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 21st 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.