

Student Name: _____

Date: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Education and Training

Program Name: Teacher Education, Multiple Levels CIP: 131206

National Standard: National Board of Professional Teaching Standards

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Understand the role and function of today’s educators at multiple levels	1. Identify the work-a-day world of the school, where the students most frequently act, interact, and react with their fellow students and adults—the rules of procedure and conduct.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
2. Diagram after discussing with professional educators: (a) the opportunities that are available within their subject/focus area (b) their motivation for choosing a career in education, and (c) the challenges they face as quality educators.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the goals of the National Professional Board Standards and New Hampshire certification process	3. Describe the role and function of the National Board for Professional Teaching Standards (NBPTS) and how the standards can systemically guide the study of the teacher preparation process.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	4. Identify the National Board for Professional Teaching Standards (NBPTS) for each of the 26 disciplines/subjects in which a person can earn certification.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	5. Define the standards for certification in a preferred discipline/subject.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	6. Explain and outline the Teacher Certification and Certification Standards for Educational Personnel by Subject Area in New Hampshire. AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the college admissions process to obtain educator certification	7. Identify New Hampshire's expectations for preparing the teacher candidate, the courses available in one's school, and the admission/academic requirements for acceptance into a teacher preparation program at different colleges/universities.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	8. Discuss the best way to market and promote one’s unique skills and talents during the application process.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	9. Prepare and submit up to five college applications (including the Future Educators Academy portfolio) and identify the NHCTC - Foundations of Education portfolio program that meets NHCTC requirements.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	10. Identify and use the Future Educators Merit-Based Scholarship Program application process and other scholarship opportunities.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	11. Use Personal Information Management/Productivity Applications procedures in managing the paper trail for the course.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the motives, ethics and performance of a quality teacher	12. Identify the academic and psychological profile of a “good” teacher.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>13. Explain the role “ethics” plays in identifying what is honest, appropriate, ethical behavior in the daily life of a professional educator. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>14. Determine the student’s motives in answer to the question, “So you want to be a teacher?”</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>Understand the operation of the classroom from a teacher’s perspective</p>	<p>15. Demonstrate sensitivity about the psychological impact classroom observations have on the observed and the observer so one can better recognize the limits and benefits of the activity.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	<p>16. Identify components of the teaching process from the perspective of a third party observer and not as a student participant using teacher interviews and classroom observations.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the preparation and execution of a mini-lesson in the classroom	17. Identify the purpose and content of the New Hampshire curriculum frameworks (as presented on the NHDOE website and the Language Arts Curriculum Framework as a model).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	18. Define the components of a typical lesson plan and simulate the teaching of a lesson following a prepared lesson plan.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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19. Write a lesson plan as part of a unit of instruction incorporating components of the New Hampshire curriculum framework. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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20. Demonstrate the mini-lesson in the classroom and evaluate its strengths and weaknesses.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the role and function of the portfolio	21. Organize a series of activities that summarize what has been learned about the art of teaching.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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22. Collect the components and produce the portfolio.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the historic foundations of American education	23. Describe the basic history of American education. (NHCTC)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	24. Identify the reforms in American education to date with an emphasis on how schools function today. (NHCTC)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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25. Identify the legal framework for public education and the relationships among teachers, students, and the law. (NHCTC)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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26. Describe the governance and financing of public education in New Hampshire and the United States. (NHCTC)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand formal education (humanity, human learning theory, human inclusion, diversity, etc.)	27. Use the fundamental knowledge of psychology to enhance learner achievement.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	28. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of children.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	29. Describe children's learning in relation to developmental stages, curriculum, and the child's environmental context.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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30. Use knowledge of learning and developmental theory to describe individual learners.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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31. Implement strategies and techniques to determine needs of learners in order to plan for educational success.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	32. Describe the role of education in society and the sociological aspects of education in the United States including the role of economy (poverty), race, gender, and ethnic diversity. (NHCTC)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	33. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of each child, including children with special needs (e.g., developmental delays, disabilities, and special abilities).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	34. Identify the supportive role the teacher plays in inclusion in the home, community, and school with an emphasis on educational collaboration, accommodation, and problem-solving strategies.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the role and function of educational assessment in the classroom	35. Identify what is the current criticism of student assessment methodology and what are the best practices in student assessment pedagogy.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	36. Identify the major components of educational assessment in the classroom in answer to the questions, What is student assessment? How do you assess a student’s performance? What are the tools you use for assessing student performance?		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	37. Demonstrate verbal communication skills to enhance learning and stakeholder commitment to the learning organization.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand preparatory planning for formal instruction	38. Differentiate between general philosophy and educational philosophy and use the theories of education to formulate a philosophy of education. (NHCTC)		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	39. Identify the principles of curriculum, organizations, and teaching methods.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	40. Use the fundamental knowledge of subject matter to plan/prepare instruction.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	41. Appraise one’s own knowledge of teaching, learning, and instructional skills to define educational strategies.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand classroom culture	42. Utilize the physical elements to optimize learning.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	43. Identify a positive climate to promote learning.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	44. Use motivational, social, and psychological theory and effective practices to guide learners’ personal conduct.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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45. Identify the risks to safety, health, and environment in the learning setting. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	46. Demonstrate the planning, instructional, organizational, and presentation skills necessary to enhance professional practice. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand independent teaching	47. Write and teach a part of a unit of instruction and at least five lessons under the direction of a supervising teacher.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	48. Plan a curriculum based on child development research and theory; knowledge of individual children's abilities, experiences, and interests; the family and community; and curriculum goals and content.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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49. Plan meaningful, integrated learning experiences in curriculum content areas, including language and literacy, mathematics, science, social studies, art, music, drama, and physical education.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	50. Use verbal communication skills to enhance learning and stakeholder commitment to learning organizations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Understand the portfolio assessment and the process to apply for advanced college credit	51. Prepare the Final Assessment Portfolio for the instructor that will have at least these five components: - Competencies I have Learned/Developed - Professional Development - The Culture of Teaching - Fitting into the Educational Community - Personal Self-Assessment		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <ul style="list-style-type: none"> - <u>Competencies I have Learned/Developed</u>: Submit a series of reflective essays on 6 of the 17 standards found in the document, “What Teachers Should Know and Be Able to Do,” identifying what he/she has learned in his/her classroom studies. - <u>Professional Development</u>: Submit a lesson plan along with all supporting elements and components, a self-assessment of the lesson plan, and an evaluation of the lesson. - <u>The Culture of Teaching</u>: Submit at least 3 reviews of major readings discussed in class that relate to the topic of the culture of teaching. - <u>Fitting into the Educational Community</u>: Submit one position paper on the topic of how he/she sees himself/herself fitting into the education community. The paper will include in part his/her emerging philosophy of education. - <u>Personal Self-Assessment</u>: Write a self-assessment of the progress he/she has made in developing a personal understanding of the role and responsibilities of a professional educator in American society. - Complete an exit interview. 	1	2	3	4
1	2	3	4				

