TEACHING AND TRAINING STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

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ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning & Education Options at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise, and great diligence provided by the writing team members in developing the career and technical standards for Teaching and Training.

STANDARDS DEVELOPMENT MEMBERS

Marisabel Kenner	Teacher	Academy of Arts, Careers & Technology
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Shannon Kelly Smith	CTE Coordinator	Clark County School District

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Teaching and Training standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Karen Chessell, Education Programs Professional
Family and Consumer Sciences Education,
Education and Training, Hospitality and Tourism, and Human Services
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Teaching and Training program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Teaching and Training program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their Teaching and Training program. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name: Teaching and Training Standards Reference Code: **TT**

Example: TT.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Teaching and Training	2	3	4

CONTENT STANDARD 1.0 : EXAMINE CAREERS AND PROFESSIONAL PRACTICES

PERFORMANCE STANDARD 1.1 : EXPLORE POSTSECONDARY OPTIONS AND CAREER PATHWAYS

- 1.1.1 Analyze career paths, opportunities, and benefits of pursuing careers in Teaching and Training
- 1.1.2 Describe specific work environments, salary, and benefits of Teaching and Training careers
- 1.1.3 Explain roles and functions of professionals in Teaching and Training careers
- 1.1.4 Examine entrepreneurial opportunities
- 1.1.5 Explore and participate in student and/or professional organizations
- 1.1.6 Assess the personal qualities and abilities to be effective in Teaching and Training careers

PERFORMANCE STANDARD 1.2 : EXAMINE ETHICAL STANDARDS AND PROFESSIONAL PRACTICES

- 1.2.1 Demonstrate ethical practices (e.g., confidentiality, impartiality, equity, privacy, etc.)
- 1.2.2 Evaluate ethical standards and regulations established by employers or affiliated associations (e.g., Model Code of Ethics for Educators, State Performance Measures, Society of Human Resources Management Code of Ethics, Association Contracts, etc.)
- 1.2.3 Analyze ethical dilemmas and determine course of action
- 1.2.4 Examine professional compliance requirements (e.g., lesson plans, attendance procedures, progressive discipline, etc.)
- 1.2.5 Demonstrate professionalism appropriate to the educational setting (e.g., communication, dress, behavior, etc.)
- 1.2.6 Examine federal, state, and local education laws

PERFORMANCE STANDARD 1.3 : ENGAGE IN COLLABORATION AND CONTINUOUS LEARNING

- 1.3.1 Explain the value of collaborative teams
- 1.3.2 Demonstrate the ability to work productively in a collaborative team
- 1.3.3 Research credentialing and certification, and ongoing professional development (e.g., orientation, continuing education, staying current, site-based collaboration, etc.)

PERFORMANCE STANDARD 1.4 : PERFORM REFLECTIVE PRACTICES

- 1.4.1 Develop objectives based on intended outcomes
- 1.4.2 Assess the impact of practice on the learner
- 1.4.3 Examine the function of portfolios
- 1.4.4 Demonstrate the ability to provide, receive, and respond to constructive feedback

PERFORMANCE STANDARD 1.5 : EXPLORE ADVOCACY	
1.5.1	Explore various methods of advocacy
1.5.2	Examine Impact and role of Teaching and Training careers on local, state, national, and global economies
1.5.3	Analyze local, state, and national legislation and public policy
1.5.4	Discuss the significance and value of Teaching and Training careers for the community

CONTENT STANDARD 2.0 : ANALYZE FOUNDATIONS OF EDUCATION

PERFORMANCE STANDARD 2.1 : EXPLORE THE HISTORY OF EDUCATION

- 2.1.1 Describe the contributions of influential historical figures in education (e.g., Benjamin Franklin, Thomas Jefferson, Horace Mann, John Dewey, Maria Montessori, etc.)
- 2.1.2 Describe the evolution of public and private schools
- 2.1.3 Compare and contrast past and present educational trends
- 2.1.4 Examine the evolution of educational policies (e.g., Nevada Law, Nevada Constitution, Federal Law, etc.)

