

Self-Assessment Rubric

Workforce Development Teacher Competencies



**Department of
Education &
Workforce**

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.

The below described competency based self-assessment has been developed and approved by the State Board of Education, in consultation with the Department of Education and Workforce.

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.

Career-Technical Education Workforce Development Teacher Competencies

Competency 1: Classroom Management

Competency Statement: Create a learning environment that encourages student motivation, positive behavior and collaborative social interaction.

Competency Definition: 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 INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
1.1. Create safe and respectful learning environments where teachers and students safely operate equipment and follow emergency protocols.	I struggle to establish or maintain a safe and respectful learning environment. I do not consistently enforce guidance on equipment use and emergency procedures.	I establish general safety expectations but inconsistently reinforce them.	I maintain a safe and respectful learning environment where students safely operate equipment and follow emergency protocols.	I am consistent and effective in establishing and maintaining a safe and respectful learning environment. I proactively ensure that all students understand and follow safety procedures while operating equipment and follow emergency protocols.
1.2. Model respect for all students regardless of their race, gender or background.	I do not consistently model respectful behavior, which may lead to an environment where students do feel undervalued or excluded.	I generally model respect for all students, though I may occasionally use language or behaviors that do not fully reflect each student.	I consistently model respectful behavior toward all students through language, actions, and classroom interactions.	I consistently model and reinforce respectful interactions with all students regardless of race, gender, or background.
1.3. Motivate students to work productively and assume responsibility for their learning.	I do not differentiate instruction or consider diverse motivational needs, resulting in many students not being challenged or supported to work productively.	I occasionally set clear expectations, but feedback and goal-setting opportunities may be sporadic or not fully aligned with students' individual needs.	I set and communicate clear goals and expectations, helping students understand their role in the learning process.	I skillfully adapt instruction to meet diverse students' needs, ensuring that every student is challenged and supported to work productively.
1.4. Mentor students in planning and implementing an individualized work-based learning program aligned to the program of study.	I fail to effectively integrate the work-based learning program with the student's program of study, missing opportunities to enhance career readiness.	I attempt to connect work-based learning opportunities with the program of study, through connection may be inconsistent or unclear.	I ensure that the work-based learning experiences are connected to academic and career objectives by offering relevant resources and support.	I collaborate with students to identify career interests, align work-based experiences with academic goals, and secure relevant industry connections or partnerships.

Career-Technical Education Workforce Development Teacher Competencies

Competency 2: Curriculum

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

Competency Definition: 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 INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
2.1. Collaborate with postsecondary institutions to create in-demand career pathways and inform students about college credit opportunities.	I rarely or ineffectively collaborate with postsecondary institutions, resulting in limited or outdated career pathway options not clearly linked to current industry demands.	I engage with a few post-secondary institutions, but collaboration is sporadic or reactive rather than proactive.	I work well with post-secondary institutions to establish relevant career pathways that align with current workforce needs.	I proactively initiate and sustain robust partnerships with a diverse range of postsecondary institutions that align with current and future workforce needs.
2.2. Inform and encourage students to obtain and maintain industry-recognized credentials related to their career pathways.	I fail to collaborate with industry partners or update resources, thereby limiting students' exposure to relevant credentialing options.	I occasionally collaborate with industry partners and am sporadic in encouraging the importance of credentials aligned to the student's career pathway.	I regularly provide clear and industry driven information about the available industry credentials and their benefits.	I consistently provide up-to-date detailed information on industry recognized credentials and clearly explain their relevance to students' career pathway.
2.3. Integrate competencies for relevant industry-recognized credentials into lesson plans.	I fail to relate classroom activities and assessments to the skills and knowledge required for industry credentials, leaving students without a pathway to relevant certification.	I use a few examples or activities that relate to industry standards, but the overall integration might not fully support students' understanding of credential requirements.	I integrate key credential competencies into most lesson plans, with clear links between classroom activities and industry standards.	I skillfully embed industry-recognized credential competencies into lesson plans, ensuring that every activity, assessment, and learning objective is aligned with current industry standard.
2.4. Develop curriculum documents that meet the needs of all students by utilizing Depth of Knowledge (DOK) Levels.	I lack clear alignment with established standards and do not effectively link learning activities to the appropriate DOK levels.	I show a general alignment with standards, but the connection between DOK levels and lesson activities may not be fully articulated.	I align the curriculum with established standards, though there may be room to enhance the integration of higher-order tasks.	I clearly align curriculum content with relevant standards and rigorously incorporate higher order thinking tasks, resulting in a cohesive and challenging curriculum.

