Photo by CNMI PSS

Education and Teaching

Career pathways are integrative systems created to support secondary school students in enrolling in post-secondary transferable curricula and gaining practical work experience while obtaining their high school diplomas. **Career pathways** are designed to streamline and minimize the steps required for students to advance into jobs that align with their career aspirations. With specialized certifications gained upon high school graduation, students are ready to enter the workforce or seamlessly transition into college. A goal in establishing career pathways is to unify agencies across workforce development, education, and policy to determine processes and influence legislation that benefit students at all levels. Preparing students with marketable skills upon completing secondary school allows the students ample time within their careers to build upon an early foundation of basic knowledge. Providing adequate training and opportunities for certification keeps youth engaged with the workforce and supports them in building sustainable careers that contribute to the economic growth and future of the Commonwealth of the Northern Mariana Islands (CNMI). This curriculum guide will provide resources to guide the instruction of the pathway courses and pathway related activities and connections to post-secondary education and training.

CCNETWORK
Comprehensive Center Network

REGION 18
Commonwealth of the
Northern Mariana Islands

Federated States
of Micronesia

Guam

Republic of Palau

AIR®

PREL
PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Table of Contents

Education and Teaching Overview

Career pathways are integrative systems created to support secondary school students enrolling in postsecondary transferable curricula and gaining practical work experience while obtaining their high school diplomas. Career pathways are designed to streamline and minimize the steps required for students to advance into jobs that align with their career aspirations. With specialized certifications gained upon high school graduation, students are ready to enter the workforce or seamlessly transition into college.

A goal in establishing career pathways is to unify agencies across workforce development, education, and policy to determine processes and influence legislation that benefits students at all levels. Preparing students with marketable skills upon completing secondary school allows the students ample time within their careers to build upon an early foundation of basic knowledge. Providing adequate training and opportunities for certification keeps youth engaged with the workforce and supports them in building sustainable careers that contribute to the economic growth and future of the Commonwealth of the Northern Mariana Islands (CNMI).

Intended to assist CNMI as it designs and implements new career pathway programs, this brief is focused on the construction path. It provides a description of the occupation, outlines career ladder opportunities and their associated educational credentials, and details projected growth and potential earnings in the field. Examples of some exceptional national construction pathway programs are also provided.

CNMI College and Career Readiness Definition

A CNMI student is college and career ready when he/she has achieved proficiency in academic standards, acquired essential skills for lifelong learning, and is able to transition into higher education and/or the workforce through an ongoing process of way finding for meaningful engagement.

Job Description, Outlook, and Opportunities

The field of education provides ample opportunity for students interested in education, especially in teaching. With an associate's degree, graduates can work as a teacher's assistant or preschool teacher. Graduates with a bachelor's degree have options to work as a special education teacher or K–12 teacher.

Position	Education Required	2016 CNMI Mean Hourly Wage[a]	Projected Growth by 2028 (United States)
Teacher's assistant	Two years of college coursework	$10.35	4%[b]
Preschool teacher	Associate's degree	$13.78	7%[c]
K–6 teacher	Bachelor's degree	$20.10	3%[d]
Middle school teacher	Bachelor's degree	$19.62	3%[e]
High school teacher	Bachelor's degree	$19.58	4%[f]
Special education teacher	Bachelor's degree	$20.75–$24.33	3%[g]

[a] http://i2io42u7ucg3bwn5b3l0fquc.wpengine.netdna-cdn.com/wp-content/uploads/2017/09/2016-PWWAS-Report-One-Full-Report-v1.1-1.pdf

[b] https://www.bls.gov/ooh/education-training-and-library/teacher-assistants.htm

[c] https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

[d] https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

[e] https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm

[f] https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

[g] https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster. It provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

Program of Study

This program is a planned sequence of instruction consisting of four credits.

Course Title	Length
Course 1: Child Development	1 credit
Course 2: Introduction to Teaching as a Profession	1 credit
Course 3: Foundations of Curriculum and Instruction	1 credit
Course 4: Teaching Academy Internship	1 credit

Observation and Field Experience

Students must acquire 100 hours of documented field experience and guided observations in grades PK–12 in an educational setting while enrolled in the Teaching Academy. Field experience hours can be earned in a variety of settings, such as academic classrooms, CTE classrooms, or an adult classroom.

Portfolio Requirement

Students must develop a continuous portfolio throughout all courses. The culminating portfolio must be submitted during the final semester at the completion of the Teaching Academy. The portfolio should include the following:

- Artifacts from course projects;
- Survey of professional educators and summary of findings;
- Current event article summaries pertaining to education;
- Research and evaluation of teaching strategies observed during field experiences;
- Pictures of involvement during activities at field experiences/ internship (including research on legal ramifications of use of student pictures in displays, websites, etc.);
- Journal entries reflecting on field experiences/internship;
- Personal accomplishments (awards, transcripts, talents, club memberships and office(s) held, letters of recommendation, community service involvement, etc.);
- Documentation of required hours of observation/field experience and internship; and
- At least three (3) lesson plans addressing three (3) different content areas or concepts.

