropriate activities that meet the needs of individual children.</p> | <ul style="list-style-type: none"> • Demonstrates understanding of the historical, philosophical, psychological, and social foundations of education [History/Social Science 1A] • Describes key theories and concepts regarding human growth and development from birth to adulthood • Is cognizant of gender differences in children, youth, and adults • Describes various types of learning styles (i.e., auditory, visual, and kinesthetic) and recognizes his or her own • Describes the process of language development • Explains adult’s/teacher’s role in supporting learning |
| <p>Standard 6: Language, Culture, and Diversity Students will understand the role of education and schooling in promoting educational equity. They will demonstrate how to design learning activities that are culturally appropriate and free from cultural or ethnic biases.</p> | <ul style="list-style-type: none"> • Uses anti-bias approaches that foster positive self-concepts, social cooperation, and mutual respect among children • Describes strategies for building connections with children’s home culture • Demonstrates cross-cultural communication skills when interacting with children and adults from linguistically and culturally diverse groups [Language Arts 4C] |

Education Technical Content Standards

| Technical Content Standards | Sample Performance Indicators |
|--|--|
| <p>Standard 7: Positive Discipline and Conflict Mediation Students will understand the principles of positive interaction, guidance, and discipline. They will demonstrate how to interact with children in ways that foster the development of self-control and positive self-concept.</p> | <ul style="list-style-type: none"> • Applies positive guidance methods such as listening, reinforcement, and redirection • Recognizes possible causes of behavior problems and suggests appropriate solutions • Describes conflict mediation and prevention strategies • Understands the developmental consequences of stress and trauma and recognizes how supportive relationships in schools or child care environments can foster resiliency |
| <p>Standard 8: Curriculum and Instruction Students will understand the principles of curriculum development and instruction. They will demonstrate how to prepare engaging learning activities that are sensitive to children’s developmental, individual, cultural, and linguistic needs.</p> | <ul style="list-style-type: none"> • Grasps subject matter content in language and literacy, mathematics, science, social science, music, movement, drama, and the visual arts [Language Arts 1-5, Mathematics 1-5, History/Social Science 1A-F, Science 1A-M] • Recognizes typical problems students have with learning core subjects • Create thematic learning activities that target different learning styles |

Education Technical Content Standards

| Technical Content Standards | Sample Performance Indicators |
|---|---|
| <p>Standard 9: Student Assessment Students will understand the importance of collecting and analyzing information about student learning for use in guiding instruction. They will demonstrate how multiple sources of information are used to assess student learning.</p> | <ul style="list-style-type: none"> • Demonstrates the ability to self-assess and encourages others to reflect on their own learning • Uses informal and formal methods to assess children’s needs, growth, and progress • Demonstrates understanding of strategies for communicating student progress with children and families |
| <p>Standard 10: Special Education Students will understand the importance of modifying instruction for children with special learning and developmental needs. They will describe common types of learning disabilities and related modification strategies.</p> | <ul style="list-style-type: none"> • Describes examples of specially designed instructional strategies that meet the needs of special education students • Understands the use of a Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) which incorporates both child and family outcomes • Interacts with sensitivity when working with children or parents of children with disabilities [Language Arts 4C] |

Academic Standards for Education

| Academic Standards | Sample Performance Indicators |
|---|---|
| <p>Standard 1: Language Arts Students will demonstrate reading, writing, speaking, and listening skills, and an appreciation for cultural diversity in literature and language.</p> | <ul style="list-style-type: none"> • Uses a wide range of strategies to read, comprehend, interpret, evaluate, and apply a variety of written materials (e.g., textbooks, literature, policy manuals, regulations, business, and personnel documents) [Language Arts 1A-D] • Reads and comprehends a range and breadth of written material including public and functional documents [Language Arts 1A-D] • Expresses ideas and information in written form clearly and accurately and tailors to the intended purpose and audience [Language Arts 3A-C] • Actively listens and communicates in a clear, courteous, and complete manner on personal and professional levels [Language Arts 4B, 4C] • Applies proper workplace and academic English language usage in professional communication situations (e.g., writing and speaking) [Language Arts 4C] |



