

CAREER GUIDE FOR TRAINING, DEVELOPMENT, AND TEACHING PROFESSIONS

SOC Codes: 13-1073	Training and Development Specialist
25-2021	Teacher – Elementary, except Vocational and Special
25-2022	Teacher – Middle School except Vocational and Special
25-2031	Teacher – Secondary, except Vocational and Special
25-2032	Teacher – Vocational
25-2041	Teacher – Special Education, Preschool, Kindergarten, and Elementary
25-2042	Teacher – Special Education, Middle School
25-2043	Teacher – Special Education, Secondary School

Pay Band(s): 3, 4, 5, and 6 ([Salary Structure](#))

Standard Occupational Descriptions:

Training & Development Specialist: Conduct training and development programs for employees.

Teacher – Secondary, except Vocational and Special: Instruct students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. May be designated according to subject matter specialty, such as typing instructors, commercial teachers, or English teachers.

Teacher – Vocational: Teach or instruct vocational or occupational subjects at the secondary school level.

Teacher – Special Education (Preschool, Kindergarten, Elementary, Middle, and Secondary): Teach secondary school subjects to educationally and physically handicapped students. Includes teachers who specialize and work with audibly and visually handicapped students and those who teach basic academic and life processes skills to the mentally impaired.

Training and Development positions in the Commonwealth are assigned to the following Roles in the [Training and Instruction Career Group](#):

[Trainer and Instructor I](#)

[Trainer and Instructor II](#)

[Trainer and Instructor III](#)

[Training and Instruction Manager I](#)

[Training and Instruction Manager II](#)

While training, development and teaching positions within the Commonwealth are primarily located within the Training and Instruction Career Group, individuals may want to pursue other opportunities within the Commonwealth depending upon individual training, education, knowledge, skills, abilities, and interests.

Other Career Group(s) that may be of interest are:

[Media and Production Services](#)

[Human Resources](#)

[Education Administration](#)

[Education Support Services](#)

SKILLS, KNOWLEDGE, ABILITIES AND TASKS

(Technical and Functional Expertise)

Note: The technical and functional skills listed below are based on general occupational qualifications for a **Training and Development Specialist and Teacher** commonly recognized by most employers. Typically, you will not be required to have all of the skills listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

Skills:

- Talking to others to convey information effectively; platform skills to present information to individuals and groups
- Teaching others how to do something; selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things
- Understanding the implications of new information for both current and future problem-solving and decision-making
- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Communicating effectively in writing as appropriate for the needs of the audience.
- Understanding written sentences and paragraphs in work related documents.
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Actively looking for ways to help people.
- Managing one's own time and the time of others.
- Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Knowledge

Note: The technical and functional knowledge statements listed below are based on general occupational qualifications for a **Training and Development Specialist and Teacher** commonly recognized by most employers. Typically, you will not be required to have all of the knowledge listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

The **Knowledge** of:

- Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effectiveness on an individual and organizational basis.
- Structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Business and management principles involved in strategic planning, resource allocation, leadership technique, production methods, and coordination of people and resources.
- Human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and assessment and evaluation.

- Group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Specific business processes, policies, or topics for which training is designed and delivered.
- Computer hardware and software related to the design, delivery, and evaluation of training.
- Specific the Teachers: Knowledge of the assessment and treatment of behavioral, affective, physical and mental dysfunctions

Abilities

Note: The technical and functional abilities listed below are based on general occupational qualifications for a **Training and Development Specialist and Teacher** commonly recognized by most employers. Typically, you will not be required to have all of the abilities listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

The **Ability** to:

- Communicate information and ideas in speaking so others will understand.
- Speak clearly so others can understand you.
- Identify and understand the speech of another person.
- Listen to and understand information and ideas presented through spoken words and sentences.
- Read and understand information and ideas presented in writing.
- Communicate information and ideas in writing so others will understand.
- Apply general rules to specific problems to produce answers that make sense.
- Tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- See details at close range (within a few feet of the observer).

Tasks

Note: The following is a list of sample tasks typically performed. Employees in this occupation will not necessarily perform all of the tasks listed.

Training & Development Specialist

- Keep up with developments in area of expertise by reading and researching current journals, books, magazine articles, products and services, and web resources.
- Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- Present information, using a variety of instructional techniques and formats such as role playing, simulations, team exercises, group discussions, videos and lectures.
- Schedule classes based on availability of classrooms, equipment, and instructors.
- Organize and develop, or obtain, training procedure manuals and guides and course materials such as handouts, visual materials, and assessment instruments.
- Obtain and coordinate outsourced training programs or instructors, to include managing service agreements.
- Design and deliver specific training programs to help workers maintain or improve job skills, including learning objectives, lesson plans, outlines, exercises, learning materials, handouts, and assessment instruments.
- Monitor, evaluate and record training activities and program effectiveness.
- Attend meetings and seminars to obtain information for use in training programs, or to inform management of training program status.