Common Career Technical Core (CCTC) Alignment

The Common Career Technical Core (CCTC) is a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE), which is the result of a state-led initiative. The goal of the CCTC is to provide students with the knowledge and skills needed to thrive in a global economy. The CCTC includes a set of end-of-program of study standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of Career Ready Practices, which address the knowledge, skills, and dispositions that are important to becoming career ready.

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 educational 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. Describe state-specific professional development requirements to maintain employment and 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.

Academic Alignment

Academic alignment is an ongoing, collaborative effort of professional educators that provides clear expectations for yearly progression through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. The courses in this pathway provide natural connections to ELA, Science, Social Studies, Math, and Fine Arts.

Course 1: Child Development Student Standards

Course Title: Child Development
Course Credit: 1

Course Description
This course prepares students to understand the nature of child development from conception through puberty and adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 20 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of their working portfolio to be assembled upon completion of the program.

Standards and Benchmarks
1.0   Explain the foundations of Human Development. The student will be able to:

1.1   Use supporting evidence from a variety of academic journals and news media to compare and contrast notable theories of human development. Students will identify the following theories of human development, the researcher(s) credited with developing each theory, and analyze the significance of their contributions to the field of human development.
   a.   Psychoanalytic theories
   b.   Behavioral theories
   c.   Humanistic theories
   d.   Cognitive theories
   e.   Ecological theory
   f.   Sociocultural theory

1.2   Conduct a research project on a topic related to human growth and development, citing specific textual evidence from academic resources. Topics might include, but are not limited to the following.
   a.   Emotional development/emotional intelligence
   b.   Cross-cultural conceptions of intelligence
   c.   Self-esteem
   d.   Relationships
   e.   Nature vs. nurture
   f.   Temperament and personality

2.0   Analyze the progression of prenatal development in human development. The student will be able to:

2.1   Outline the biological processes that occur from conception to delivery of a full-term infant, sequenced by trimester. Prepare an informational artifact for parents that describes each stage of growth and development.

2.2   Define the concepts of DNA, genes, genetics, and heredity, and analyze the structure of relationships among the concepts. Describe the process of how traits are passed from parents to offspring. Identify the most common chromosomal and gene-linked anomalies and the health implications associated with each.

2.3   Identify the advantages or disadvantages of at least two types of birthing methods and the two forms of delivery.

3.0   Describe the progression of infancy in human development. The student will be able to:

3.1   Identify the development of the physical, cognitive, and emotional-social development that occurs during infancy. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including, but not limited to, the following:

   a.   Physical: head and skull, interpreting height and weight growth charts, skin, umbilical cord healing, teeth, elimination, gross motor skills, fine motor skills, sleep patterns, feeding and nutritional needs, normal ranges for vital signs;

   b.   Cognitive: reflexes, language acquisition, sensory development, play, etc.;

   c.   Emotional-social: bonding, temperament vs. personality; and

   d.   Appraise activities and techniques that optimize the development of the infant.

4.0   Understand the progression of toddlerhood in human development. The student will be able to:

4.1   Identify the advantages or disadvantages of the physical, cognitive, and emotional-social development that occurs during toddlerhood. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including, but not limited to, the following:

   a.   Physical: height/weight, body proportions, teeth, skeletal development, gross and fine motor skills, and sleep patterns;

   b.   Cognitive: sensory development, language acquisition/vocabulary, object permanence, recognition of body parts, understanding

relationships between people and things, curiosity, concept of time, moral development, symbolic play, and imagination;

    c.   Emotional-social: separation anxiety, independence, possessive phase, toilet training, self-concept, temper tantrums, regression, egocentric thinking; and

    d.   Appraise activities and techniques that optimize the development of a toddler.

5.0   Articulate the progression of school-age children in human development. The student will be able to:

    5.1   Research and outline the physical, cognitive, and emotional-social development that occurs in school-age children. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including, but not limited to, the following:

        a.   Physical: height and weight, musculoskeletal development, improvement of hand eye coordination, permanent teeth, development of gastrointestinal and nervous systems, immune system maturation, fine motor skills development, development of writing, strength acquisition and endurance, sleep and rest requirements;

        b.   Cognitive: visual maturity, peripheral vision and depth perception improvement, numbering/classifying of objects, increased attention span, developing problem-solving skills, improved memory, language development, academic learning;

        c.   Emotional-social: types of play, personality development, peer and sibling relationships; and

        d.   Appraise activities and techniques that optimize the development of school-age children.

6.0   Analyze the progression of puberty and adolescence in human development. The student will be able to:

    6.1   Research and outline the physical, cognitive, and emotional-social development that occurs during puberty and adolescence. Prepare an informational artifact that describes this stage of growth and development with real life examples including, but not limited to, the following:

        a.   Physical: rapid growth to cessation of growth, development of secondary sex characteristics, maturing of reproductive system, changes in height and weight;

        b.   Cognitive: experimentation and learning, Piaget's shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem-solving;

c. Emotional-social: peer and romantic relationships, Erikson's search for identity, conflict with authority figures;

d. Analyze components of a healthy and safe environment during adolescence; and

e. Appraise activities and techniques that optimize the development of adolescents.