Career-Technical Education Workforce Development Teacher Competencies

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
2.5. Develop intellectually challenging projects that require higher-order reasoning and problem-solving skills.	I develop projects that predominantly focus on basic recall or comprehension, with little to no emphasis on higher-order reasoning or complex problem solving.	I create projects that occasionally include tasks demanding analysis or synthesis but often lean toward lower-level thinking skills.	I design projects that incorporate elements of higher-order reasoning and problem solving, requiring students to move beyond simple recall and comprehension.	I develop projects that are highly challenging and stimulate deep critical thinking, analysis, synthesis, and evaluation.
2.6. Utilize career-technical student organizations (CTSO) and work-based learning	I rarely or ineffectively incorporate CTSO and work-based learning opportunities into instruction, resulting in a disconnection real world application.	I occasionally ingrate CTSO and work-based learning opportunities, but connections to curriculum and career pathways may be inconsistent.	I regularly incorporate CTSO activities and work-based learning experiences into instruction planning, aligning with curricular goals.	I consistently weave CTSOs and work-based learning into the curriculum, ensuring that every lesson connects to real world applications.
2.7. Use differentiation to support all students in achieving their full learning potential.	I rarely implement differentiation strategies, resulting in one-size fits all approaches that do not accommodate diverse learning needs.	I occasionally apply differentiation strategies, but the methods are not consistently effective for all students.	I frequently incorporate a variety of differentiation techniques that address most students' needs and learning styles.	I consistently employ a wide range of differentiation strategies that effectively address the diverse needs, interests, and abilities of students.
2.8. Integrate Career Field Technical Content Standards in daily instruction to ensure academic rigor.	I rarely incorporate career field technical content standards into daily instruction, resulting in a disconnect between academic learning and industry relevance.	I occasionally integrate career field technical content standards, but the connection to daily instruction is inconsistent or only partially developed.	I regularly incorporate career field technical content standards into daily lessons, clearly linking academic content with career readiness.	I consistently integrate career field technical content standards into every lesson, ensuring a smooth and meaningful connection between technical and academic objectives and industry expectations.
2.9. Collaborate with instructors across academic disciplines to engage students in authentic interdisciplinary learning.	I rarely, or minimally, engage with instructors from other disciplines, resulting in largely isolated lesson planning that fails to capitalize on interdisciplinary opportunities.	I engage in cross-disciplinary collaboration sporadically, resulting in interdisciplinary activities that are not consistently integrated or fulling aligned with broader academic goals.	I consistently work with instructors from other disciplines to incorporate interdisciplinary themes into lesson plans and projects, helping students recognize connections between subjects.	I actively and consistently partner with colleagues from diverse academic disciplines to design and implement learning experience that seamlessly blend content, skills, and perspectives from multiple fields.