- Coordinate recruitment and placement of training program participants.
- Evaluate training materials prepared by instructors, such as outlines, text, and handouts, and outsourced training programs and instructors.
- Develop alternative training methods if expected improvements are not seen.

Teacher

- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- Instruct through lectures, discussions, and demonstrations in one or more subjects such as English, mathematics, or social studies.
- Prepare, administer, and grade tests and assignments to evaluate students' progress.
- Assign and grade class work and homework.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- Enforce all administration policies and rules governing students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Guide and counsel students with adjustment and/or academic problems, or special academic interests.

INTERESTED?

Like people, occupations have traits or characteristics. These characteristics give important clues about the nature of the work and work environment, and give you an opportunity to match your own personal interests to a specific occupation. When you choose a job in an occupation that matches your own interests you have taken an important step in planning a successful and rewarding career.

Training & Development Specialist

- **Social:** Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- **Enterprising:** Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
- **Conventional:** Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

Teacher

- **Social:** Social occupations frequently involve working with, communicating, with, and teaching people. These occupations often involve helping or providing service to others.
- **Investigating:** frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

- **Artistic:** often involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

LICENSURE, REGISTRATION, OR CERTIFICATION REQUIREMENTS

Training and Development Specialist: Generally certification is not required for these positions in state government. However, the following professional certification is available and can enhance one's career and can provide a competitive edge in employment.

- Human Performance Improvement (HPI) Certification – provided by the American Society for Training and Development. For information regarding this certification see: http://www.astd.org/astd/Education/hpi_certificate_program.htm

The HPI Certificate program consists of five core courses and one optional course: Human Performance Improvement in the Workplace; Analyzing Human Performance; Evaluating Performance Improvement Interventions; Selecting and Managing Interventions; and Transitioning to Human Performance Improvement.

Additionally, training and development is often organizationally aligned with human resources. There is professional certification available in the field of human resources which includes training and development in its curriculum.

- Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) Certification – provided by the Human Resource Certification Institute of the Society for Human Resource Management. For information regarding these certifications see: <http://www.hrci.org>

The PHR and SPHR Certification program consists of study and examination in the following areas: Strategic Management; Workforce Planning and Employment; Human Resource Development; Compensation and Benefits; and Employee and Labor Relations; and Occupational Health, Safety and Security.

Teacher: Licensure from the Virginia Department of Education is required for teaching positions. There are a number of different types of licenses which are described below. Details regarding the requirements for each of these licenses can be found in the “Virginia Licensure Regulations for School Personnel” at <http://www.pen.k12.va.us/VDOE/Compliance/TeacherED/nulicvr.pdf>

- Collegiate Professional License - a five year renewable license; requires completion of undergraduate study at an accredited college or university, with prescribed coursework in education; and passing the professional assessment administered by the Board of Education. Additionally, endorsement criteria must be met for specific areas of teaching such as mathematics, science, a language, etc. Details can be found in the “Virginia Licensure Regulations for School Personnel” cited above.
- Post Graduate Professional License – a five year renewable license; requires completion of undergraduate study at an accredited college or university with prescribed coursework in education; completion of a graduate study program at an accredited college or university; and passing the professional assessment

administered by the Board of Education. Additionally, endorsement criteria must be met for specific areas of teaching such as mathematics, science, a language, etc. Details can be found in the “Virginia Licensure Regulations for School Personnel” cited above.

- Technical Professional License – a five year renewable license; specific to the area of vocational education, educational technology, or military science, requires a high school diploma or General Education Development (GED) Certificate; demonstrates academic proficiency, technical competency, and occupational experience; completes 9 hours of professional studies in education at an accredited college or university; and includes work requirements such as completion of related apprenticeship or journeyman level experience, or licensure from the appropriate Virginia Board for the specific profession. Details can be found in the “Virginia Licensure Regulations for School Personnel” cited above.
- Provisional License - a three year non-renewable license; may include one of the following: completion of undergraduate or graduate study with the necessary coursework in education, but not completion of the professional assessment; or, in the process of meeting the requirements for the Technical Professional License; or, in the process of meeting the educational requirements for the general license or specific endorsement requirements. Details can be found in the “Virginia Licensure Regulations for School Personnel” cited above.
- Special Education Provisional License – a three year non-renewable license; meets educational requirements but does not meet the endorsement requirements for special education. Details can be found in the “Virginia Licensure Regulations for School Personnel” cited above.

EDUCATIONAL, TRAINING, AND LEARNING OPPORTUNITIES

Training and Development Specialist: A degree is not a requirement; however, it would be expected that you have coursework in curriculum development or training design, and learning theories. Typically, a person entering into this profession would have work experience in a related area of the organization’s business. There are courses and programs through colleges, professional organizations, and training companies that provide courses in the field of training, presentation skills, and adult learning that could be beneficial.

Teacher: A college degree is required for all areas except vocational teacher. See the Licensure Section for details.