7.0 Recognize the effects of child abuse, substance abuse and risk factors on learning. The student will be able to:

7.1 Identify the types, signs, symptoms, and statistics related to child abuse and possible short and long-term effects on the survivor;

7.2 Identify the types, signs, symptoms, and statistics related to substance abuse and possible short and long-term effects on the survivor; and

7.3 Identify strategies to reduce the effect of abuse on student achievement and behavior.

8.0 Identify practices that contribute to healthy learning environments. The student will be able to:

8.1 Describe strategies to reduce exposure to health-threatening environments (e.g., chemicals, communicable diseases, blood-borne pathogens); and

8.2 Identify strategies for age-appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.

Recommended Projects/Portfolio Artifacts:

- Observations with written reflections.
    - Social, physical, emotional, and academic development.
- Two hours per week for 14 weeks.
- Research.
- Presentation to class.

Course Title: Introduction to Teaching as a Profession
Course Credit: 1

Course Description

This course is designed to focus on the profession of teaching and related careers by exploring aspects of history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical, and social perspectives of American education, including trends and issues. During the course, students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and identify effective learning environments. Students will continue developing a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

Standards and Benchmarks

1.0 Utilize career planning skills to explore career opportunities in education and training. The student will be able to:

1.1 Describe education and training career options (e.g., pre-school, infant/toddler, elementary/middle/high school, librarian, counselor, interpreter, exceptional student education, career and technical education, non-school opportunities);

1.2 Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student, and family populations);

1.3 Explain the differences between educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education);

1.4 Identify the state and national professional standards that guide the practice of teaching today;

1.5 Research the licensure, endorsement requirements, and respective education necessary to qualify for various teaching positions;

1.6 Discuss traits, personal qualities, and dispositions congruent with work in the education and training profession;

1.7 Develop personal career goals and plan activities to meet those goals; and

1.8 Research postsecondary institutions offering credentials and/or degrees in education.

2.0 Demonstrate professionalism in an education and training setting. The student will be able to:

2.1 Explain what it means to be a professional educator and member of the education and training profession;

2.2 Identify positive work behaviors and personal qualities needed to work in the education and training profession (e.g., language, punctuality, body language, electronic devices, etc.);

2.3 Identify/describe respect for cultural and generational values;

2.4 Understand the importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Association for Career and Technical Education (ACTE), etc.);

2.5 Examine/analyze the aptitudes, including 21st century skills, needed by education professionals; and

2.6 Describe the impact social media has on your career.

3.0 Explain the various components of diversity. The student will be able to:

3.1 Define diversity as it relates to various educational settings;

3.2 Describe how diversity of students and families influences teacher expectations and student achievement;

3.3 Explain how diversity is related to a dynamic global society; and

3.4 Describe the impact of non-English speakers in an education and training setting (e.g., ESOL, ELL, etc.).

4.0 Identify legal rights and responsibilities of educators. The student will be able to:

4.1 Differentiate legal and ethical issues;

4.2 Perform duties according to laws, regulations, policies, and contract provisions;

4.3 Explain the implications of an individual's past or present legal history on teaching credentials;

4.4 Discuss the implications of ethical/unethical behavior; and

4.5 Identify/describe ethical behavior as it applies to educational field experience and observation.

5.0 Describe the purpose of education historically and currently for individuals, groups, and society. The student will be able to:

5.1 Summarize the influences of at least five major educational theorists' philosophies over the past 100 years;

5.2 Describe various environments in which education and training are delivered;

5.3   Explain the impact of economic, social, and technological changes on education;

5.4   Discuss the role of technology in the classroom and the potential effects on student engagement; and

5.5   Examine/analyze the advantages and disadvantages of a government's involvement in education.

6.0   Describe the organizational structure of education and training systems. The student will be able to:

6.1   Identify the hierarchy within various educational and training systems;

6.2   Differentiate between administration, management, leadership, and supervisory positions;

6.3   Identify and evaluate the role of potential external stakeholders in educational environments; and

6.4   Evaluate the pros and cons of funding sources for educational programs.

7.0   Identify effective relationships with external stakeholders and their needs. The student will be able to:

7.1   Describe the importance of communicating with families, communities, agencies, and political advocates; and

7.2   Discuss the importance of open communication in maintaining stakeholder relationships.

8.0   Demonstrate the ability to lead and work on a team. The student will be able to:

8.1   Evaluate the importance of teamwork and its impact in educational environments;

8.2   Explain the roles and responsibilities of the individual as part of diverse types of teams;

8.3   Identify characteristics and examples of positive leadership behavior;

8.4   Explain the importance of the culture and climate of an organization;

8.5   Assist team members to meet their individual and team goals; and

8.6   Utilize conflict-resolution and dispute-management skills.

Recommended Projects/Portfolio Artifacts:
- One week lesson plan.
- Observations with written reflections on classroom management.
- Two hours per week for 14 Weeks.
- Research.
- Presentation to class.

