

Student Name: _____

Date: _____

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

Program Name: Teacher Education, Multiple Levels

CIP: 131206

Effective 8/2013

National Standard: The Interstate Teacher Assessment and Support Consortium (InTASC)

<p>Competencies (statement that provides the overview and defines the instructional area)</p> <p>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)</p> <p>Student will:</p>	<p><u>NH Common Core State Standards</u> – Aligned</p> <ul style="list-style-type: none"> • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A 	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</p> <p>Student will:</p>				
<p><u>Learner Development</u></p> <p>Understand principles of growth and development to meet the individual needs of each student.</p>	<p>1. Explain how student learning is influenced by child development in all developmental domains (i.e., cognitive, linguistic, physical, social and emotional).</p>		<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: A student arrives to school obviously in distress, clinging to the parent while kicking and crying. Describe how you would interact with the child and the parent in this situation, taking into consideration potential cultural, gender and/or developmental differences as well as the individuality of the student/family.</p>	1	2	3	4
1	2	3	4				
	<p>2. Discuss and apply learning theory.</p>		<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: The student teacher will reflect on the theories of development and modes of learning including Gardner’s Theory of Multiple Intelligences and then plan and implement a lesson activity which will help highlight the individual learning style and needs of diverse team members in order to prepare a chart/graph of diverse learning styles with the group evaluated.</p>	1	2	3	4
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<u>Learning Differences</u> Understand that learners bring assets to the classroom environment and know how to access and incorporate information about the values of diverse cultures and communities.	3. Discuss and incorporate Differentiated Instruction (DI) strategies for: *designing; *adapting; and *delivering curriculum/instruction to diverse learners.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> For Example: As a student teacher, create and implement a developmentally appropriate lesson/activity plan/presentation as part of a unit of instruction including components of the: a) NHCCSS b) Developmentally Appropriate Practices; c) the NH Early Learning Guidelines; d) IEP Goals; e) other nationally recognized curriculum; or f) Subject relevant text/guidebook/regulation. Present and assess the unit of instruction.	1	2	3	4
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	4. Identify and incorporate strategies, techniques and tools used to determine the needs of diverse learners.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: The student teacher will reflect on the theories of development and modes of learning including Gardner’s Theory of Multiple Intelligences and then plan and implement a lesson activity which will help highlight the individual learning style and needs of diverse team members in order to prepare a chart/graph of diverse learning styles with the group evaluated.</p> <p>As a student teacher charged with gaining insight on the needs of diverse learners, design a survey which asks the students questions about preferences in learning and teaching styles, as well as their perceived strengths and weaknesses.</p> <p>As a first year intern, you are asked to review a child’s plan and present a checklist of accommodations that are required.</p> <p>As a student teacher, observe the student on three different occasions and analyze the findings by using the learning domains in the NH ELG’s, etc., in order to determine the individual needs and learning style.</p>	1	2	3	4
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<u>Learning Environment</u> Understand the importance of working with others to create environments that support self-directed individual and collaborative learning in the classroom and the community	5. Discuss and implement a positive classroom climate which is emotionally, socially and physically safe.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a student teacher, create a brochure or written statement to explain to families and friends, the theories of guidance and discipline utilized with students in your school. Include a statement regarding the response to individual needs and situations. Include a statement about state regulations and/or the NAEYC Code of Ethical Conduct. (cont. 7-10)</p> <p>A parent has expressed concerns about a child in your classroom with special circumstances. Keeping confidentiality issues in mind (NAEYC Ethical Code of Conduct), describe in written form how you would handle this problem with the individual parent and the greater community, using IDEA principles. Provide examples.</p> <p>As a student teacher, prepare a checklist of procedures to be used throughout the school day to ensure good health, safety and sanitation within the physical environment of the classroom according to NH Licensing and NAEYC Accreditation guidelines or school district policies.</p> <p>As a student teacher, develop a resource binder of team building activities to be used to foster an environment which is emotionally, socially and physically safe.</p>	1	2	3	4
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	6. Identify and discuss the resources and services available to enhance the learning environment and meet learner’s needs.		<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: As a student teacher, complete a websearch to identify resources and services available to enhance the learning environment and meet learner’s needs. Compile a list and compare/discuss with the class while completing a class master list of resources and services.</p> <p>As a student teacher, research school supply and educational catalogs and websites and gather information on materials and equipment to enhance the learning environment and meet learner’s needs.</p>	1	2	3	4
1	2	3	4				
	7. Create learning situations in which learners work independently, collaboratively and/or as a whole class.		<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: The Responsive Classroom Approach to Classroom Rules Creating the rules: Early in the year, the student teacher has been assigned to creating classroom rules. The student teacher and students name their hopes and dreams for school that year. The students then come up with rules that will allow everyone to realize their hopes and dreams. The teacher helps students frame these rules in the positive ("Use kind words" instead of "No name calling," for example) and consolidate all their rules into a short list of three to five easily remembered global rules. Cont. to 8</p>	1	2	3	4
