



Learning Outcomes

Teaching Excellence

Core & Specialized Credentials

International Certification Alliance

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LICENSING INFORMATION

The work in this document was facilitated by the International Certification Alliance (ICA) and done through the contributions of various experts and practitioners. These learning objectives are intended to help the growing Tomorrow-Ready™ community worldwide.

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HOW TO READ THIS DOCUMENT

This document outlines the learning outcomes that accredited member organizations must address to offer ICA's Teaching Excellence certification. To achieve the certification, a learner must complete the core credential plus at least two specialized credentials.

Each learning outcome (LO) follows a particular pattern, described below.

O.O Learning Outcome Name

Additional Context, describing why this Learning Outcome is important or what it is intended to impart.

The learning outcome's purpose further describes what is expected to be imparted to the learner (e.g., a key point, framework, model, approach, technique, or skill).

CORE CREDENTIAL LEARNING OUTCOMES

Teaching Excellence Core

Teaching Excellence is an 8-hour Core Credential for professionals who design and deliver learning experiences that build skill and improve workplace performance. Learners develop practical judgment across the learning lifecycle: diagnosing when training is appropriate, designing learner-centered and inclusive experiences, facilitating active learning, checking understanding and providing feedback, supporting transfer into the workplace, and evaluating impact. The credential also builds thoughtful judgment about where AI can strengthen needs analysis, learning design, and evaluation while preserving the human judgment needed for quality, relevance, and responsible use.

1. Teaching Excellence Foundations and Learning Design

1.1 Training as Skill Building

Effective training builds knowledge, skill, confidence, and behavior that can be applied at work. Training is one part of a broader capability system that also includes practice, feedback, workplace support, and opportunities to apply learning.

Build learners' understanding of training as skill development connected to practice, workplace support, and performance outcomes. For example, training might introduce a new negotiation technique, but the skill only becomes usable through deliberate practice with feedback (like role-playing it and getting specific critique).

1.2 Training Needs and Performance Context

Training is often requested before the cause of a performance problem is understood. Learner needs, organizational conditions, available evidence, AI synthesis and stakeholder assumptions can point to different solutions.

Develop learners' ability to diagnose whether training is the appropriate response and what it must address. Include learner and organizational evidence, stakeholder assumptions, and judgment about where AI can appropriately support needs analysis and where human interpretation is required. AI can help synthesize information or identify patterns, but incomplete data, weak context, bias, or inappropriate use of sensitive information can also distort the diagnosis.

2. Learning Experience Design

2.1 Learner-Centered and Inclusive Learning Methods

Learners differ in experience, prior knowledge, motivation, language, confidence, accessibility needs, and work context. A method that works well for one group may create barriers, overload, or disengagement for another.

Develop learners' ability to choose learning methods intentionally based on who the learners are and what they need. Effective learning engages learners in making meaning, practicing, reflecting, and connecting learning to their own context. Address participation, accessibility, engagement, cognitive load, and opportunities to apply learning rather than treating inclusion as a separate design feature. For example, methods like pre-reading materials, small-group discussion, hands-on simulation, visual job aids, self-paced e-learning, and multi-format content (visual, written, spoken) each address different combinations of accessibility, engagement, and cognitive load, and no single one works well for every learner.

2.2 Learning Objectives, Flow, Practice, and AI

Effective learning experiences connect clear objectives with relevant content, meaningful practice, feedback, and workplace application. AI can accelerate activities such as drafting objectives, generating examples, adapting content, or creating practice ideas, but speed does not guarantee instructional quality or alignment.

Develop learners' ability to create a coherent learning experience in which objectives, content, practice, feedback, and application reinforce one another. Explore where AI can increase efficiency or options while preserving human judgment about learner need, accuracy, quality, and instructional fit. Flow models could include Training from the Back of the Room, accelerated learning techniques, etc.

3. Training Facilitation and Feedback

3.1 Facilitation for Learning

Facilitating learning requires more than presenting information. Facilitators create conditions for attention, participation, practice, reflection, discussion, and adjustment while managing both content and group process.

Develop learners' ability to facilitate active learning by creating opportunities for learners to participate, practice, think, and learn from one another. Provide opportunities for live or simulated practice and observation rather than teaching facilitation only as concepts or techniques. This might include using practices such as Liberating Structures.

3.2 Formative Checks and Actionable Feedback

Silence, nodding, and satisfaction do not confirm understanding. Real-time checks help trainers surface misconceptions and provide feedback while learners still have an opportunity to improve.