Academic Standards for Education

| Academic Standards | Sample Performance Indicators |
|--|---|
| <p>Standard 2: Mathematics Students are able to reason, communicate, solve problems and develop understanding of numbers, measurement, geometry, functions, statistics and probability, logic, and algebra.</p> | <ul style="list-style-type: none"> • Performs basic computations without use of a calculator (e.g., add, subtract, multiply, and divide; converts fractions, decimals, percentages, and metric values) [Mathematics 1A] • Analyzes and solves education and child care problems by selecting and applying appropriate quantitative methods [[Mathematics 1-6] • Analyzes and interprets numeric information (e.g., technical charts and data) [Mathematics 1-5] • Applies mathematical concepts (e.g., numbers, geometry, statistics and probability) to solve education-related problems [Mathematics 1-5] |

Academic Standards for Education

| Academic Standards | Sample Performance Indicators |
|--|---|
| <p>Standard 3: History/Social Science Students will demonstrate historical thinking (e.g., chronological/spatial thinking, examining evidence, diversity/multiple perspectives, interpretation, significance, and participation) and understanding of government (e.g., legislature and executive branches and contemporary issues) and economics in education and child care.</p> | <ul style="list-style-type: none"> • Analyzes major economic trends (e.g., globalization, rapid growth of technology) and how they impact education and child care [History/Social Science 1A, 1C-D, 3A, 3E] • Identifies how contemporary issues and fundamental economic concepts (e.g., feminization of the workforce) impact global education and child care industries [History/Social Science 1A, 1C, 2F, 3A] • Demonstrates understanding of government relations, laws, and policies as they relate to the role of education and child care in the national and international marketplace [History/Social Science 2C, 3D] • Applies understanding of diversity of viewpoints and linguistic and cultural backgrounds in education and child care environments [History/Social Science 1C, 1E] |



Academic Standards for Education

| Academic Standards | Sample Performance Indicators |
|---|--|
| <p>Standard 4: Science Students will demonstrate understanding of physics (e.g., motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electric and magnetic phenomena), chemistry (e.g., atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, and solutions), biology/life sciences (e.g., cell biology, genetics, ecology, and evolution), and earth sciences (e.g., earth’s place in the universe, dynamic processes, energy in the earth’s systems, biochemical cycles, and structure and composition of the atmosphere) and the connections and applications of these concepts as they relate to education and child care.</p> | <ul style="list-style-type: none"> • Explains basic scientific concepts as they relate to health and safety in education and child care [Science 1A, 2A-C, 2F, 3A-K, 4A] • Demonstrates understanding of the impact of technology and science as they have contributed to the development the education and child care industry [Science 1A, 2A-C, 2F, 3A-K, 4A] • Explains the impact of science (e.g., historical and contemporary contributions) and interactions between science and society in relation to education and child care [Science 1A, 2A-C, 2F, 3A-K, 4A] |
| <p>Other Academic Skills for the Education Career Cluster: Education Psychology Students will demonstrate understanding of the basic principles of educational psychology as related to education and child care.</p> | <ul style="list-style-type: none"> • Describes positive motivational strategies that stimulate student interest and engagement in learning • Identifies and describes various classroom management systems for positive discipline |



Resources

- California Commission on Teacher Credentialing. (1998). *Approval of Early Childhood Education Alternative Education Programs for Child Development Permits: Pilot Study Handbook*. Sacramento, CA: author.
- California Commission on Teacher Credentialing. (1996). *The California Professional Growth Manual for Child Development Permits*. Sacramento, CA: author.
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- California Department of Education. (1995). *Superintendent's Challenge Initiative, Child Development and Education Career Path Cluster Standards: Draft Interim Content and Performance Standards*. Sacramento, CA: author.
- California Department of Education, Home Economics Education Unit in cooperation with California State University, Northridge. (1994). *Child Development and Education Model Curriculum Standards: Home Economics Career Path Guide and Model Curriculum Standards*. Sacramento, CA: author.
- Child Development Associate National Credentialing Program. (1996). *Assessment System and Competency Standards for Preschool Caregivers in Center-based Programs*. Washington, DC: Child Development Associate.
- National Association for the Education of Young Children. (1996). *Guidelines for Preparation of Early Childhood Professionals*. Washington, DC: author.



Resources (continued)

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The Secretary's Commission on Achieving Necessary Skills. (1991). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor.