

2026 EDUCATION & TRAINING

Program Standards

CONTENT STANDARD 1.0: PROFESSIONAL ORGANIZATIONS AND LEADERSHIP

Performance Standard 1.1: Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

- 1.1.1 Explore the role of professional organizations and/or associations in the Education and Training Industry.
- 1.1.2 Define the values, roles, and opportunities provided through career technical student organizations.
- 1.1.3 Engage in career exploration and leadership development.

CONTENT STANDARD 2.0: CAREERS AND PROFESSIONAL PRACTICES

Performance Standard 2.1: Postsecondary Options and Career Pathways

- 2.1.1 Analyze career paths, opportunities, benefits, and requirements (e.g., career assessment, salary, policies, skills, values) of pursuing careers in education.
- 2.1.2 Describe roles and functions of professionals in education.
- 2.1.3 Describe the personal qualities and abilities to be effective in education careers.
- 2.1.4 Describe the core academic skills and requirements for educators (e.g., writing, mathematics, reading).
- 2.1.5 Connect intentional learning, skill development, and experiential growth to long-term professional impact (i.e., human capital) needed for success in the educational field.

Performance Standard 2.2: Professional Practices

- 2.2.1 Identify constructive feedback responses.
- 2.2.2 Implement self-reflection practices to improve job and career performance, self-advocacy, and personal health.
- 2.2.3 Evaluate ethical practices in education.
- 2.2.4 Identify common responsibilities of educators (e.g., lesson plans, attendance procedures, classroom management).
- 2.2.5 Describe professionalism required in the educational setting (e.g., communication, dress, behavior).
- 2.2.6 Evaluate the influence of national, state, local legislation and public policy on education.
- 2.2.7 Describe the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices).

CONTENT STANDARD 3.0: FOUNDATIONS OF EDUCATION

Performance Standard 3.1: History of Education

- 3.1.1 Describe the contributions of influential historical figures in education.
- 3.1.2 Describe the history of school systems (e.g., public, private, charter, magnet, career and technical education, online, home).
- 3.1.3 Describe landmark educational legislation (e.g., Civil Rights Act, Title One, Section 504, Individualized Education Program [IEP]).

Performance Standard 3.2: Educational Theories and Philosophies

- 3.2.1 Describe developmental domains.
- 3.2.2 Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).
- 3.2.3 Describe educational philosophies (e.g., Constructivism, Behaviorism, Progressivism).
- 3.2.4 Describe educational frameworks (e.g., Montessori, Waldorf, Science, Technology, Engineering, Mathematics/+ Arts [STEM/STEAM]).

CONTENT STANDARD 4.0: INDIVIDUAL LEARNERS AND THE EDUCATION ENVIRONMENT

Performance Standard 4.1: Students and the Learning Environment

- 4.1.1 Analyze factors that influence learning.
- 4.1.2 Evaluate the community influence on learners.
- 4.1.3 Identify instructional strategies that address the needs of the learning community.
- 4.1.4 Describe the importance of connecting educational content to unique populations of learners.
- 4.1.5 Design materials and activities that accommodate all learners.
- 4.1.6 Describe the importance of establishing a safe and respectful learning environment for all learners.

Performance Standard 4.2: Needs of Exceptional Learners

- 4.2.1 Identify defining characteristics of learners with exceptionalities.
- 4.2.2 Identify the components of a specialized education plan.
- 4.2.3 Describe characteristics of instruction as they relate to specialized education (Section 504 of the Rehabilitation Act of 1973 [504], Gifted and Talented [G&T], IEP, English Language Learner [ELL]).
- 4.2.4 Evaluate the benefits of a least restricted environment in support of exceptional learners.

CONTENT STANDARD 5.0: EDUCATIONAL INSTRUCTIONAL PRACTICES

Performance Standard 5.1: Standards Based Instruction

- 5.1.1 Analyze state educational standards.
- 5.1.2 Describe how educational standards are used in an Instructional Sequence Plan (ISP).
- 5.1.3 Develop student learning objectives based on standards.

Performance Standard 5.2: Lesson Plans

- 5.2.1 Describe the components of an effective lesson plan.
- 5.2.2 Develop educational objectives for all learners to meet standards.
- 5.2.3 Describe differentiated instructional strategies for all learners.
- 5.2.4 Develop lesson plans to challenge and engage learners.

Performance Standard 5.3: Instructional Methods

- 5.3.1 Compare the benefits of various instructional methods (e.g., direct, small group, inquiry-based).
- 5.3.2 Analyze the effectiveness of instructional strategies (e.g., lecture, sub, metacognitive, questioning strategies) to meet the needs of all learners.

Performance Standard 5.4: Assessment Practices

- 5.4.1 Describe connections between standards instruction and assessment.
- 5.4.2 Compare formative and summative assessments.
- 5.4.3 Develop informal assessments (e.g., examine the function of portfolios) based on student learning objectives.
- 5.4.4 Adjust instruction for improvement, using assessment data.

CONTENT STANDARD 6.0: CLASSROOM ENVIRONMENT

Performance Standard 6.1: Classroom Management

- 6.1.1 Describe positive classroom management.
- 6.1.2 Describe classroom management strategies that foster positive behavioral outcomes.
- 6.1.3 Describe executive function strategies of classroom management.

Performance Standard 6.2: Expectations and Procedures

- 6.2.1 Compare policies, expectations, and procedures.
- 6.2.2 Develop specific positive expectations to enhance the learning environment.
- 6.2.3 Describe procedures to create learning-centered environments.

Performance Standard 6.3: Safe Learning Environments

- 6.3.1 Identify the characteristics of a physically, emotionally, and intellectually safe learning environment.
- 6.3.2 Describe signs and symptoms of abuse, neglect, cyberbullying, and bullying and the legal responsibility of mandated reporting.



- 6.3.3 Describe bullying and cyberbullying prevention strategies and resources.
- 6.3.4 Analyze the effectiveness of materials, furniture, and equipment supplied to assure a safe environment.
- 6.3.5 Describe basic emergency, safety, health, and security procedures required for educational settings.

IDCTE Document Control Information

Program Standard Revision: FCSHS Education & Training

Date	Standard #	Original	Summary of Change	Revised By	Approved By