Course 3: Foundations of Curriculum and Instruction Student Standards

Course Title: Foundations of Curriculum and Instruction
Course Credit: 1

Course Description

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement, which is tied to student learning. Students will participate in a minimum of 20 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Standards and Benchmarks

1.0 Explore basic theories of educational psychology to enhance student learning. The student will be able to:

1.1 Compare and contrast the various theories of learning;

1.2 Discuss multiple cultural, ethnic, and racial belief systems that relate to student learning; and

1.3 Apply various theories of learning when appropriate.

2.0 Assess sociological factors that impact learning. The student will be able to:

2.1 Analyze multiple social factors that impact learning;

2.2 Critique the social interaction of individuals, which can become a predictor of individual and group behavior; and

2.3 Distinguish behaviors related to bullying and the impact it has on learning.

3.0 Understand critical thinking, problem solving, and innovation skills independently or in teams to formulate solutions to problems. The student will be able to:

3.1 Employ problem-solving methods used in education and training organizations;

3.2 Combine critical thinking and team-building skills to address problems;

3.3 Formulate group decisions within the bounds of ethical, safety, and legal boundaries;

3.4 Adjust plans/schedules to respond to unexpected events and conditions;

3.5   Solve problems arising from conflicting constraints between resources, requirements, and timeline; and

3.6   Evaluate unintended consequences of problem-solving methods.

4.0   Demonstrate basic technology competencies through effective use of multiple software applications. The student will be able to:

4.1   Create resources using technology;

4.2   Access and complete research on the internet using reliable sources; and

4.3   Employ electronic applications to assist with curriculum design, instruction, assessment, and classroom organizational tools

5.0   Use existing and emerging technology to accomplish educational goals. The student will be able to:

5.1   Describe the range of options and role of technology in the instructional process;

5.2   Utilize a variety of educational technology tools to support and enhance instructional activities;

5.3   Evaluate applications of educational technology to support classroom management strategies; and

5.4   Evaluate various productivity software applications related to education.

6.0   Explain the laws and regulations governing information gathering, software, and educational use. The student will be able to:

6.1   Identify copyright laws designed to protect publications, performances, intellectual properties, and artistic creations;

6.2   Examine requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured;

6.3   Describe potential safety and health issues related to technology;

6.4   Explain social, legal, ethical, and cultural issues related to technology; and

6.5   Examine policies for the use of technology in schools.

7.0   Align curricular goals and instructional objectives with the capabilities of the electronic media. The student will be able to:

7.1   Identify and evaluate electronic resources suitable for specific content learning and teaching;

7.2   Plan learning environments and experiences, which are supported by technology; and

7.3   Develop lessons to ensure students have the ability to access, evaluate, and use technology.

8.0 Demonstrate competence in the content/subject area to be taught. The student will be able to:

8.1   Identify relevant research, principles, theories, and perspectives significant to the content;

8.2   Utilize knowledge of the content area in planning and instruction;

8.3   Identify the developmental sequence of learning in content, linking current instruction to students' prior knowledge; and

8.4   Integrate different viewpoints, theories, and processes of inquiry to guide thinking and instructional planning.

9.0 Understand classroom management and environment. The student will be able to:

9.1   Identify common reasons for non-productive behaviors, which impact learning;

9.2   Demonstrate the importance of procedures to manage the classroom by creating potential checklists to monitor appropriate daily procedures and situations such as possible abuse and neglect, defusing violent behavior, and responding to fire or natural disaster emergencies;

9.3   Create several classroom layouts that address the correlation between classroom layout and effective classroom management for different ages and learning activities; and

9.4   Create a rubric for evaluating the establishment of a positive classroom environment. Include such indicators as visual appearance of the classroom, effective time management, student engagement, and teacher interaction with students.

10.0 Understand how differentiating instruction is critical to successful classroom learning. The student will be able to:

10.1   Define differentiated instruction;

10.2   Identify characteristics and needs of certain learners;

10.3   Develop differentiated instructional methods to address the specific needs of students as related to language, culture, socioeconomic status, and educational background; and

10.4   Develop differentiated instructional methods to address the specific needs of students as related to preferred learning styles.

11.0 Explain the relationship of knowledge within a content area to other content areas. The student will be able to:

11.1 Make relevant content connections between disciplines to encourage interdisciplinary teaching and learning;

11.2 Prepare opportunities for students to apply learning from different content areas to solve problems; and

11.3 Identify interdisciplinary learning strategies that make connections between content areas.

12.0 Demonstrate the use of data and assessments. The student will be able to:

12.1 Create and modify a broad range of assessments;

12.2 Understand the instruction and assessment cycle: planning, teaching, assessing, reflecting, and adjusting;

12.3 Use sample assessment results (data) to monitor student progress; and

12.4 Identify structured reflective strategies to use with students.

13.0 Describe how planning for instruction occurs. The student will be able to:

13.1 Investigate relevant national and state curriculum standards, and explain how they help guide teaching to affect learning;

13.2 Compare and contrast examples of student learning objectives and performance indicators from different subject areas and grade levels. Analyze the extent to which each provides a teacher with necessary expectations for instruction;

13.3 Choose a student standard and rewrite it for clarity and measurability;

13.4 Identify typical components of lesson planning documents and create a lesson plan template that incorporates components such as:

    a. Content-area, 21st Century Skills standards, vocabulary;

    b. Student learning objectives aligned to the standards;

    c. Scaffolding (connect to prior knowledge/skills);

    d. Connection to lives of students;

    e. Essential question;

    f. Materials and equipment needed;

    g. Instructional activities;

    h. Pacing chart;

    i. Accommodations for special needs students;

    j. Closure/reflection;

    k. Assessment.

Student Portfolio Recommendations:

- Observations with written reflections.
  - Classroom lessons.

- – 20 hours of observation.
- – Research on student engagement.
- Develop instructional materials to promote:
  - – Learning;
  - – Classroom management strategies; and
  - – Supportive classroom environment.

Course 4: Teaching Academy Internship Student Standards

Course Title: Teaching Academy Internship
Course Credit: 1

Course Description
This capstone course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 40 hours of internship in an approved setting based on the students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

Standards and Benchmarks
1.0   Plan and deliver instruction that illustrates best teaching practices. The student will be able to:
    1.1   Establish clear short- and long-term educational goals and objectives for learners;
    1.2   Develop short- and long-term instructional plans;
    1.3   Adjust instruction based on the specific needs of students;
    1.4   Adapt strategies and materials to address the students' individual experiences, talents, prior knowledge, language, culture and family values, which may influence student learning; and
    1.5   Align goals, objectives, instructional plans, and assessments.

2.0   Communicate clear learning goals and link learning activities to those defined goals. The student will be able to:
    2.1   Establish and communicate rigorous individual learning goals based on the needs of each student;
    2.2   Communicate the connection between learning activities and goals; and
    2.3   Create instructional environments where students actively and independently set, articulate, and internalize learning goals.

3.0   Apply knowledge of how students think and learn to instructional design and delivery. The student will be able to:
    3.1   Analyze the cognitive processes associated with learning;
    3.2   Demonstrate through instruction how to stimulate cognitive processes;
    3.3   Use research-based instructional strategies;

3.4 Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline;

3.5 Articulate a logical and appropriate rationale for the sequence of learning activities;

3.6 Link the content of each learning activity to the content of the previous one and future learning experiences; and

3.7 Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.

4.0 Differentiate instruction to support the learning needs of all students. The student will be able to:

4.1 Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students;

4.2 Use appropriate and flexible grouping during instruction to support the learning needs of all students;

4.3 Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students;

4.4 Provide differentiation through instruction, materials, and activities to meet the needs of individual students; and

4.5 Provide varied options for how students demonstrate mastery.

5.0 Prepare activities that are designed to help students develop as independent learners and complex problem-solvers. The student will be able to:

5.1 Choose learning activities that support the development of students' cognitive abilities;

5.2 Employ effective, purposeful questioning techniques during instruction that encourage critical thinking about disciplinary content; and

5.3 Produce complex, creative, open-ended learning opportunities for students.

6.0 Use resources effectively to enhance student learning. The student will be able to:

6.1 Select materials and resources that support instructional goals and meet students' needs;

6.2 Select technology that is appropriate to the discipline;

6.3 Develop students' abilities to access, evaluate and use technology; and

6.4 Develop awareness of adaptive technologies to enhance student learning.

7.0 Maintain general safety standards in accordance with applicable regulations, health standards, and organizational policy. The student will be able to:

7.1 Check and correct potential safety hazards;

7.2 Maintain work areas in accordance with standards for cleanliness and safety;

7.3 Understand when to wear personal protective equipment (PPE) as appropriate;

7.4 Describe current medication administration policies and procedures according to local, state, or national regulations; and

7.5 Model and instruct students in the use of simple safety precautions and safe use of learning materials.

8.0 Recognize the impact of stress on health. The student will be able to:

8.1 Differentiate between stress and stressors;

8.2 Summarize the physical, emotional, behavioral, and cognitive consequences of unmanaged stress; and

8.3 Model effective strategies for managing stress.

9.0 Identify ways to continue to grow professionally. The student will be able to:

9.1 Identify professional development resources available to educators;

9.2 Explain what professional collaboration looks like in the education industry;

9.3 Identify a personal objective and design a professional development plan;

9.4 Reflect on the impact of personal biases during teaching/learning experiences; and

9.5 Adapt instructional planning and strategies based on written reflections of teaching experiences.

CNMI Teaching Academy Four-Year Plan

A four-year plan refers to the outline of courses that a high school student will take to complete the necessary requirements for high school graduation, per PSS policy (shown below). The four-year plan allows students to personalize their high school experience, incorporate classes that will lead to their future college major and career, and ensure that they graduate on time. Student schedules include four blocks of instruction per day. Students can earn eight credits per year, earning one credit per block per semester.

