Skills-to-Course Matrix

Education

Aloha High School Portland Community College Sep-19

Education & Training Cluster

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Iden stan Note spec or if

NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are <u>taught with intent and purpose</u> , and are <u>assessed</u> in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very			Child Development	Jelopnent 2	elophent's	aching	ducation	ducation	1 Warnel	a Warrel	a Name!	AO Hamel
specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.			Child Dev	Child Dev	Child Deve	CadatTer	IntrotoE	Intro to E	Cone,	Contre	Courses	(Course)
			A351X	A352X	A353X	E808X	E9201	E9202	[Course Number]	[Course Number]	[Course Number]	[Course Number]
			19255	19255	19255	19151	19151	19151	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
	<u>Clu</u>	ster Knowledge and Skills (CTE standards)	0.5	0.5	0.5	0.5	0.5	0.5	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
CCTC*	Code Number		Υ	Υ	Y	N	N	N	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
ED 01	ED01	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.	Х	Х	Х	Х	Х	Х				
ED 02	ED02	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	Х	Х	Х	Х	Х	Х				
ED 03	ED03	Use critical thinking to process educational communications, perspectives, policies and/or procedures.			x	Х	Х	Х				
ED 04	ED04	Evaluate and manage risks to safety, health and the environment in education and training settings.		Х	x	X	Х	Х				
ED 05	ED05	Demonstrate group collaboration skills to enhance professional education and training practice.			Х	X	Х	Х				
ED 06	ED06	Analyze ethical and legal policies of professional education and training practice.			Х	X	Х	Х				
ED 07	ED07	Explain legal rights that apply to individuals and practitioners within education and training settings.		Х	Х	X	Х	Х				
ED 08	ED08	Demonstrate ethical and legal behavior within and outside of education and training settings.	X	Х	Х	X	Х	Х				
ED 09	ED09	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.	х	х	х	Х	х	х				
ED 10	ED10	Apply organizational skills and logic to enhance professional education and training practice.	X	Х	Х	X	Х	Х				
ED 11	ED11	Demonstrate group management skills that enhance professional education and training practice.			Х	Х	Х	Х				

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

Code Number

EDAD01

EDAD02

EDAD03

EDAD04

EDAD05

EDAD06

EDAD07

EDAD08

EDAD09

CCTC*

ED-ADM 1

ED-ADM 2

ED-ADM 3

ED-ADM 4

ED-ADM 5

ED-ADM 6

ED-ADM 7

ED-ADM 8

ED-ADM 9

Administration & Administrative Support Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names--secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

Cluster Knowledge and Skills (CTE standards)

objectives and learner needs.

Identify operations to meet the learning organization's objectives.

Plan strategically to meet the learning organization's objectives.

Apply internal and external resources to meet the learning organization's

Describe advocacy strategies to promote the learning organization's needs.

s /	Area tabs below are included for those POSs that have a very specific ose skill sets for multiple options in a Progam of Study or if you want to validated standards.	(Course 1 Me	(Course 2 Ma	(Course 3 Ma	(Course a Ma	(Course 5 Ma	(Course 6 Ma	Course 1 Me	(Course & Ma	(Course 9 Mg	(Course 10 h
		[Course Number]									
		[NCES Code]									
u	ster Knowledge and Skills (CTE standards)	[# of Credits]									
r	KS Statement	[TSAY or N?]									
	Use research-based practices to develop, communicate and enlist support for a										
	vision of success for all learners.										
	Identify behaviors necessary for developing and sustaining a positive learning										
	culture.										
	Create instructional programs to meet the learning organization's objectives.										
	Identify instructional practices that meet the learning organization's objectives.										
	Model leadership skills for personnel in order to improve the performance of the learning organization.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

Code Number

EDPS01

EDPS02

EDPS03

EDPS04

CCTC*

ED-PS 1

ED-PS 2

ED-PS 3

ED-PS 4

Professional Support Services Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that I very specific industry fociusare using those skill sets for multiple options in a Study or if you want to use another set of industry validated standards.

Cluster Knowledge and Skills (CTE standards)

organization to enhance the learning environment.

Identify resources and support services available in the learning

us Area tabs below are included for those POSs that have a ciusare using those skill sets for multiple options in a Progam of use another set of industry validated standards.		Course 1 Mr	Course 2 Me	Course 3 Me	Course a Me	(Course 5 Me	Contra e Mr	Course 1 Me	Course 8 Me	Course 9 Me	Conte 10,
		[Course Number]									
		[NCES Code]									
r	Knowledge and Skills (CTE standards)	[# of Credits]									
r	KS Statement	[TSAY or N?]									
	Identify strategies, techniques and tools used to determine the										
	needs of diverse learners.										
	Implement methods to enhance learner success.										
	Identify resources and support services to meet learners' needs.										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

Code Number

EDTT11

support for the organization.