Career-Technical Education Workforce Development Teacher Competencies

Competency 3: Instruction

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

Competency Definition: 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 INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
3.1. Use content-specific instructional strategies to teach main concepts and skills effectively.	My instruction is primarily lecture-based or fragmented, with minimal use of interactive or hands on activities, limiting student engagement and comprehension.	My lessons provide a basic overview of the content. However, the methods I use may not fully engage students or address the complexity of the subject matter.	I design lessons that clearly communicate key ideas through organized activities and examples, making the material accessible to most learners.	I design lessons that actively engage students, using real-world examples, interactive demonstrations, and hands-on activities to reinforce critical content.
3.2. Create learning situations where students work independently, collaboratively and as a whole class, while providing opportunities for individual assessment.	I rarely provide opportunities for individual assessment, limiting the ability to gauge student understanding and inform instructional planning.	I provide individual assessment opportunities sporadically; assessments may not always align closely with learning objectives or guide instruction effectively.	I provide clear opportunities for individual assessment that inform instruction, through these may occasionally require further alignment with specific learning objectives.	I provide multiple, well-aligned opportunities for individual assessment, using a variety of tools to guide instruction and offer timely feedback.
3.3. Integrate inquiry-based classroom, work-based learning and career-technical student organization participation into instruction.	I rarely or insufficiently integrate inquiry-based learning or CTSO participation, resulting in a predominantly traditional and disconnected instructional approach.	I occasionally include inquiry-based tasks, work-based learning, or CTSO activities in instruction but these components are often isolated rather than fully interconnected.	I frequently incorporate elements of inquiry-based learning, work-based experiences, and CTSO participation into lessons, creating clear connections between theory and practice.	I consistently design and implement learning experiences that fluidly combine inquiry-based methods, authentic work-based learning, and active CTSO participation.
3.4. Identify the domains of learning and implement them in relation to the career-technical education classroom and laboratory.	My classroom and laboratory activities rarely reflect an integrated approach to cognitive, affective, and psychomotor development, resulting in missed opportunities for holistic student growth.	I implement some activities that address one or two domains (typically focusing on cognitive and psychomotor), while the affective domain may be underrepresented.	I develop lessons with explicit objectives for cognitive, affective, and psychomotor skills, even though some integration may be more explicit in one area than another.	I design both classroom and laboratory activities that purposefully integrate all learning domains. Lessons incorporate challenging cognitive tasks, hands-on skill building and opportunities for developing positive attitudes and professional behaviors.

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COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
3.5. Demonstrate instructional strategies that foster positive relationships with students.	I rarely use intentional strategies to develop positive relationships with students, leading to classroom environment that may feel impersonal or disconnected.	I use some strategies aimed at fostering positive relationships, but implementation is inconsistent or limited in scope.	I frequently use instructional approaches that promote positive student teacher relationships such as offering encouragement and showing genuine interest in student well-being.	I consistently employ a variety of strategies that build strong, trusting relationships with all 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.	I rarely collaborate with business or industry partners, resulting in few or no opportunities for authentic, experiential learning.	I have initiated some collaboration with business and industry, but the connections are sporadic and not fully leveraged to enhance instructional practices.	I establish and maintain solid relationships with business and industry partners to provide students with meaningful work-based learning experiences.	I, actively, partner with local business and industry leadership to design immersive, real-world learning experiences that are seamlessly integrated into both classroom and laboratory settings.
3.7. Incorporate inquiry-based instructional strategies as a prominent part of teaching practices.	I instruct in a highly directive manner with little room for inquiry or student-led discovery, hindering the development of critical thinking skills.	I use a few inquiry techniques, but these may not fully engage students in deep critical thinking or require evidence-based reasoning.	I adjust lessons based on student responses during inquiry activities, ensuring that the approach supports content mastery and critical thinking.	I use a variety of inquiry techniques such as guided questioning, collaborative investigations and project-based learning to stimulate curiosity and adapt instruction based on ongoing student discoveries.
3.8. Incorporate literacy strategies across the disciplines that enhance understanding of content knowledge and skills (for example, vocabulary instruction, writing, etc.).	I rarely incorporate literacy strategies into disciplinary instruction, resulting in a disconnect between language skills and content learning.	I occasionally include literacy strategies in lessons, though the connection between strategies and content learning is not consistently clear.	I regularly integrate literacy strategies such as vocabulary instruction, targeted writing tasks, and reading comprehension exercises into disciplinary lessons to support content understanding.	I seamlessly embed a wider range of literacy strategies into lesson across disciplines, ensuring that literacy skills are central to content mastery.