A minimum of twenty-eight (28) credits are required for graduation from the 12th grade. Required courses constitute twenty-three (23) credits of the minimum credit and are as follows:

Required Courses	Credits
English - Composition I and II - Integrated literature and composition – 9th - Integrated literature and composition – 10th - Technical research/business writing – 11th - American literature – 11th - British literature- 12th	8 credits
Math - Algebra I – 9th - Geometry – 10th - Algebra II – 11th	6 credits
Science - Environmental science – 9th - General biology – 10th - Chemistry – 11th	3 credits
Social Studies - NMI history – 10th - US/World history – 11th - US Government/economics – 12th	3 credits
Physical Education 0.5 credit of physical education must include a health course. (JROTC may be substituted for 1 credit of Physical Education)	2 credits
Language other than English	1 credit

This plan includes the career pathway courses for the Teaching Academy if a student chooses to take four CTE courses as their electives.

Commonwealth of Northern Marianas Islands
Plan of Study

Cluster: Education and Training Pathway: Teaching Academy

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts 8 credits	Mathematics 6 credits	Science 3 credits	Social Studies 3 credits	Other Required Courses 3 credits	Recommended Career and Technical Courses 4 credits	Electives Student Choice 1 credit
		NOTE: Indicate State Course Titles and Codes						
		Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school:						
SECONDARY	9	Composition I and Integrated Literature and Composition 9th	Algebra I	Environ-mental Science		PE I & Health	Course 1: Child Development DE NMC ED205 NMC ED211 NMC ED290	Arts: Band, Chorus, Drama, or Dance CTE: Agriculture, Bookkeeping, Digital Video, General Business, Technology, Video Production, or Cooperative Education Any Pre-AP Courses Additional AP Courses Additional General Education Courses
	10	Composition II and Integrated Literature and Composition 10th	Geometry	General Biology	NMI History	PE II or ROTC	Course 2: Introduction to Teaching as a Profession	
	11	Technical Research/Business Writing And American Literature	Algebra II	Chemistry	US/World History	LOTE Chamorro or Carolinian	Course 3: Foundations of Curriculum and Instruction	
	12	British Literature			US Government & Economics		Course 4: Teaching Academy Internship	
		High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment)						

List related certifications/credentials offered locally: ■ NMC-Related Service Technician, ECE ■ NMC—AS in ECE, AS in RST, AA in Liberal Arts Emphasis Education ■ NMC—BS in Education Concentrations: Elementary Education, ECE, Special Ed, Rehabilitation and Human Services	**Additional Learning Opportunities:** CTSO Organization(s): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA. ☐ FEA ☐ HOSA ☐ SkillsUSA ☐ TSA ☒ AmeriCorp ☒ Educators Rising **Work-Based Learning:** ☒ Career Research ☐ Cooperative Education ☒ Internship ☒ Job Shadowing ☐ Service-Learning Project ☒ Mentorship ☐ Student Apprenticeship

<table>
<tr><td rowspan="5">POSTSECONDARY</td><td colspan="4" align="center">College Entrance Exams such as ACT & SAT</td></tr>
<tr><td colspan="4" align="center">SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
☐ Guam Community College (GCC)   ☒ Northern Marianas College (NMC)
☐ Northern Marianas Technical Institute (NMTI)</td></tr>
<tr><td align="center">Pathway</td><td align="center">Associate Degree, College Certificate, or Apprenticeship</td><td align="center">Bachelor's Degree</td><td align="center">Postgraduate Degree</td></tr>
<tr><td>Education Program</td><td align="center">Northern Marianas College:
AS in ECE, AS in RST, AA in Liberal Arts Emphasis Education</td><td align="center">Northern Marianas College:
BS in Education

Concentrations: Elementary Education, ECE, Special Ed., Rehabilitation and Human Services</td><td align="center">Master's in Education</td></tr>
<tr><td colspan="4" align="center">SAMPLE—Occupations
Relating to This Pathway:
http://www.careerclusters.org
Teacher, Counselor, Librarian, Teacher Aide, Librarian Aide, School Aide</td></tr>
</table>

Knowledge, Skills, and Dispositions

Knowledge	Technical Skills	Employability Skills	Dispositions
• Human growth and development • Curriculum based lesson design • Research based instructional strategies • English language • School Board policies, procedures, & regulations • Classroom management • Understanding student behavior • Diversity • Special Education & IDEA • Praxis: competency test	• Digital communication (email, chat, tele/video) • Microsoft Office (Word, Excel, Publisher, PPT) • Google Suites (docs, spreadsheets, slides, forms) • Blackboard/ Course sites learning platform • Recordkeeping	• Oral and written communication skills • Interpersonal • Flexibility • Reliability • Time management • Problem solving • Motivation • Professionalism & work ethics • Establish & maintain effective working relationships with school staff, parents, and community stakeholders.	• Empathetic/ compassionate • Patient • Integrity • Dependable • Cooperative • Responsibility • Reliability • Organized • Commitment • Service