Develop learners' ability to surface evidence of understanding during training and respond with feedback that helps learners adjust while learning is still happening.

4. Transfer, Evaluation, and Continuous Improvement

4.1 Learning Transfer and Performance Support

Learning is unlikely to transfer when people lack opportunities to practice, reminders, manager reinforcement, useful tools, psychological safety, or other workplace support. Effective transfer therefore depends on the environment learners return to, not only what happens during training.

Develop learners' ability to anticipate barriers to application and create supports that make desired workplace behavior more likely. Connect transfer strategies to actual learner and workplace conditions rather than treating follow-up as a generic post-course activity. For example, transfer strategies might include an action-planning exercise where learners commit to one specific way they'll apply the skill in the next week, or a manager-reinforcement conversation scheduled shortly after training to check whether the new behavior is actually being used on the job.

4.2 Training Evaluation and Evidence-Based Improvement

Attendance and satisfaction do not show whether learning improved capability or workplace performance. Evaluation should connect intended outcomes to evidence of learning, behavior, transfer, and performance.

Develop learners' ability to evaluate based on the outcomes of training and use evidence to improve future learning. Include appropriate uses and limitations of AI in the evaluation process, particularly when analyzing or interpreting learner data. AI can assist with activities such as organizing, summarizing, or identifying patterns in evaluation data, but evidence quality, interpretation, privacy, and decisions about what conclusions are warranted require human judgment.

SPECIALIZED CREDENTIAL LEARNING OUTCOMES

Diagnosing Learning & Performance Needs

Diagnosing Learning & Performance Needs is a 2–4 hour Specialized Credential for professionals who want to move beyond taking training requests at face value and determine what is actually needed. Learners deepen their ability to investigate performance problems, distinguish learning needs from other performance barriers, gather and synthesize evidence, define meaningful success criteria, and communicate evidence-based recommendations to stakeholders. The credential builds a consultative mindset that helps practitioners recommend the right response, even when it differs from the training solution originally requested.

1.1 Diagnosing Performance Problems

Training is often requested before the cause of a performance problem is understood. Gaps may result from missing knowledge or skill, but they may also reflect unclear expectations, inadequate tools or resources, workflow constraints, incentives, environmental conditions, or other factors that training cannot resolve.

Develop learners' ability to investigate a performance problem before recommending a solution. Get learners to distinguish knowledge and skill gaps from other performance barriers, test assumptions about what is causing the problem, and use evidence to determine whether training is part of the appropriate response. Reinforce a consultative mindset in which learners question and clarify a training request rather than simply accept it by exploring root causes.

2.1 Evidence-Based Learning Needs Analysis

Once learning is identified as part of the response, its focus should be based on verified needs rather than assumptions. Learners, managers, subject matter experts, performance data, and other stakeholders may provide different or even conflicting perspectives on what is needed. AI can help organize information, identify patterns, and synthesize large amounts of input, but the quality of the analysis still depends on the quality of the evidence, appropriate use of data, and human interpretation.

Develop learners' ability to gather, compare, and synthesize evidence from relevant sources to define and prioritize learning needs. Get learners to distinguish stated wants from demonstrated needs, reconcile differing stakeholder perspectives, identify gaps between current and desired performance, and recognize where additional evidence is needed. Include appropriate uses and limitations of AI in needs analysis, including bias, privacy, incomplete context, and overconfidence in generated conclusions.

3.1 Defining Learning and Performance Success

Clear success criteria connects the original performance need to what learning should change. Without them, designers may optimize for course completion, participation, or learner satisfaction without knowing whether the intended capability or workplace performance improved.

Develop learners' ability to translate a diagnosed need into measurable success acceptance criteria before design begins, rather than treating measurement as an afterthought once the learning experience is already built. Learners should be able to take a diagnosed gap or need and define what success would actually look like. Success acceptance criteria clearly connects to that original need and its intended outcome so design decisions can be made against a concrete target from the start.

4.1 Communicating Diagnostic Recommendations

Diagnostic findings may challenge the original request, stakeholder assumptions, or preferred solution. Analysis only creates value when practitioners can communicate what they found, explain the implications, and help stakeholders make an informed decision about the appropriate response.

Develop learners' ability to communicate diagnostic conclusions with clarity and credibility, particularly when the recommendation differs from what stakeholders initially requested or expected. Get learners to connect recommendations to evidence, explain what training can and cannot address, surface trade-offs or uncertainties, and adapt the communication to the audience without overstating the certainty of the diagnosis.