Career-Technical Education Workforce Development Teacher Competencies

Competency 4: Assessment

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

Competency Definition: 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 INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
4.1. Select, develop and use a variety of diagnostic, formative and summative assessments to monitor student learning and progress and inform instruction.	I rarely select or develop effective diagnostic, formative, or summative assessments, resulting in minimal understanding of student progress.	I use a limited set of assessment tools, which may not consistently capture the full range of student learning or progress.	I regularly select and apply appropriate diagnostic, formative, and summative assessments to monitor student progress and inform teaching decisions.	I consistently select, develop, and implement a diverse range of assessment tools that accurately capture student learning at various stages.
4.2. Use resources to ensure students are well-prepared for the WebXam end of course assessments and industry-recognized credential assessments.	I rarely identify or utilize appropriate resources for preparing students for WebXam assessments and industry recognized credential exams, leaving students underprepared.	I occasionally use resources like practice tests or guides to support student preparation, but the approach is inconsistent or limited in scope.	I routinely employ a variety of resources to prepare students for WebXam, and industry recognized credential assessments.	I proactively identify and integrate a broad range of resources to fully prepare students for both WebXam end of course assessments and industry recognized credential exams.
4.3. Provide opportunities for students to evaluate their own learning progress and set individual goals.	I rarely, if ever, provide structured opportunities for students to self-assess their learning or set individual goals.	I occasionally offer self-assessment opportunities, but these activities are sporadic and may not be well integrated into the learning processes.	I frequently incorporate structured self-assessment activities that allow students to reflect on their learning.	I consistently integrate multiple, varied self-assessment tools (e.g., reflection journals, self-check rubrics, digital portfolios) into daily instruction.
4.4. Analyze student data to reflect, self-assess and modify the teaching-learning cycle.	I rarely collect and analyze student data, resulting in little insight into learning gaps or instructional effectiveness.	I occasionally collect and review student data; however, the analysis may be superficial or sporadic.	I frequently gather and review student data to monitor learning and assess the effectiveness of instructional strategies.	I so insistently collect and analyze multiple sources of students' data (formative, summative, observational) to gain deep insights into the learning process.

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COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
4.5. Make assessment results available to students and stakeholders in a format that is understandable and maintains appropriate privacy requirements.	I fail to present assessment results in a format that is understandable for stakeholders to derive meaning.	I occasionally share assessment results in a format that some stakeholders can understand but lack consistency or use technical language that confuses parts of the audience.	I frequently share assessment results in formats that are generally clear and understandable for a diverse audience.	I consistently provide assessment results using clear concise, and visually engaging formats that are easily understood by all stakeholders.
4.6. Create a grading system that measures mastery level completion and incorporates all phases of instructional program.	I lack a coherent grading system that measures mastery level completion, with little evidence of integration across the instructional program.	I establish a grading system that includes elements of mastery level measurement and some phases of instructional program, but integration is inconsistent.	I create a grading system that measures mastery level completion and incorporates the key phases of the instructional program, including formative and summative assessments.	I develop and implement a grading system that clearly defines mastery levels for each phase of the instructional program.

Career-Technical Education Workforce Development Teacher Competencies

Competency 5: Program Review

Competency Statement: Utilize data for continual program improvement.

Competency Definition: This competency examines how to use data for continual program improvement.

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
5.1. Use Quality Program Standards and program-level data to review the career-technical education program and recommend improvements.	I rarely or inadequately use quality program standards and program-level data, resulting in a superficial review of the career technical education program.	I use some program-level data and quality standards in the review process, but analysis is inconsistent or lacks depth.	I regularly apply quality program standards and program level data to review the program, leading to clear identification of key strengths and areas for improvement.	I consistently use comprehensive program level data alongside established quality program standards to conduct an in-depth review of career technical education program.
5.2. Establish, implement and maintain a required advisory committee aligned with the program pathway.	I rarely or inadequately establish an advisory committee; if one exists, it lacks alignment with the program pathway and appropriate stakeholder representation.	I have initiated the formation of an advisory committee, but stakeholder representation may be limited or not fully aligned with the program pathway.	I establish an advisory committee that includes relevant stakeholders aligned with the program pathway, with clear roles and responsibilities.	I proactively formed an advisory committee that includes stakeholders from industry, post-secondary education, and community partners, ensuring strong alignment with the program pathway.
5.3. Utilize the advisory committee's recommendations to assist with program review and improvement.	I rarely or inadequately incorporate advisory committee recommendation into program review and improvement processes, resulting in missed opportunities for growth.	I occasionally use advisory committee recommendations during program reviews, but the application is inconsistent or limited to certain areas of the program.	I regularly review and incorporate advisory committee recommendations into program evaluation and improvement efforts, leading to noticeable enhancements in program delivery.	I systematically and proactively incorporate advisory committee recommendation into every phase of the program review process, ensuring that changes are well aligned with industry standards.