Work-Based Learning

Work-Based Learning (WBL) provides opportunities in which a student completes meaningful tasks in a workplace. Such programs are designed to prepare participants for full-time work and help them acquire the knowledge and skills they need to enter or advance in particular career fields. WBL can be a component of a continuum of lifelong learning and skill development for a range of learners, including K-12 students, young adults, college students, and adult jobseekers.

WBL experiences reinforce the 21st Century Skills by allowing students to apply these skills in a real-world business or service-oriented work environment.
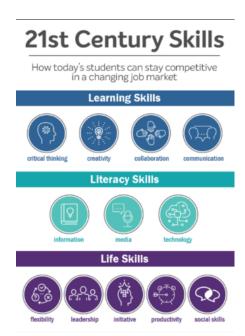
Connecting WBL to 21st Century Skills

Learning Skills:
- Critical Thinking: Develop a project to meet a community need or solve a community problem.
- Creativity: Publicize/advertise project, solve problems, and present findings.
- Collaboration: Work with community members, peers, and mentors.
- Communication: Write and present proposals; make requests and get permissions; publicize and present final project.

Literacy Skills:
- Information: Access and evaluate information to solve problems.
- Media: Understand how and why media messages are constructed in a real-world setting; create media products to communicate a message.
- Technology: Use technology as a tool to research, organize, evaluate, and communicate information.

Life Skills:
- Flexibility: Adapt to varied roles, job responsibilities, and schedules; incorporate feedback effectively; understand and balance diverse views.
- Leadership: Set and meet goals; prioritize, plan, and manage work to achieve the intended result.
- Initiative: Go beyond completion of assigned tasks to advance responsibility.
- Productivity: Monitor, define, prioritize, and complete tasks.
- Social Skills: Know when it is appropriate to listen and when to speak; conduct oneself in a respectable, professional manner.

Work-Based Learning Framework

WBL experiences offer students the opportunity to explore career options and develop critical academic and technical skills in collaboration with community and/or industry involvement. As such, students should have access to a series of structured WBL experiences that deepen their knowledge and allow them to apply classroom theories into practice. At an early level/grade, WBL experiences can help students develop a broad understanding and awareness of industries and possible careers that are available to them. Over time, these experiences narrow in focus as students find a good fit, learn what type of postsecondary education is necessary for success, and begin practicing the academic, technical and professional skills necessary to enter their identified careers.

Career Awareness

Career awareness activities build knowledge of the variety of careers available and the role of postsecondary education, and broadens student options. Some examples of career awareness activities include: guest speakers; career days or college and career fairs; field trips and workplace tours; videos or presentations about various professions; and opportunities to conduct informational interviews. Career awareness activities ideally lead to WBL experiences where students can deepen their knowledge of career pathways and begin applying skills learned in the classroom.

Career Exploration

Career exploration experiences encourage students to develop personal career interests, a better understanding of pathways to a chosen career, and the workplace readiness skills needed to make informed decisions regarding secondary and postsecondary education and training. These experiences are typically of shorter duration.

Career Preparation

Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce directly after high school or enrolling in a closely related postsecondary training program. These experiences are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers.

Career Training

Career training consists of any activity that allows a student to train for employment and/or postsecondary education in a specific range of occupations.

CNMI Work-Based Learning Opportunities			
Type of Student WBL Experience	Purpose/Learning Outcome	Experience Defined by	WBL Student Experiences
9th Grade Industry and Career Awareness	Build awareness of the variety of careers available and the role of postsecondary education; broaden student options. Student can articulate the type of postsecondary education and training required in the career field and its importance to success in that field.	• One-time interaction with partner(s), often for a group of students. • Designed primarily by adults to broaden student's awareness of a wide variety of careers and occupations.	• Guest Speakers • Career Fair
10th Grade Career Exploration	Explore career options and postsecondary requirements for the purpose of motivation and to inform decision making in high school and postsecondary education. Student can give at least two examples of how the student's individual skills and interests relate to the career field and/or occupations.	• One-time interaction with partner(s) for a single student or small group. • Personalized to connect to emerging student interests. • Student takes an active role in selecting and shaping the experience. • Depth in particular career fields. • Builds skills necessary for in-depth work-based learning.	• Workplace/ Industry Tours

