



TEACHING AND LEARNING INSTITUTE [TLI]- STANDARDS CROSSWALK

CTE - NYS Standards: Career Development & Occupational Studies	TLI SEMINAR I	TLI SEMINAR II	TLI SEMINAR III	TLI SEMINAR IV
NYS - Commencement Level CDOS Standards	<p>Standard 1: Career Development: <i>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</i></p> <p>Standard 2: Integrated Learning: <i>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</i></p> <p>Standard 3a: Universal Foundation Skills: <i>Students will demonstrate mastery of the foundation skills and competencies essential for success in the Workplace</i></p> <ul style="list-style-type: none">❖ Basic Skills: <i>Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions.</i>❖ Thinking Skills: <i>Thinking skills lead to problem-solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations</i>❖ Personal Qualities: <i>Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action</i>❖ Interpersonal Skills: <i>Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</i>❖ Technology: <i>Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.</i>❖ Managing Information: <i>Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks</i>❖ Managing Resources Systems: <i>Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</i>❖ Systems: <i>Systems skills include the understanding of and ability to work within natural and constructed systems.</i> <p>Standard 3b: Career Majors: <i>Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.</i></p>			



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ISTE- Instructional Technology Standards For Students & Educators	TLI SEMINAR I	TLI SEMINAR II	TLI SEMINAR III	TLI SEMINAR IV
<u>ISTE- Students/Educators</u>	<p><i>Empowered Learner:</i></p> <p>1.1. Learner: <i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences</i></p> <p>1.2. Digital Citizen: <i>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical</i></p> <p>1.3. Knowledge Constructor: <i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i></p> <p>1.6. Creative Communicator <i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i></p> <p><i>Empowered Professional</i></p> <p>2.1. Learner: <i>Teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</i></p> <p>2.2. Leader:<i>Teachers seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</i></p> <p>2.5. Designer: <i>Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</i></p>			



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Common Career Technical Core Standards CCTC:	TLI SEMINAR I	TLI SEMINAR II	TLI SEMINAR III	TLI SEMINAR IV
<u>Education & Training Career Cluster™ (ED)</u>	<p>ED1 - Provide information using motivational and engaging communication techniques.</p> <p>ED-1.1: Provide information using motivational and engaging communication techniques. ED-1.2: Enlist stakeholder commitment using persuasive communication techniques. ED-1.3: Use non-verbal communication to enhance verbal communication. ED-1.4: Customize communication messages to fit the audience members. ED-1.5: Recognize and address barriers to oral communication. ED-1.6: Give clear verbal directions. ED-1.7: Utilize feedback to improve communication. ED-1.8: Utilize discussion skills. ED-1.9: Utilize questioning skills. ED-1.10: Apply listening skills to enhance learning and stakeholder investment in learning. ED-11: Follow verbal directions</p> <p>ED 3.1 - Analyze the diversity of objectives and perspectives of multiple perspectives.</p> <p>ED 5- Demonstrate group collaboration skills to enhance professional education and training practice.</p>			
	<p>ED TT 1 - Use foundational knowledge of subject matter to plan and prepare effective instruction.</p> <p>ED TT 3 - Use knowledge of learners to align goals with learners' developmental level, abilities, interests and future objectives.</p> <p>ED TT 4 - Identify materials and resources needed to support instructional plans.</p> <p>ED - TT 5 - Establish a positive climate to promote learning.</p> <p>ED TT 6 - Identify motivational, social and psychological practices that guide personal conduct.</p> <p>ED TT 8 - Demonstrate flexibility and adaptability in instructional planning.</p>			