Career-Technical Education Workforce Development Teacher Competencies

Competency 6: Recruitment

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

Competency Definition: 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 INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
6.1. Articulate to stakeholders how career-technical education prepares all students for successful employment and ongoing education.	I struggle to articulate how career technical education prepares students for employment and further education, resulting in vague or confusing communication.	I provide a general overview of how career technical education benefits students, but the explanation may lack clarity or depth for some stakeholder groups.	I effectively communicate how career technical education prepares students for employment and further education using well-organized language and relevant examples.	I consistently present a clear, persuasive narrative that highlights how career technical education equips students with the skills and credentials for both immediate employment and continued education.
6.2. Actively recruit for and market the career-technical education program to all populations including non-traditional students.	I rarely implement target recruitment or marketing strategies, resulting in low visibility of the program among non-traditional or underrepresented student populations.	I use some marketing and recruitment strategies aimed at reaching nontraditional students, but efforts are inconsistent or rely heavily on traditional methods.	I employ a mix of traditional and digital marketing strategies to promote the program to a wide range of students, including non-traditional learners.	I develop and implement a multifaceted recruitment and marketing strategy that effectively reaches diverse audiences, including nontraditional learners.
6.3. Collaborate with business and other community organizations to promote positive student learning and work-based learning experiences.	I rarely engage with businesses and industry or community organizations, resulting in few or no work-based learning opportunities for students.	I occasionally collaborate with businesses and community organizations, but efforts are sporadic and not fully embedded within the instructional program.	I consistently work with local businesses and community organizations to create work-based learning opportunities that support student learning.	I actively establish and nurture strong, long-term partnerships with local businesses and community organizations, resulting in a wide range of immersive work-based learning experiences.

Career-Technical Education Workforce Development Teacher Competencies

Competency 7: Professionalism

Competency Statement: Continue to develop as professionals.

Competency Definition: 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 INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
7.1. Adhere to established ethics, policies and legal codes of professional conduct.	I regularly fail to adhere to established ethics, policies, and legal codes, resulting in behavior that undermines professional standards.	I generally adhere to ethics and policies, but there are occasional lapses or misunderstandings regarding legal codes or best practices.	I regularly follow established ethics, policies, and legal codes, with very few lapses, ensuring a high level of professional conduct.	I consistently demonstrate a deep commitment to ethical behavior, rigorously following all established policies and legal codes without exceptions.
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.	I rarely participate in ongoing education or professional development and do not actively pursue advanced training, industry credentials, or required licensure updates.	I participate in professional development activities sporadically and may meet basic credentialing and licensure requirements, through advanced training in pursued inconsistently.	I regularly engage in professional development activities, meet advanced training and credentialing requirements, and maintain current licensure.	I actively and consistently participate in advanced professional development opportunities, including specialized training, industry recognized credentials, and necessary licensure updates.
7.3. Communicate professionally, clearly and effectively with students, parents, administrators and community stakeholders.	I frequently communicate in ways that are confusing, overly technical, or not adapted to the intended audience, leading to misunderstanding.	I communicate adequately at times, but messages may occasionally lack clarity or include jargon that is not easily understood by all audiences.	I regularly communicate in a clear and professional manner, adjusting messages appropriately to suit different audiences.	I consistently tailor communication to diverse audiences, using language and formats that are both accessible and engaging for students, parents, administrators, and community partners.
7.4. Collaborate with district teachers and administrators on non-teaching responsibilities.	I rarely engage with district teachers or administrators, missing opportunities to contribute to collective teaching responsibilities or share best practices.	I participate in district collaboration sporadically, often limited to required meetings or tasks without activity contributing to discussions.	I regularly collaborate with district teachers and administrators, contributing to team discussions, sharing ideas, and supporting collective teaching responsibilities.	I actively initiate and lead collaborative efforts with district colleagues and administrators, contributing innovative ideas and best practices to enhance teaching responsibilities.