Learning Design Foundations

Learning Design Foundations is a 2–4 hour Specialized Credential for professionals who want to move beyond organizing content and make intentional learning design decisions. Learners deepen their ability to clarify learning outcomes, use learner and contextual information to shape design choices, connect meaning-making, practice, reflection, feedback, and application into a coherent learning sequence, and critically review a design before delivery. The credential builds the judgment needed to create learning experiences in which every element serves a clear learning purpose, including thoughtful decisions about where AI can support the design process.

1.1 Key Learning Design Decisions

Learning design requires deliberate choices about outcomes, learner needs, sequence, practice, feedback, and application. Organizing information into slides, modules, or activities does not by itself create an effective learning experience. AI can accelerate parts of the design process, but faster content production does not guarantee stronger learning.

Develop learners' ability to treat learning design as a series of intentional, connected decisions rather than a process of organizing content. Consider the learning outcome, learner context, practice, feedback, application, and the relationships among those choices. Build judgment about where AI can support activities such as ideation, drafting, adaptation, or critique and where human judgment is needed to protect alignment, accuracy, relevance, and learning quality. Use models such as Training From the Back of the Room.

2.1 Learner Context and Delivery Conditions

Learners bring different experience, prior knowledge, motivation, accessibility needs, work environments, technologies, time constraints, and locations. These conditions shape what learners can realistically engage with, practice, and apply, and therefore influence learning design decisions.

Develop learners' ability to use learner and contextual information to make more precise design decisions. Look beyond generic audience profiles and consider what learners already know, what matters to them, what may enable or limit participation, and the conditions in which learning and application will occur. Connect these insights to choices about learning methods, practice, accessibility, pacing, technology, and application.

3.1 Pre-Delivery Learning Design Review

A learning design that looks complete may still contain misaligned objectives, unnecessary content, insufficient practice, accessibility barriers, weak feedback, or limited support for application. Reviewing the design before delivery creates an opportunity to test assumptions and improve the learner experience while changes are still relatively easy to make.

Develop learners' ability to critically review and improve a learning design before delivery. Examine alignment among outcomes, content, practice, feedback, accessibility, learner context, and application; identify elements that add activity without advancing learning; and use critique, testing, or other evidence to strengthen the design. Reinforce learning design as an iterative practice rather than a one-time production process.

4.1 Learning Sequence, Practice, and Feedback

Effective learning sequences build toward the intended outcome without overwhelming learners. They connect new ideas to prior understanding, create meaningful opportunities to practice, and provide feedback and reflection before complexity increases. Designers do not have to create learning experiences in the same order in which learners will experience them; the final sequence, however, should serve the learning outcome.

Develop learners' ability to create a coherent learning sequence in which each element contributes to the intended learning outcome. Move deliberately between meaning-making, practice, reflection, feedback, and application, while managing cognitive load and increasing complexity appropriately. Reinforce that design may happen iteratively or out of delivery order, but the learner experience should have a clear developmental logic.

Training Delivery

Training Delivery is a 2–4 hour Specialized Credential for professionals who want to deepen their ability to deliver active learning and respond effectively to what is happening in the room. Learners develop a learning-centered training stance, build skill in noticing and interpreting participation, energy, comprehension, resistance, and group dynamics, and practice adapting delivery in real time without losing sight of the intended learning outcome. Through live or simulated training, observation, and reflection, learners strengthen their ability to use evidence from the learner experience to continuously improve their facilitation.

1.1 Group Energy, Participation, and Learning Climate

Energy, silence, confusion, uneven participation, resistance, interpersonal dynamics, and changes in learner engagement provide information about what is happening in a learning experience. These signals do not always mean the same thing, and reacting too quickly can be as unhelpful as failing to notice them at all.

Develop learners' ability to notice and interpret group dynamics before deciding how to respond. Pay attention to patterns in participation, energy, comprehension, silence, resistance, and interaction; distinguish observation from assumption; and consider how facilitator actions can strengthen participation, psychological safety, and learning momentum.

2.1 Barriers to Learning Transfer

Learning may fail to transfer even when the learning experience itself was effective. Workload, confidence, missing tools or permissions, weak manager support, competing priorities, incentives, cultural norms, or limited opportunities to practice can prevent application. Different barriers require different responses, and assumptions about why transfer is failing can lead to ineffective solutions.

Develop learners' ability to diagnose why learning is not being applied rather than assuming the learner lacks motivation or commitment. Distinguish individual, interpersonal, workflow, resource, leadership, and organizational barriers; consider which barriers matter most; and identify where action or influence is needed to improve transfer.