CNMI Work-Based Learning Opportunities			
Type of Student WBL Experience	Purpose/Learning Outcome	Experience Defined by	WBL Student Experiences
11th Grade Career Preparation	Apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education. Student works effectively as a member of a team, with respect for diverse perspectives and strengths.	• Direct interaction with partners over time. • Application of skills transferable to a variety of careers. • Activities have consequences and value beyond success in the classroom. • Learning for the student and benefit to the partner are equally valued.	• Job Shadowing
12th Grade Career Training	Train for employment and/or postsecondary education in a specific range of occupations. Student demonstrates knowledge and skills specific to employment in a range of occupations in a career field.	• Interaction with partners over extended period of time. • Benefit to the partner is primary and learning for student is secondary. • Develop mastery of occupation specific skills. • Complete certifications or other requirements for a specific range of occupations.	• Clinical Experience • Internship • Extended Job Shadow

Career and Technical Student Organization

AmeriCorps is a voluntary civil society program supported by the US federal government, foundations, corporations, and other donors that engage adults in public service work with a goal of "helping others and meeting critical needs in the community". AmeriCorps members will provide cross-age, peer to peer tutoring and mentoring for at-risk elementary and junior high school students performing at the bottom quartile in standardized tests in reading. The majority of tutoring is long-term, ongoing, and one-on-one, but members may also tutor on a short-term basis, single sessions, or with small groups. Additionally, AmeriCorps members complete activities that support teachers and students in implementing quality service-learning projects to fulfill unmet needs in the community. Members are supervised by a designated site supervisor. Members may be asked to serve in any of the AmeriCorps school service sites.

Industry Certification

Earning a nationally recognized industry certification allows students to demonstrate their technical skills and abilities and provides opportunities for employment. Praxis tests measure the academic skills and subject-specific content knowledge needed for teaching. The following exams are aligned with the Teaching Academy pathway: Praxis I. More information about the Praxis exams is available online:
https://www.ets.org/praxis/cnmi/requirements

Postsecondary Alignment

Earning college credit in high school helps students learn time management skills, earn scholarships for college, explore specific fields of study in depth, make room for diverse experiences, and save money. Students have an opportunity to earn early college credit with Northern Marianas College in this program of study with the following alignment.

Postsecondary Website: https://www.marianas.edu/schoolofed

CNMI PSS Course	Aligned NMC Course
College and Career Success 101	BE 111 College Success
Child Development	ED 205 Introduction to Teaching, Psychology, and Child Development
	Educational Technology

Profile of a CNMI PSS Graduate

(Pending completion from Office of Curriculum and Instruction)

Recruitment & Marketing Action Plan Template

District Office or Program of Study Plan (POS):	POS Site:
Marketing & Recruitment Team Members:	

Goal 1: Pathway Messaging *Action Steps*	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Ensure consistent messaging to all audiences identified. Create website or recruitment brochure to include: • Required course sequence; • Eligibility and enrollment requirements; • Related college pathways, what to expect in the pathway, and potential careers; • Pictures, contact information, certifications; and • Application requirements, and deadlines.					
Solidify program description and course sequence. • Update course descriptions as needed.					
Create a video for your pathway or other visuals to use in webpages, parent meeting presentations, counselor professional development, board presentations, advisory committee meetings, and so forth.					
Update the school and/or district website with pathway information; make branding decisions about centralized design versus pathway-specific creativity.					

Goal 1: Pathway Messaging *Action Steps*	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Create a poster of your pathway sequence for your counseling center and classrooms.					
Consider district and/or school branding and communication guidelines.					
Create a presentation for your counseling, teacher, and administrative teams.					
Other:					

Goal 2: Collaboration and Communication With Site and District Stakeholders *Action Steps*	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Set up a meeting to present the pathway to counseling and administrative teams to ensure strong understanding of pathways.					
Address any prerequisites or indicators for pathway recruitment.					
Ensure administrative and counseling teams are aware of any master scheduling needs of the pathway to ensure student participation and completion.					
Bring counselors, administrative staff, and board members to tour the pathway facilities or observe the class in action to help them better recruit.					

Goal 2: Collaboration and Communication With Site and District Stakeholders *Action Steps*	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Review forms that counselors give to students for course selection to ensure pathway courses are correctly identified and listed.					
Raise equity and access concerns with counselors to increase recruiting to special populations. Ensure that the underrepresented population being targeted is intentionally represented in all marketing forums.					
Present at the school board regarding pathway information and recruitment.					
Determine how students can be tagged in your student information system so that pathway-designated students are not inadvertently removed from the pathway course.					
Identify appropriate class caps, and create a plan to address equity when limited seats are available.					
Other:					

Goal 3: Student and Parent Marketing *Action Steps*	Will this be an effective strategy for the CNMI?	Who will lead this?	Date to begin work	Date to complete work	What help do you need? From whom?
Engage with students for a pathway-related activity or information event.					
Distribute promotional materials (e.g., brochures, videos) to your middle schools and high schools.					
Host a virtual parent night at the high school to relay information about all pathways, give tours of pathway facilities, and highlight student work.					
Bring middle school students to the high school to tour pathway facilities and/or engage in a pathway activity.					
Identify newsletters, e-mails and social media that go out to your district, schools, parents, and stakeholders, and highlight your program.					
Other:					