Education & Training

Criticality Survey 2026

CONTENT STANDARD 1.0: PROFESSIONAL ORGANIZATIONS AND LEADERSHIP		
Performance Standard 1.1: Effective Leadership and Participation 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.	1.43
1.1.2	Define the value, role, and opportunities provided through career technical student organizations.	1.50
1.1.3	Engage in career exploration and leadership development.	2.07
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.	2.13
2.1.2	Describe roles and functions of professionals in education.	2.17
2.1.3	Describe the personal qualities and abilities to be effective in education careers.	2.23
2.1.4	Describe the core academic skills and requirements for educators (e.g., writing, mathematics, reading).	2.37
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.	2.27
Performance Standard 2.2: Professional Practices		
2.2.1	Identify constructive feedback responses.	2.10
2.2.2	Implement self-reflection practices to improve job and career performance, self-advocacy, and personal health.	2.23
2.2.3	Evaluate ethical practices in education.	2.70
2.2.4	Identify common responsibilities of educators (e.g., lesson plans, attendance procedures, classroom management).	2.47
2.2.5	Describe professionalism required in the educational setting (e.g., communication, dress, behavior).	2.50
2.2.6	Evaluate the influence of national, state, local legislation and public policy on education.	1.47
2.2.7	Describe the importance of building a professional portfolio (e.g., resumes, philosophy statement, best practices).	2.13
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.	1.03

3.1.2	Describe the history of school systems (e.g., public, private, charter, magnet, career and technical education, online, home).	1.07
3.1.3	Describe landmark educational legislation (e.g., Civil Rights Act, Title One, Section 504, Individualized Education Program [IEP]).	1.97
Performance Standard 3.2: Educational Theories and Philosophies		
3.2.1	Describe developmental domains.	2.13
3.2.2	Describe the major theories of education and their significance regarding teaching and learning (e.g., Piaget, Erikson, Gardner, Maslow, Vygotsky).	1.40
3.2.3	Describe educational philosophies (e.g., Constructivism, Behaviorism, Progressivism).	1.47
3.2.4	Describe educational frameworks (e.g., Montessori, Waldorf, Science, Technology, Engineering, Mathematics/+ Arts [STEM/STEAM]).	1.50
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.	2.23
4.1.2	Evaluate the community influence on learners.	1.87
4.1.3	Identify instructional strategies that address the needs of the learning community.	2.17
4.1.4	Describe the importance of connecting educational content to unique populations of learners.	2.00
4.1.5	Design materials and activities that accommodate all learners.	2.40
4.1.6	Describe the importance of establishing a safe and respectful learning environment for all learners.	2.63
Performance Standard 4.2: Needs of Exceptional Learners		
4.2.1	Identify defining characteristics of learners with exceptionalities.	2.10
4.2.2	Identify the components of a specialized education plan.	2.37
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]).	2.37
4.2.4	Evaluate the benefits of a least restricted environment in support of exceptional learners.	1.97
CONTENT STANDARD 5.0: EDUCATIONAL INSTRUCTIONAL PRACTICES		
Performance Standard 5.1: Standards Based Instruction		
5.1.1	Analyze state educational standards.	2.20
5.1.2	Describe how educational standards are used in an Instructional Sequence Plan (ISP).	2.00
5.1.3	Develop student learning objectives based on standards.	2.40
Performance Standard 5.2: Lesson Plans		
5.2.1	Describe the components of an effective lesson plan.	2.27
5.2.2	Develop educational objectives for all learners to meet standards.	2.33
5.2.3	Describe differentiated instructional strategies for all learners.	2.13
5.2.4	Develop lesson plans to challenge and engage learners.	2.37
Performance Standard 5.3: Instructional Methods		

5.3.1	Compare the benefits of various instructional methods (e.g., direct, small group, inquiry- based).	2.17
5.3.2	Analyze the effectiveness of instructional strategies (e.g., lecture, sub, metacognitive, questioning strategies) to meet the needs of all learners.	1.97
Performance Standard 5:4: Assesment Practices		
5.4.1	Describe connections between standards instruction and assessment.	2.13
5.4.2	Compare formative and summative assessments.	2.20
5.4.3	Develop informal assessments (e.g., examine the function of portfolios) based on student learning objectives.	2.17
5.4.4	Adjust instruction for improvement, using assessment data.	2.20
CONTENT STANDARD 6.0: CLASSROOM ENVIRONMENT		
Performance Standard 6.1: Classroom Management		
6.1.1	Describe positive classroom management.	2.33
6.1.2	Describe classroom management strategies that foster positive behavioral outcomes.	2.43
6.1.3	Describe executive function strategies of classroom management.	2.30
Performance Standard 6.2: Expectations and Procedures		
6.2.1	Compare policies, expectations, and procedures.	2.10
6.2.2	Develop specific positive expectations to enhance the learning environment.	2.27
6.2.3	Describe procedures to create learning-centered environments.	2.27
Performance Standard 6.3: Safe Learning Environments		
6.3.1	Identify the characteristics of a physically, emotionally, and intellectually safe learning environment.	2.47
6.3.2	Describe signs and symptoms of abuse, neglect, cyberbullying, and bullying and the legal responsibility of mandated reporting.	2.57
6.3.3	Describe bullying and cyberbullying prevention strategies and resources.	2.03
6.3.4	Analyze the effectiveness of materials, furniture, and equipment supplied to assure a safe environment.	1.83
6.3.5	Describe basic emergency, safety, health, and security procedures required for educational settings.	2.27