3.1 Practice and Real-Time Adaptation

Effective trainers use techniques intentionally to support attention, meaning-making, participation, practice, reflection, and application. Even well-designed learning activities may need to be adapted when learners show confusion, disengagement, uneven participation, unexpected understanding, or other needs in the moment.

Develop learners' ability to train while responding intentionally to what is happening in the room. Use techniques for clear learning purposes, observe learner responses as the experience unfolds, and make appropriate adjustments to pacing, instructions, participation structures, questioning, practice, or other aspects of delivery without losing sight of the intended learning outcome.

4.1 Training Effectiveness and Reflection

Training effectiveness cannot be judged by trainer confidence, energy, or adherence to the plan alone. Evidence can be found in learner participation, comprehension, quality of practice, feedback, and application. Reflection becomes more useful when it examines that evidence rather than relying only on whether the trainer felt the session went well.

Develop learners' ability to evaluate and improve their training using observable evidence rather than the trainer's impressions alone. Examine how their choices affected participation, understanding, practice, and learning momentum; identify what they would sustain or change; and use feedback and reflection to improve future delivery.

Blended Learning

Blended Learning is a 2–4 hour Specialized Credential for professionals who want to design intentional learning journeys across live, self-paced, social, digital, and workplace experiences. Learners develop judgment about which modalities best serve different learning needs and constraints, how to connect learning moments across time and format, and how to create clear transitions so the experience feels like one coherent journey rather than a collection of activities or technologies. Learners also use evidence of usability, accessibility, engagement, and learning effectiveness to improve digital and blended experiences.

1.1 Blended Learning Design

Blended learning is more than adding digital content to a live course or combining synchronous and asynchronous activities. Effective blended learning uses different modalities intentionally, connecting them around learning outcomes, learner needs, interaction, practice, reflection, feedback, and application. Poorly integrated experiences can feel fragmented even when each individual element is well designed.

Develop learners' ability to approach blended learning as an intentional learning architecture rather than a collection of formats or technologies. Consider what different moments in the learning journey need to accomplish, how modalities can complement one another, and how learners move meaningfully between independent learning, interaction, practice, reflection, feedback, and workplace application. Reinforce that every element should earn its place by contributing something the overall learning experience needs. Common modalities include instructor-led training (in-person or virtual), self-paced e-learning, blended or hybrid learning (a mix of formats), on-the-job or experiential learning, microlearning (short, focused bursts), coaching or mentoring, simulations, and social/collaborative learning (like communities of practice or peer learning).

2.1 Modality Fit and Constraints

Different learning outcomes and activities are better served by different modalities. Interaction, practice, reflection, knowledge building, collaboration, feedback, and workplace application place different demands on the learning environment. Modality decisions also operate within real constraints such as learner access, technology, time, cost, scale, accessibility, geography, and organizational capacity.

Develop learners' ability to choose modalities based on what the learning requires while working realistically within learner and organizational constraints. Weigh learning purpose, interaction, practice, feedback, accessibility, learner context, technology, time, cost, scale, and convenience rather than defaulting to a familiar or fashionable format. Reinforce that an appropriate modality decision is often a trade-off rather than a perfect choice. Common modalities include instructor-led training (in-person or virtual), self-paced e-learning, blended or hybrid learning (a mix of formats), on-the-job or experiential learning, microlearning (short, focused bursts), coaching or mentoring, simulations, and social/collaborative learning (like communities of practice or peer learning).

3.1 Coherent Blended Learning Journeys

A blended learning journey unfolds across time, not just across formats. Preparation, interaction, practice, feedback, reflection, social learning, and workplace application need to connect so that learners experience one developmental journey rather than a series of disconnected events or resources.

Develop learners' ability to design a blended journey in which each element prepares for, extends, or reinforces another part of the learning experience. Sequence opportunities for preparation, meaning-making, interaction, practice, feedback, reflection, social learning, and application across time and modality. Build attention to transitions between learning moments so learners understand how the pieces connect and what they are expected to do with each one.

4.1 Blended Learning Quality

Completion and participation data provide only a partial view of blended learning quality. Learners may complete an experience that is difficult to navigate, inaccessible, cognitively overwhelming, low in meaningful practice, or poorly connected to application. Quality can be examined before and after release through learner experience, accessibility, usability, engagement, learning evidence, and application data.

