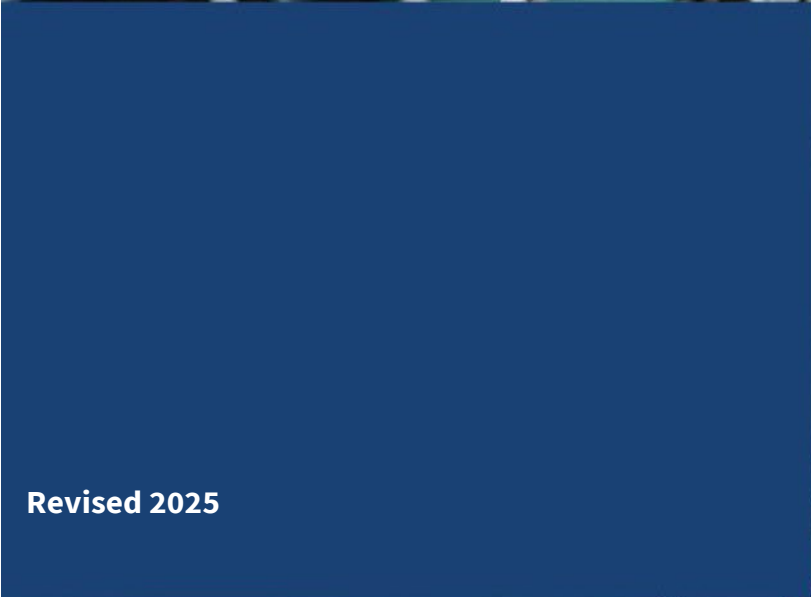# Career-Technical Education
Workforce Development Teacher Competencies

Revised 2025

Ohio Department of Education & Workforce

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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 8. SERVING ALL STUDENTS: This competency equips teachers with tools and strategies to meet the needs of all Ohio students.

Competency 9. TEACHER WELL-BEING: This competency promotes teacher recruitment and retention by supporting teacher wellbeing and promoting teacher engagement.

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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.
1.2. Model respect for all students regardless of their race, gender, or background.
1.3. Motivate students to work productively and assume responsibility for their learning.
1.4. Mentor students in planning and implementing an individualized work-based learning program aligned to the program of study.

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-recognized credentials related to their career pathways.
2.3. Integrate competencies for relevant industry-recognized credentials into lesson plans.
2.4. Develop curriculum documents that meet the needs of all students by utilizing Depth of Knowledge (DOK) Levels.
2.5. Develop intellectually challenging projects that require higher-order reasoning and problem-solving skills.
2.6. Utilize career-technical student organizations and work-based learning opportunities to reinforce in-class instruction and promote 21st century skills.
2.7. Use differentiation to support all students in achieving their full learning potential.
2.8. Integrate Career Field Technical Content Standards in daily instruction to ensure academic rigor.
2.9. Collaborate with instructors across academic disciplines to engage students in authentic interdisciplinary learning.

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 inquiry-based classroom, work-based learning, and career-technical student organization participation into instruction.
3.4. Identify the domains of learning and implement them in relation 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. Incorporate inquiry-based instructional strategies as a prominent part of teaching practices.

3.8. Incorporate literacy strategies across the disciplines that enhance understanding of content knowledge and skills (for example, vocabulary instruction, writing, etc.).

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, progress, and inform instruction.

4.2. Use resources to set students up for success on the WebXam end of course assessments and industry-recognized credential assessments.

4.3. Provide opportunities for students to self-assess their learning and set individual goals.

4.4. Analyze student data to reflect, self-assess, and modify the teaching-learning cycle.

4.5. Make assessment results available to students and stakeholders in a format that is understandable and maintains appropriate privacy requirements.

4.6. Create a grading system that measures mastery-level completion and incorporates all phases of instructional program.

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 how career-technical education prepares all 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.

6.3. Collaborate with business and other community organizations to promote positive student learning and work-based learning experiences.

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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, improve equitable outcomes for students, and obtain advanced training, industry credentials, and licensure requirements.

7.3. Communicate professionally, clearly and effectively with students, parents, administrators, and community stakeholders.

7.4. Collaborate with district teachers and administrators on non-teaching responsibilities.

7.5. Participate in related local, state, and national professional associations.

Competency 8. SERVING ALL STUDENTS:

Use tools and strategies to meet the needs of a diverse student population.

8.1. Identify learning theories and how to work with special populations.

8.2. Analyze data and trends to determine gaps in career-technical programs and develop a plan to close the gaps to be more inclusive.

8.3. Use classroom management strategies to actively engage all students throughout the three core principles of career-technical education including standards-aligned instruction, work-based learning, and career-technical student organization participation.

8.4. Differentiate classroom environment, instructional materials, and assessments to meet the needs of all Ohio students.

8.5. Establish supports for a cultural-responsive classroom and universally designed curriculum.

8.6. Provide leadership opportunities and Career-Technical Student Organization participation opportunities for all students in all subgroups.

Competency 9. TEACHER WELL-BEING:

Promote teacher retention through supporting wellbeing.

9.1. Work with students' support systems to address student behavior issues.

9.2. Acknowledge the ever-changing landscape of education and be proactive when implementing new education policies.

9.3. Integrate educational technology for classroom advancement.

9.4. Identify classroom management strategies to maintain a positive climate for the teacher and students.

9.5. Participate in teacher professional development and wellness initiatives in the local school district and through professional organizations.

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