CCTC*

ED-TT 01

ED-TT 02

ED-TT 03

ED-TT 04

ED-TT 05

ED-TT 06

ED-TT 07

ED-TT 08

ED-TT 09

ED-TT 10

ED-TT 11

Teaching & Training Focus Area

<u>Instructions</u>: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names-secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught w Note: The optional Focus A specific industry fociusare or if you want to use anoth

tional Focu stry fociusa	nt with intent and purpose, and are <u>assessed</u> in each course. It is Area tabs below are included for those POSs that have a very the using those skill sets for multiple options in a Progam of Study other set of industry validated standards.	(Course 1 Marrie	Course 2 Name	(Course 3 Name.	(Course & Marine	(Course 5 Marrie	(Course & Marine	Course 1 Name	(Course & Marrie	Course 9 Marie	Course 10 Man.
		[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
Cluste	er Knowledge and Skills (CTE standards)	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
Code Numbe	r KS Statement	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
EDTT01	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.										
ERX02	Employ knowledge of learning and developmental theory to describe individual learners.										
EDTT03	Use content knowledge and skills of instruction to develop standards- based goals and assessments.										
EDTT04	Identify materials and resources needed to support instructional plans.										
EDTT05	Establish a positive climate to promote learning.										
EDTT06	Identify motivational, social and psychological practices that guide personal conduct.										
EDTT07	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.										
EDTT08	Demonstrate flexibility and adaptability in instructional planning.										
EDTT09	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.										
EDTT10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.										
EDTT11	Implement strategies to maintain relationships with others to increase										

Skills-to-Course Matrix

[CTE Program of Study Name]

[High School Name] [Community College Name] [Date]

Code Number

EDEL01

EDEL02

EDEL03

EDEL04

EDEL05

EDEL06

EDEL07

EDEL08

CCTC*

ED-EL 1

ED-EL 2

ED-EL 3

ED-EL 4

ED-EL 5

ED-EL 6

ED-EL 7

ED-EL 8

Early Learning Focus Area

Instructions: 1) Enter the Program of Study name above. 2) Enter your high school name. 3) Enter the community college name. 4) Enter the date. 5) Click on the cell for Course 1 Name, Course 2 Name, etc., and replace with your POS course names--secondary and first year of post-secondary. 6) Enter school course numbers. 7) Enter NCES code for the course (secondary only). 8) Enter number of credits awarded. 9) Identify those courses that trigger the TSA for this POS. 10) Finally, check those standards that are taught with intent and purpose, and are assessed in each course. Note: The optional Focus Area tabs below are included for those POSs that have a very specific industry fociusare using those skill sets for multiple options in a Progam of Study or if you want to use another set of industry validated standards.

Focus Area Knowledge and Skills (CTE standards)

Evaluate curriculum for inclusiveness of children with special needs.

Poss PC	8) Enter number of credits awarded. 9) Identify those courses that OS. 10) Finally, check those standards that are taught with intent sessed in each course. Note: The optional Focus Area tabs below OSs that have a very specific industry fociusare using those skill in a Progam of Study or if you want to use another set of industry	Child Development	Child Development 2	Child Development 3	Cadet Teaching	Intro to Education	Intro to Education	(Course Thame)	(Course & Name)	(Course o Marne)	(Course to Marne)
		A351X	A352X	A353X	E808X	E9201	E9202	[Course Number]	[Course Number]	[Course Number]	[Course Number]
		19255	19255	19255	19151	19151	19151	[NCES Code]	[NCES Code]	[NCES Code]	[NCES Code]
Α	rea Knowledge and Skills (CTE standards)	0.5	0.5	0.5	0.5	0.5	0.5	[# of Credits]	[# of Credits]	[# of Credits]	[# of Credits]
oer	KS Statement	Υ	Υ	Υ	N	N	N	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]	[TSAY or N?]
	Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.	X	х	x	X						
	Communicate effectively with fellow staff members to facilitate child development activities.	х	х	х	X						
	Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.			х	X						
	Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.	х	Х	х	X						
	Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.	х	х	х							
	Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.	Х	Х	Х	Х						
	Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.		Х	Х	X						