Develop learners' ability to evaluate and improve blended learning using evidence rather than completion rates or subjective impressions alone. Examine usability, accessibility, learner experience, engagement, practice quality, learning evidence, and application; distinguish signals that point to different design problems; and use findings to make targeted improvements rather than simply adding more content or technology.

Co-Training

Co-Training is a 2–4 hour Specialized Credential for professionals who deliver learning alongside another person and want the partnership to strengthen rather than complicate the learner experience. Learners explore different ways to share training responsibility, choose an approach that fits the learning experience and facilitator partnership, and practice coordinating roles, transitions, signals, support, and real-time adjustments with a partner. Learners also evaluate the effectiveness of the partnership using evidence from both the learner and trainer experience to improve future shared delivery.

1.1 Co-Training Roles and Models

Two trainers can share responsibility in different ways, from one person leading while the other supports to both trainers actively sharing delivery, practice, observation, and learner support. Without a shared understanding of how responsibilities will be divided, partners often default to an unplanned arrangement that can create duplication, gaps, competition, or confusion for learners.

Develop learners' understanding of the different ways trainers can share responsibility for a learning experience. Explore how lead-and-support, divided responsibility, parallel or small-group training, shared real-time delivery, and other arrangements create different demands on the partnership and learner experience. Reinforce that effective co-training begins with an intentional agreement about how the partnership will work rather than two facilitators independently deciding what each will do.

2.1 Fit of Co-Training Approaches

No single co-training arrangement works equally well for every learning experience or facilitator partnership. Content, learner needs, activity structure, audience size, facilitator expertise, and experience working together can all influence which arrangement will support learning most effectively.

Develop learners' ability to choose a co-training approach based on what the learning experience and partnership require rather than habit, status, or personal preference. Consider the learning purpose, content, audience, activity structure, trainer expertise, experience working together, and the level of coordination different approaches require. Build judgment about when greater role separation provides clarity and when more integrated training adds value.

3.1 Co-Training Coordination Techniques

Even with a clear understanding of roles, a well-matched co-training arrangement can fall apart in execution. If the two trainers haven't discussed and practiced how to hand off, signal, and support each other moment to moment, it causes disruption for the learner's experience.

Develop learners' practical toolkit of in-the-moment coordination techniques that make co-training feel seamless to learners rather than like two separate people taking turns. For example, one trainer might quietly prepare the next activity's materials while the other is actively teaching, a small physical cue like stepping slightly forward can signal "I want to add something" without interrupting, and using collective language like "we" rather than "I" reinforces a unified front rather than two competing voices. Learners should be able to apply techniques like these so the partnership functions smoothly without requiring constant verbal negotiation in front of the group.

4.1 Co-Training Partnership Effectiveness

A co-trained session can appear smooth while responsibilities feel unclear or unbalanced between trainers, and a partnership that feels comfortable to the trainers can still create duplication, mixed messages, or uneven support for learners. Effective reflection therefore needs evidence from both the learner experience and the trainers' experience working together.

Develop learners' ability to evaluate and strengthen a co-training partnership using evidence rather than personal comfort or chemistry alone. Explore role clarity, transitions, balance of contribution, consistency of messages, responsiveness to learners, real-time coordination, and feedback from both learners and partners. Use reflection to identify what should be sustained, changed, or agreed differently before the next shared session.

Learning Agility

Learning Agility is a 2–4 hour Specialized Credential for professionals who want to develop their ability to learn continuously, unlearn deliberately, and apply new capabilities faster than the pace at which their context is changing.

1.1 What Learning Agility Is and Why It Matters Now

Learning agility is the ability to deliberately turn experience into new behaviors to adapt as context changes.

Establish a clear, practical understanding of learning agility as a distinct and developable capability.

2.1 Learning from Difficult and Unfamiliar Experiences

New roles, failed projects, difficult feedback, and unfamiliar problems often provide the richest learning.

Help learners recognize how their typical responses to difficult or unfamiliar experiences can increase or limit learning. Avoiding discomfort can also mean avoiding the experiences that build capability fastest.

3.1 Unlearning as a Practice

Unlearning requires letting go of an approach, assumption, or habit that once worked but no longer serves the current context. That history can make old patterns especially difficult to change.

Introduce the concept of unlearning. Introduce practices to deliberately unlearn and replace a limiting pattern with a more useful response.

4.1 Sustaining a Learning Practice

Learning agility becomes sustainable when habits, relationships, and routines consistently turn experience into insight and insight into changed behavior.

Build learners' ability to evaluate whether their current professional practice is producing meaningful learning and adaptation.

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