PERFORMANCE STANDARD 2.2 : EVALUATE THEORIES OF DEVELOPMENT AND LEARNING

- 2.2.1 Explain developmental domains (i.e., cognitive, physical, social-emotional)
- 2.2.2 Compare and contrast theories of development and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky, etc.)
- 2.2.3 Apply knowledge of developmental theories to meet the learner's individual needs in a group setting

PERFORMANCE STANDARD 2.3 : INVESTIGATE EDUCATIONAL PHILOSOPHIES AND APPROACHES

- 2.3.1 Analyze educational philosophies (e.g., Constructivism, Behaviorism, Progressivism, etc.)
- 2.3.2 Analyze educational approaches (e.g., Montessori, Waldorf, STEM/STEAM, etc.)
- 2.3.3 Utilize teaching methods that reflect specific philosophies and approaches

PERFORMANCE STANDARD 2.4 : INVESTIGATE RESEARCH IN EDUCATION

- 2.4.1 Explore research paradigms (i.e., quantitative, qualitative, and experimental)
- 2.4.2 Recognize the importance of evidence-based practices
- 2.4.3 Perform specific research methods to study educational problems (e.g., case study, action research, lesson study, etc.)
- 2.4.4 Analyze sample data (e.g., questionnaires, interviews, focus groups, experiments, observations, etc.)
- 2.4.5 Utilize findings from data analysis to inform decision making

CONTENT STANDARD 3.0 : ASSESS DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT

PERFORMANCE STANDARD 3.1 : EXAMINE SOCIAL, CULTURAL, ECONOMIC, AND POLITICAL INFLUENCES

- 3.1.1 Examine diversity (e.g., culture, ethnicity, race, gender, linguistic, religion, social/economic, disability, etc.)
- 3.1.2 Analyze the causes of academic achievement gaps
- 3.1.3 Examine the history of race and class in the American education system
- 3.1.4 Explore the knowledge, skills, and culture that the diverse learner and their community bring to education

PERFORMANCE STANDARD 3.2 : DEMONSTRATE CULTURALLY RESPONSIVE/RESPECTFUL TEACHING

- 3.2.1 Create experiences that address the diversity of the learning community
- 3.2.2 Demonstrate the ability to connect educational content to diverse populations of learners
- 3.2.3 Provide materials and activities that affirm and respect diversity
- 3.2.4 Create safe and respectful learning environments for all learners

PERFORMANCE STANDARD 3.3 : UTILIZE DIFFERENTIATED INSTRUCTION

- 3.3.1 Explain the influence of developmental domains on instructional design
- 3.3.2 Utilize knowledge of developmental theories to meet the needs of diverse learners
- 3.3.3 Explain the environmental and biological factors that impact a person's ability to learn
- 3.3.4 Create goals for individual learners based on their developmental levels
- 3.3.5 Develop instruction based on various learning styles

CONTENT STANDARD 4.0 : DESIGN INSTRUCTION

PERFORMANCE STANDARD 4.1 : PLAN FOR INSTRUCTION

- 4.1.1 Analyze the types of information included in the educational standards for the state
- 4.1.2 Distinguish the difference between content standards and objectives
- 4.1.3 Compare and contrast different curricula for the same course or level
- 4.1.4 Explain the relationship between pacing guides, course plans, and instructional units

PERFORMANCE STANDARD 4.2 : DEVELOP LESSON PLANS

- 4.2.1 Utilize the diverse learner's prior knowledge, skills, experiences, languages, and culture in instructional planning
- 4.2.2 Examine the components of an effective lesson plan
- 4.2.3 Develop educational objectives for diverse learners to meet standards
- 4.2.4 Develop effective lesson plans

PERFORMANCE STANDARD 4.3 : EVALUATE INSTRUCTIONAL METHODS

- 4.3.1 Identify the characteristics and uses of specific types of instructional methods
- 4.3.2 Develop specific components of the lesson using appropriate instructional strategies
- 4.3.3 Explain the role of the teacher in developing critical thinking skills, appropriate questions, and metacognition

