

## 2016 Career-Technical Education Workforce Development Teacher Competencies

These career-technical education competencies augment language in the *Ohio Standards for the Teaching Profession*. These competencies do not replace the standards but are meant to clarify and specify expectations of career-technical education workforce development teachers.

**Competency 1. CLASSROOM ENVIRONMENT:** This competency addresses the classroom environment. The focus is on creating and maintaining a safe and positive classroom climate, respecting the diversity of students and promoting high expectations. Other areas of study include student motivation, positive behavior and collaborative social interaction.

**Competency 2. CURRICULUM:** This competency addresses how to create short-term and long-term, standards-based, instructional plans based on students' varying learning needs. Teachers learn to develop a course syllabus, a course of study, unit plans and lesson plans. In addition, teachers learn ways to integrate employability skills, challenging technical and academic content, and career-technical student organizations into instruction.

**Competency 3. INSTRUCTION:** This competency prepares teachers to create and utilize instructional strategies that actively engage students in developing problem-solving, critical-thinking and teamwork skills. Teachers learn how to utilize each student's unique characteristics to develop a positive rapport.

**Competency 4. ASSESSMENT:** This competency prepares teachers to use formal and informal assessment strategies to evaluate students' learning and progress. Teachers learn the importance of providing quality feedback through these assessments in a timely manner to improve student learning. There is a focus on how to analyze assessment data to plan and modify instruction for all learners.

**Competency 5. PROGRAM REVIEW:** This competency examines how to use data for continual program improvement.

**Competency 6. RECRUITMENT:** This competency addresses student recruitment for the career-technical program. There is a focus on collaborating with parents, students and local business leaders as well as gaining their support in the recruitment process.

**Competency 7. PROFESSIONALISM:** This competency examines professionalism relating to the educational environment, with a specific look at the teacher's relationships with students, parents, community, co-workers and administration.

**Competency 1. CLASSROOM ENVIRONMENT: Create a learning environment that encourages student motivation, positive behavior and collaborative social interaction.**

- 1.1. Create safe and respectful learning environments where teachers and students safely operate equipment and follow emergency protocols (e.g., local and OSHA regulations, equipment operation and proper disposal of hazardous waste.)
- 1.2. Model respect for students' diverse cultures, language skills and experiences.
- 1.3. Motivate students to work productively and assume responsibility for their learning.

**Competency 2. CURRICULUM: Create short-term and long-term, standards-based, instructional plans based on the varying learning needs of students.**

- 2.1. Collaborate with postsecondary institutions to create in-demand career pathways and inform students of college credit opportunities.
- 2.2. Inform and encourage students to obtain and maintain industry credentials related to their career pathways.
- 2.3. Develop curriculum documents (e.g., course syllabus, course of study, unit plans and lesson plans) that meet the needs of all students by utilizing Depth of Knowledge (DOK) Levels.
- 2.4. Integrate competencies for relevant industry-recognized credentials into lesson plans.
- 2.5. Develop intellectually challenging projects that require higher-order reasoning and problem-solving skills.
- 2.6. Utilize career-technical student organizations to reinforce in-class instruction and promote 21<sup>st</sup> century skills.
- 2.7. Modify instruction to support all students in achieving their full learning potential.
- 2.8. Integrate employability skills as well as challenging technical content and knowledge into daily instruction.
- 2.9. Integrate challenging academic content and knowledge into daily instruction.

**Competency 3. INSTRUCTION: Use instructional strategies that actively engage students in developing problem-solving, critical-thinking and teamwork skills.**

- 3.1. Use content-specific instructional strategies to teach main concepts and skills effectively.
- 3.2. Create learning situations where students work independently, collaboratively and as a whole class, while providing opportunities for individual assessment.
- 3.3. Integrate the main components of a career-technical education program into instruction (i.e., laboratory, classroom and career-technical student organizations).
- 3.4. Identify the domains of learning (i.e., cognitive, affective and psychomotor) and how they relate to the career-technical education classroom and laboratory.
- 3.5. Demonstrate instructional strategies that foster positive relationships with students.
- 3.6. Utilize business and industry to develop and implement experiential and work-based learning opportunities for students that enhance classroom and laboratory learning.
- 3.7. Demonstrate how inquiry-based instructional strategies are a prominent part of teaching practices.

**Competency 4. ASSESSMENT: Utilize formal and informal assessment strategies to evaluate students' progress toward learning goals, provide feedback to improve student learning and improve instruction.**

- 4.1. Select, develop and use a variety of diagnostic, formative and summative assessments to monitor student learning and progress.
- 4.2. Provide opportunities for students to self-assess their learning and set individual goals.
- 4.3. Analyze student data to reflect, self-assess and modify the teaching-learning cycle (e.g., plan, teach, assess, revise and reteach).
- 4.4. Make assessment results available to students and stakeholders in a format that is understandable and maintains appropriate privacy requirements.

**Competency 5. PROGRAM REVIEW: Utilize data for continual program improvement.**

- 5.1. Use *Quality Program Standards* and program-level data to review the career-technical education program and recommend improvements.
- 5.2. Establish, implement and maintain a required advisory committee aligned with the program pathway.
- 5.3. Utilize the advisory committee's recommendations to assist with program review and improvement.

**Competency 6. RECRUITMENT: Engage all stakeholders in the development and support of the career-technical program.**

- 6.1. Articulate to stakeholders (e.g., parents, students, business leaders and associated school personnel) how career-technical education prepares students for successful employment and ongoing education.
- 6.2. Actively recruit for and market the career-technical education program to all populations, including non-traditional students (e.g., recruit males for predominantly female occupations and vice versa).
- 6.3. Collaborate with business and other community organizations to promote positive student learning and work-based learning experiences.

**Competency 7. PROFESSIONALISM: Continue to develop as professionals.**

- 7.1. Adhere to established ethics, policies and legal codes of professional conduct.
- 7.2. Participate in ongoing education and professional development to stay current and obtain advanced training, industry credentials and licensure requirements.
- 7.3. Communicate professionally, clearly and effectively.
- 7.4. Collaborate with district teachers and administrators on non-teaching responsibilities (e.g., serving on committees, attending staff and individualized education program meetings, supervising students during non-teaching times.)
- 7.5. Participate in related local, state and national professional associations.