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Common Career Technical Core Standards CCTC:	TLI SEMINAR II	TLI SEMINAR III	TLI SEMINAR IV
Education & Training Career Cluster™ (ED)	<p>ED 2.5: Write business communications, reports and position papers on issues affecting learning environments and/or educational organizations.</p>	<p>ED 3 - Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>ED 6 - Analyze ethical and legal policies of professional education and training practices</p> <p>ED-TT 2 - Employ knowledge of learning and development theory to describe individual learners.</p> <p>ED 3.2: Analyze educational, public and organizational policies and procedures.</p>	<p>ED 4- Evaluate and manage risks to safety, health and the environment in education settings.</p> <p>ED-TT 1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>ED - TT 2 - Employ knowledge of learning and development theory to describe individual learners.</p> <p>ED-TT 3: Use content knowledge/skills of instruction to develop standards-based goals and assessments.</p> <p>3.3: Identify multiple learning goals that establish performance standards for learners.</p> <p>3.4: Select appropriate assessment/evaluation strategies while applying assessment theory.</p> <p>ED-TT 4: Identify materials and resources needed to support instructional plans</p> <p>4.1: Identify materials and resources needed to enhance instruction and aid learners in learning.</p> <p>ED-TT 5 - Establish a positive climate to promote learning.</p> <p>5.4: Arrange space, equipment and furniture within learning settings to optimize learning and provide appropriate access and spacing requirements.</p> <p>ED TT 6 - Identify motivational, social and psychological practices that guide personal conduct.</p> <p>ED-TT 7: Demonstrate organizational /relationship building skills used to manage instructional activities and related procedures.</p> <p>ED-TT 8.12: Utilize spontaneous events to enhance learning</p> <p>ED-TT 10.1 - Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.</p>



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NYS - Commencement Level CDOS Standards	Next -Gen Social Studies	Next-Gen ELA	Next-Gen HS Literacy	Next-Gen Math
Commencement Standard 3a: Universal Foundation Skills <i>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</i>				
3a-PI Basic Skills: <i>Students use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form</i>	Gathering, Interpreting, and Using Evidence <i>1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.</i> <i>2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</i> <i>3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.</i> <i>4. Describe, analyze, and evaluate arguments of others.</i> <i>5. Make inferences and draw conclusions from evidence.</i> <i>6. Deconstruct and construct plausible and persuasive arguments, using evidence.</i>	W2: <i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i> SL1: <i>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</i>	WHST2: <i>Write informative/explanatory text focused on discipline-specific content</i>	



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<u>NYS - Commencement Level CDOS Standards</u>	<u>Next -Gen Social Studies</u>	<u>Next-Gen ELA</u>	<u>Next-Gen HS Literacy</u>	<u>Next-Gen Math</u>
3a-PI THINKING SKILLS <i>Performance Indicator 1: Students demonstrate the ability to organize and process information and apply skills in new ways.</i>	Chronological Reasoning and Causation <i>1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</i> <i>3. Identify, analyze, and evaluate the relationship between multiple causes and effects</i> <i>4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).</i> <i>6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.</i> <i>7. Relate patterns of continuity and change to larger historical processes and themes.</i>	SL4: <i>Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</i>		Mathematical Practices: <i>1. Make sense of problems and persevere in solving them.</i> <i>2. Reason abstractly and quantitatively.</i> <i>3. Construct viable arguments and critique the reasoning of others.</i>
3a-PI MANAGING INFORMATION <i>Performance Indicator 1: Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.</i> 3a-PI TECHNOLOGY <i>Students apply knowledge of technology to identify and solve problems. Use the computer as a tool for word processing, graphics</i>	Integration of Knowledge and Ideas <i>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i> Presentation of Knowledge and Ideas <i>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</i>	SL5: <i>Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</i> SL2: <i>Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral)</i>	WHST6: <i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</i>	



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3a-PI MANAGING RESOURCES <i>Students allocate resources to complete a task.</i>				Mathematical Practices <i>5. Use appropriate tools strategically.</i>
3a-P1 SYSTEMS: <i>Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions in an organization</i>	Civic Participation <i>1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</i> <i>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</i> <i>3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.</i> <i>4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.</i> <i>5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.</i> <i>6. Identify situations in which social actions are required and determine an appropriate course of action.</i> <i>7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</i>	SL1b: <i>Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</i>		