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PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Education and Training

Program Name: Teacher Education, Multiple Levels CIP: 131206

National Standard: National Board of Professional Teaching Standards

<p>Competencies (statement that provides the overview and defines the instructional area) Student will:</p>	<p>Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:</p>	<p>NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M</p>	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:</p>
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<p>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy</p>	<p>52. Discuss and assess venture creation possibilities and identify the steps in planning the venture. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 2. Management: Discuss the different forms of management and ownership within this industry. AAI 3. Finance: Explain the key components of financial management of a company.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
	<p>53. Identify the resources needed for venture startup and operation.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
<p>54. Discuss the options in planning the venture’s future (growth, development, demise). AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact a company.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
<p>55. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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Understand the importance of personal growth and leadership to enhance career success	56. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
Understand the necessary employability skills in order to achieve success in today's workplace	57. Decision-Making & Problem-Solving Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: - create an outline - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen	1	2	3	4
1	2	3	4				

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	<p>58. Self-Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself 	1	2	3	4
1	2	3	4				

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	<p>59. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience 	1	2	3	4
1	2	3	4				

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	<p>60. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards - conduct an interview with a manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome 	1	2	3	4
1	2	3	4				

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	<p>61. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology.</p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media 	1	2	3	4
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	<p>62. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.</p>		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p>For Example:</p> <ul style="list-style-type: none"> - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events 	1	2	3	4
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	<p>63. General Safety: Demonstrate and apply safe practices and procedures in the workplace.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing</p>	1	2	3	4
1	2	3	4				
	<p>64. Career Development: Demonstrate personal/career development skills by completing a career plan.</p>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices</p>	1	2	3	4
1	2	3	4				

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