Career-Technical Education Workforce Development Teacher Competencies

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
<p>7.5. Participate in related local, state and national professional associations.</p>	<p>I rarely or do not engage in professional association activities, missing opportunities for networking and professional development.</p>	<p>I participate intermittently in professional association activities; attendance at events and meetings is inconsistent.</p>	<p>I actively engage in one or more professional associations by attending meetings, conferences, and workshops at the local, state, or national level.</p>	<p>I regularly assume leadership roles and contribute significantly to committee or projects within multiple professional associates at local, state, and national levels.</p>

Career-Technical Education Workforce Development Teacher Competencies

Competency 8: *Serving All Students*

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

Competency Definition: This competency equips teachers with tools and strategies to meet the needs of all Ohio students.

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
8.1 Identify learning theories and how to work with special populations.	I exhibit limited or superficial knowledge of learning theories, with little understanding of their implications for teaching diverse student populations.	I show an understanding of major learning theories but my struggle to articulate how they specifically relate to instructional practices for special populations.	I clearly identify key learning theories and demonstrate an understanding of how these theories inform instruction practices.	I demonstrate an extensive and nuanced understanding of various learning theories and their practical applications.
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.	I rarely or inadequately collect and analyze data, resulting in a limited or skewed understanding of the program's gaps.	I occasionally collect and examine data, but the analysis may be superficial or inconsistent, leading to a partial understanding of gaps.	I regularly collect and review relevant data to identify major gaps in career technical education programs, showing a clear understanding of trends that impact closing gaps.	I consistently gather and rigorously analyze a wide range of data to identify gaps in the program.
8.3 Use classroom management strategies to actively engage all students throughout the three core principles of career-technical education including standard-aligned instruction, work-based learning and career-technical student organization (CTSO) participation.	I fail to connect the three core principles, leading to fragments in lessons and missed opportunities for holistic student engagement.	I occasionally apply classroom strategies that support engagement in one or two of the core areas, but integration across standards, work-based learning, and CTSO participation is uneven.	I regularly use well-established classroom management strategies that support active engagement in standards aligned instruction, work-based learning, and CTSO activities.	I consistently employ proactive and innovative classroom management strategies that create a dynamic well-organized environment where every student is actively engaged in the core principles.
8.4 Differentiate classroom environment, instructional materials and assessments to meet the needs of all Ohio students.	I rely heavily on undifferentiated instructional materials that do not cater to multiple learning styles or reflect the diversity of the student population.	I incorporate differentiated instructional materials on an inconsistent basis, resulting in uneven representation of different learning styles.	I use a variety of instructional resources and materials that address different learning preferences and incorporates relevant learner perspectives, though some materials may need further adaptation.	I develop and curate a rich array of instructional materials that cater to multiple learning styles and accurately represent the backgrounds of Ohio's student populations.

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COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
8.5 Establish support mechanisms for a cultural-responsive classroom and universally designed curriculum.	I rarely incorporate culturally responsive content or UDL principles, resulting in curriculum that does not reflect the diversity of the student population or address varied learning needs.	I demonstrate an understanding of culturally responsive teaching and UDL principles, but integration into the curriculum is sporadic or limited to certain lessons.	I regularly incorporate culturally responsive teaching strategies and UDL principles into curriculum planning and instruction, ensuring that most students see their identities and experience reflected in learning materials.	I consistently and proactively integrate relevant content and perspectives into every aspect of the curriculum, ensuring that instruction reflects and honors the diverse backgrounds of students.
8.6 Provide leadership and Career-Technical Student Organization participation opportunities for all students in all subgroups.	I rarely or inconsistently provide leadership and CTSO participation opportunities, resulting in significant disparities among student subgroups.	I offer leadership and CTSO opportunities on occasion, but the provision is inconsistent or may favor certain groups.	I regularly provide leadership and CTSO participation opportunities to most students, ensuring that key subgroups are included.	I proactively identify and create a wide range of leadership roles and CTSO participation opportunities that are accessible to every student, regardless of subgroup.