PERFORMANCE STANDARD 4.4 : EXPLORE APPROPRIATE USES OF TECHNOLOGY

- 4.4.1 Evaluate instructional technology trends
- 4.4.2 Determine different types of technology integration
- 4.4.3 Compare and contrast benefits and limitations of technology in the learning environment
- 4.4.4 Describe ethical and cybersecurity considerations in lesson development

PERFORMANCE STANDARD 4.5 : ANALYZE ASSESSMENT PRACTICES

- 4.5.1 Recognize the value of assessment for learning impact and improvement
- 4.5.2 Distinguish between formative and summative assessment
- 4.5.3 Create examples of assessments based on student learning objectives
- 4.5.4 Describe the rationale teachers use when choosing appropriate assessment strategies
- 4.5.5 Develop improvement plans based on assessment results
- 4.5.6 Discuss the role of grading in relation to assessment

CONTENT STANDARD 5.0 : MANAGE THE LEARNING ENVIRONMENT

PERFORMANCE STANDARD 5.1 : EXPLORE MANAGEMENT PRACTICES

- 5.1.1 Discuss the meaning and importance of management of the learning environment
- 5.1.2 Explore the foundational theorists of management of the learning environment (e.g., Skinner, Redl and Wattenberg, Kounin, Dreikurs, etc.)
- 5.1.3 Analyze management of the learning environment scenarios and strategies for all learners
- 5.1.4 Explore the components of a management plan that minimizes behavioral challenges (e.g., planning, rules, procedures, consistency, etc.)

PERFORMANCE STANDARD 5.2 : DEVELOP RULES AND PROCEDURES

- 5.2.1 Distinguish the difference between rules and procedures
- 5.2.2 Develop a set of rules to enhance the learning environment
- 5.2.3 Examine the need for progressive discipline
- 5.2.4 Develop procedures to create effective learning environments

PERFORMANCE STANDARD 5.3 : CREATE SAFE LEARNING ENVIRONMENTS

- 5.3.1 Create an environment that is physically, emotionally, and intellectually safe
- 5.3.2 Recognize signs, symptoms, and the responsibility of a mandated reporter as it pertains to abuse, neglect, and bullying
- 5.3.3 Describe the functions of regulatory agencies
- 5.3.4 Demonstrate active supervision and interactions with learners to ensure safety
- 5.3.5 Investigate bullying and cyberbullying prevention strategies and resources
- 5.3.6 Utilize developmentally appropriate strategies to promote social and emotional health
- 5.3.7 Evaluate materials, furniture, and equipment for assurance of a safe environment
- 5.3.8 Perform emergency, safety, health, and security procedures

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Teaching and Training Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Teaching and Training program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Teaching and Training Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Teaching and Training program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Teaching and Training Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Teaching and Training program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Teaching and Training Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Teaching and Training program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Teaching and Training Standards are crosswalked to the Education & Training Career Cluster™ and the Teaching/Training Career Pathway.

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CROSSWALK OF TEACHING AND TRAINING STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: EXAMINE CAREERS AND PROFESSIONAL PRACTICES

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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1.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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1.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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1.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
1.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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1.4.2	**English Language Arts: Reading Standards for Literacy in Science and technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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Performance Indicators	Nevada Academic Content Standards
1.5.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.5.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD 2.0: ANALYZE FOUNDATIONS OF EDUCATION

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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2.2.3	**English language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.
2.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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Performance Indicators	Nevada Academic Content Standards
2.4.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
2.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
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CONTENT STANDARD 3.0: ASSESS DIVERSE LEARNERS AND THE EDUCATION ENVIRONMENT

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3.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.

Performance Indicators	Nevada Academic Content Standards
3.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.
3.3.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
3.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.

Performance Indicators	Nevada Academic Content Standards
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3.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.
3.3.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 4.0: DESIGN INSTRUCTION

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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4.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.
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Performance Indicators	Nevada Academic Content Standards
4.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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4.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
4.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
4.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Performance Indicators	Nevada Academic Content Standards
4.4.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
4.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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4.5.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
4.5.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.5.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 5.0: MANAGE THE LEARNING ENVIRONMENT

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
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5.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
5.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.
5.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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5.3.6	**English language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.