COMMONWEALTH COMPETENCIES

Competencies are a set of identified behaviors, knowledge, skills, and abilities that directly and positively impact the success of employees and the organization. Competencies can be observed and measured. When consistently demonstrated, competencies make employees particularly effective in their work. Competencies help lay out a road map to career success. You can use the Commonwealth Competencies to help improve your individual performance by

adopting behaviors that make high performing employees successful in their jobs. In this way, you can use the Commonwealth Competencies for your further professional development.

The Commonwealth Competencies are:

1. Technical and Functional Expertise
2. Understanding the Business
3. Achieving Results
4. Serving the Customer
5. Teamwork
6. Interpersonal and Communication Skills
7. Leadership and Personal Effectiveness

The above competencies may be applied to employees throughout the Commonwealth of Virginia. They can be rank-ordered by agencies and hiring managers to represent the needs of a specific job. The rank ordering will change depending upon the occupation, an organization's priorities, the actual job requirements, and the supervisor's preferences.

Career success is both about what you do (applying your technical knowledge, skills, and ability) and how you do it (the consistent behaviors you demonstrate and choose to use) while interacting and communicating with others. Hopefully, by studying the Commonwealth competencies, identifying your developmental opportunities, and working to refine your own competence, you can take charge of your career!

For additional information about the **Commonwealth Competencies** go to: http://jobs.state.va.us/cc_planningctr.htm. For the competencies, we first list the competencies and then define each. Finally, we list competency indicators; to describe what successful performance looks like.

COMMONWEALTH CAREER PATH

Career opportunities in the Commonwealth are not limited to moving “up” to the next highest role and pay band, changing positions, or to becoming a supervisor. That’s because most roles describe a broad group of occupationally related positions that perform a range of work that requires increased knowledge and skills. For that reason, Commonwealth roles describe the career paths within the same or higher-level role for the same or different Career Group. The broad salary range and the Commonwealth’s pay practices provide flexibility in recognizing career development and advancement. ([Salary Structure](#))

For example:

PAY BAND	PRACTITIONER ROLES	MANAGEMENT ROLES
3	Trainer and Instructor I	
4	Trainer and Instructor II	
5	Trainer and Instructor III	Training and Instruction Manager I
6		Training and Instruction Manager II

Sample Career Path

Trainer and Instructor I

The Trainer and Instructor I role provides career tracks for Instructional Assistants that ranges from entry level to lead worker/supervisor responsible for providing support to training and instructional staff and/or delivering instructional training. Duties include assisting with the implementation of course curricula and lesson plans; providing course registration and administration; assisting with or providing computer-aided instruction and testing; setting up classrooms and laboratories; assisting with the reproduction and distribution of course materials; or supervising the daily operation of a large center or laboratory complex that supports student learning.

Trainer and Instructor II

The Trainer and Instructor II role provides two separate career tracks for technical instructors and teachers responsible for providing a variety of training, instruction and student services to employees, students, and/or clients. The first career track is for employees delivering or coordinating technical training or informational/instructional classes. The second career track is distinguished from the first in that teachers' licensure as prescribed by the [Code of Virginia](#) is a requirement. Duties include the design and development of course curricula and lesson plans; delivery of instruction; student/client testing and evaluation; student, career, and organizational development, counseling and assessment; student support services; facilitating teams; program evaluation; and marketing and/or promotion of training programs and services.

Trainer and Instructor III

The Trainer and Instructor III role provides career tracks for the employee performing at the advanced level of expertise. Employees are responsible for coordinating and determining training or organizational development needs and services for an agency, or a geographical division of an agency responsible for several dispersed facilities, or outside entities.

Training and Instruction Manager I

The Training and Instruction Manager I role provides career tracks for training managers with responsibility for determining organizational performance or development needs and services; and planning, developing, and implementing agency-wide or statewide training programs and/or initiatives in an agency that may be geographically dispersed. Duties include conducting research, needs assessments and analyses; initiative or program development; monitoring, and evaluating; project planning; budget development; staff supervision; and consultation to senior administrators.

Training and Instruction Manager II

The Training and Instruction Manager II role provides career tracks for training managers who direct diverse programs and specialized, comprehensive training activities statewide or in an agency that is geographically dispersed and provides instructional services to localities or outside entities. Complex duties involve the planning, directing, implementing and evaluating training functions for agency staff and external customers; establishing and monitoring goals and performance standards for training programs; and may include managing the operations of a training facility.

ADDITIONAL OCCUPATIONAL INFORMATION CAN BE FOUND AT:

O*NET (Occupational Information Network)
http://online.onetcenter.org/gen_search_page

Virginia Employment Commission
<http://www.alex.vec.state.va.us/>

Career One Stop
<http://www.careeronestop.org/>

Virginia Career Resource Network
<http://www.vacrn.net/>

American Society for Training and Development
www.astd.org

Society for Human Resource Management
www.shrm.org

National Education Association
<http://www.nea.org/>

Virginia Education Association
<http://www.veaweteach.org/>