Career-Technical Education Workforce Development Teacher Competencies

Competency 9: Teacher Well-Being

Competency Statement: Promote teacher retention through supporting wellbeing.

Competency Definition: This competency promotes teacher recruitment and retention by supporting teacher wellbeing and promoting teacher engagement.

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
9.1. Work with students' support systems to address student behavior issues.	I rarely or ineffectively collaborate with student support systems, resulting in missed opportunities for early intervention or comprehensive behavior management.	I occasionally engage with student support systems, but the involvement may be sporadic or not always aligned with the best practices.	I frequently work with student support systems to address behavior issues, ensuring the students receive appropriate interventions when needed.	I consistently partner with school counselors, behavioral specialists, and other support staff to identify and address the underlying causes of student behavior issues.
9.2. Acknowledge the ever-changing landscape of education and be proactive when implementing new education policies.	I show little to no evidence of adapting instructional methods or administrative processes in response to the evolving education landscape.	I occasionally adapt some instructional methods or administrative processes based on the evolving educational landscape but rarely reflect on or evaluate the effectiveness or their long-term impact.	I regularly reflect on the impact of new policies and adjust as needed to maintain instructional effectiveness.	I use data, feedback, and ongoing professional development to refine implementation strategies, ensuring that the evolving educational landscape is embraced as an opportunity for growth.
9.3. Integrate educational technology for classroom advancement.	I rarely incorporate educational technology into instruction, or when used, it does not align with or enhance learning objectives.	I use educational technology sporadically, with occasional alignment to learning objectives that may not fully leverage its potential to enhance instruction.	I consistently incorporate educational technology into lesson plans in a way that supports and enriches the curriculum.	I seamlessly embed a wide range of digital tools and platforms into daily instruction to enhance engagement, collaboration, and critical thinking.
9.4. Identify classroom management strategies to maintain a positive climate for the teacher and students.	I fail to establish clear behavioral expectations or routines, leading to frequent disruptions and a lack of mutual respect.	I rely on a limited set of management techniques that may not address all behavioral challenges or fully support a positive environment.	I established clear routines and expectations that support respectful behavior and foster a productive learning environment.	I use innovative techniques that prevent disruptions and promote mutual respect and engagement.

Career-Technical Education Workforce Development Teacher Competencies

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED
9.5. Participate in teacher professional development and wellness initiatives in the local school district and through professional organizations.	I rarely participate in professional development or wellness initiatives beyond the minimal requirements.	I attend professional development and wellness initiatives sporadically or primarily when required, rather than proactively seeking additional opportunities.	I regularly attend professional development and wellness events offered by the local district and professional organizations.	I actively seek out and participate in a wide range of professional development and wellness initiatives.

Self-Assessment

District IRN: _____ District Name: _____ Building Name: _____

Teacher Name: _____ Reviewer Name: _____ Date: _____

Competency 1: Classroom Management					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 2: Curriculum					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
2.1. Collaborate with postsecondary institutions to create in-demand career pathways and inform students about 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.					
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 3: Instruction					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 4: Assessment					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
4.1. Select, develop and use a variety of diagnostic, formative and summative assessments to monitor student learning and progress.					
4.2. Use resources to ensure students are well-prepared for the WebXam end of course assessments and industry-recognized credential assessments.					
4.3. Provide opportunities for students to evaluate their own learning progress and set individual goals.					
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 5: Program Review					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 6: Recruitment					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 7: Professionalism

COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 8: Serving All Students					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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 support mechanisms for a cultural-responsive classroom and universally designed curriculum.					
8.6 Provide leadership and Career-Technical Student Organization participation opportunities for all students in all subgroups.					

Career-Technical Education Workforce Development Teacher Competencies

Competency 9: Teacher Well-Being					
COMPETENCY INDICATOR	EMERGING	DEVELOPING	SKILLED	ACCOMPLISHED	COMMENTS
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.					