Performance Indicators	Nevada Academic Content Standards
5.3.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
5.3.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies the data.

ALIGNMENT OF TEACHING AND TRAINING STANDARDS AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Teaching and Training
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	2.4.3, 2.4.4
3. Construct viable arguments and critique the reasoning of others.	2.4.5
4. Model with mathematics.	
5. Use appropriate tools strategically.	2.4.3; 4.5.2, 4.5.5
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

ALIGNMENT OF TEACHING AND TRAINING STANDARDS AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Teaching and Training Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	2.4.3
4. Analyzing and interpreting data.	2.4.4
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.4.5; 4.5.5

CROSSWALKS OF TEACHING AND TRAINING STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Education & Training Career Cluster™ (ED)	Performance Indicators
1. Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.	5.2.4
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	1.5.2
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.	5.2.4
4. Evaluate and manage risks to safety, health and the environment in education and training settings.	5.3.1, 5.3.2, 5.3.4, 5.3.5, 5.3.7, 5.3.8
5. Demonstrate group collaboration skills to enhance professional education and training practice.	1.3.1, 1.3.2
6. Analyze ethical and legal policies of professional education and training practice.	1.2.1, 1.2.2, 1.2.3
7. Explain legal rights that apply to individuals and practitioners within education and training settings.	5.3.3
8. Demonstrate ethical and legal behavior within and outside of education and training settings.	1.2.1, 1.2.2, 1.2.3; 4.4.4
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.	1.2.6, 1.3.3
10. Apply organizational skills and logic to enhance professional education and training practice.	1.2.5
11. Demonstrate group management skills that enhance professional education and training practice.	1.3.2

Administration & Administration Support Career Pathway (ED-ADM)	Performance Indicators
1. Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.	1.4.1; 2.4.1, 2.4.2
2. Identify behaviors necessary for developing and sustaining a positive learning culture.	1.4.2; 2.2.3; 5.3.1, 5.3.6
3. Create instructional programs to meet the learning organization's objectives.	1.4.1, 2.2.3
4. Identify instructional practices that meet the learning organization's objectives.	1.4.1; 5.2.4
5. Model leadership skills for personnel in order to improve the performance of the learning organization.	5.1.1, 5.1.2, 5.1.3
6. Identify operations to meet the learning organization's objectives.	1.4.1
7. Plan strategically to meet the learning organization's objectives.	5.1.3
8. Apply internal and external resources to meet the learning organization's objectives and learner needs.	5.1.4
9. Describe advocacy strategies to promote the learning organization's needs.	1.5.1

Professional Support Services Career Pathway (ED-PS)	Performance Indicators
1. Identify strategies, techniques and tools used to determine the needs of diverse learners.	2.3.3; 3.1.1, 3.1.4
2. Implement methods to enhance learner success.	3.2.1, 3.2.2, 3.2.3, 3.2.4
3. Identify resources and support services to meet learners' needs.	3.2.3
4. Identify resources and support services available in the learning organization to enhance the learning environment.	3.2.2

Teaching/Training Career Pathway (ED-TT)	Performance Indicators
1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.	4.2.4, 4.3.1, 4.3.2
2. Employ knowledge of learning and developmental theory to describe individual learners.	2.2.1, 2.2.2, 2.2.3
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.	1.4.1; 2.3.3
4. Identify materials and resources needed to support instructional plans.	3.3.5
5. Establish a positive climate to promote learning.	3.3.3; 5.2.1, 5.2.2, 5.2.4
6. Identify motivational, social and psychological practices that guide personal conduct.	2.3.3
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.	3.3.2; 5.1.1
8. Demonstrate flexibility and adaptability in instructional planning.	2.2.3; 3.2.2, 3.3.2; 4.2.1, 4.2.3, 4.3.1
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.	2.4.4, 2.4.5
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.	4.5.5
11. Implement strategies to maintain relationships with others to increase support for the organization.	1.5.1