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	8. Plan and evaluate a diverse and culturally aware environment incorporating developmentally appropriate materials and practices.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: The student teacher will assess classrooms using a diversity checklist and share their observation with their peers. Plan a classroom incorporating diverse and culturally aware materials and practices.	1	2	3	4
1	2	3	4				
	9. Apply communication skills with learners, parents, and groups to enhance learning.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: The student teacher will prepare a home-school communication packet for a unit of study in order to enhance learning.	1	2	3	4
1	2	3	4				
	10. Develop learning experiences that extends learner interaction with ideas and people beyond the classroom.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: As a student teacher, research the considerations and preparations needed to plan, prepare and execute a field trip in the community. If possible, lead the field trip and assess the effectiveness of the learning experience. The student teacher will make all of the necessary arrangements to coordinate a field trip, guest speaker, informational fair or a visitation to a community agency to expand learning to the greater community and available resources.	1	2	3	4
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Understand the importance of classroom management techniques	11. Use appropriate and effective classroom management practices, individual and group guidance to encourage positive social interactions among learners.		<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: As a student teacher, you have been asked to create a classroom procedure for a particular classroom task (asking to go to the bathroom, handing in homework, taking attendance, and/or lining up for recess...).</p> <p>As a student teacher, watch a video of a lesson. Identify and analyze the management technique(s) used and assess the effectiveness.</p>	1	2	3	4
1	2	3	4				
Understand hygiene, safety, and nutrition to provide a healthy, safe learning environment.	12. Promote, model, support, and implement good hygiene, nutrition, and safe practices with learners.		<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: As a student teacher, you have been asked to participate in a community wide multicultural experience along with your class. Prepare a nutritious cultural snack with your student that you could serve, modeling good safety practices and good hygiene while cooking. Add elements from the culture to the environment through materials, displays and equipment. Invite families of the culture represented to help and/or attend if possible.</p> <p>The student teacher will design a letter or brochure to send home to families that addresses the classroom health policies.</p>	1	2	3	4
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	13. Follow approved health, safety, and nutritional policies and practices.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a student teacher, you are assigned to plan, prepare, serve and cleanup a meal for a given age group, taking into consideration the nutritional policies, health and safety rules, and approved practices of the facility.</p> <p>The student teacher will compose a weekly menu for two different age groups, using knowledge learned about nutritional requirements and health/safety considerations.</p> <p>The student teacher will review the Emergency Policies for a specific school and create a handbook for parents/administrators/new teachers.</p> <p>The student teacher will complete the classroom and outdoor learning environment safety checklists and correct any safety and health risks according to state or national standards.</p>	1	2	3	4
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<u>Content Knowledge</u> Understand curriculum and best practices for care and education to plan, implement and evaluate developmentally appropriate learning experiences and environments.	14. Use content based standards and goals to plan and prepare effective instruction and assessments.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: The student teacher is assigned by the cooperating teacher to design a DAP curriculum web for a relevant subject, plan a weekly curriculum for desired age group and design lesson plans for each activity. The student teacher will plan a variety of center activities for the classroom and/or activities to be completed at home (School-Home Link), based on an age appropriate literary piece.	1	2	3	4
	1	2	3	4			
15. Plan collaboratively with others to design and jointly deliver appropriate learning experiences to meet learners learning needs and goals.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> For Example: The student teacher will foster the school/home link (two-way communication) by designing a Learning Bag/Box with standard based goals and assessments for lesson and activity plans related to a specific topic. The Bag/Box may include props, books, activities, tools and materials for a specific knowledge, content and skill area (Literacy, Art, Science, Math, etc.)	1	2	3	4	
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	16. Discuss and demonstrate how subject/content area is created, organized and linked to other disciplines.		<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: The student teacher is asked by an altruistic group to explain how writing (any of the disciplines) can be incorporated into all of the disciplines of learning in order to strengthen brain connections.</p> <p>For example, the Library Volunteers ask the student teacher to explain how literacy is used in all of the areas of learning. The student teacher will develop and utilize an activity for the members to do in order to “make the point”.</p>	1	2	3	4
1	2	3	4				
	17. Deliver curriculum effectively using multiple formats and contexts, such as, oral, written and multimedia presentations.		<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: Families have expressed interest in learning skills for effective guidance and discipline within their family unit. The student teacher is asked by the supervisor to develop several ways to share the information, including hosting an informational workshop with a technology enhanced oral presentation including embedded videos, photos, power point, etc., as well as providing written handouts, brochures and/or flyers, bookmarks, buttons, bumper stickers and signs.</p>	1	2	3	4
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<u>Innovative Application of Content</u> Understand how to connect concepts and use differing perspectives and techniques to engage learners in critical/creative thinking and collaborative problem solving.	18. Select developmentally appropriate activities that promote independent problem solving and thinking in all domains of learning.		<table border="1" data-bbox="1325 521 1556 553"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <p>For Example: The student teacher will select a real life current event to research by reading valid written accounts of the situation. The supervisor assigns each student teacher to write a written review of the article and a possible solution to the cause of the problem by following the problem solving process. A mock Letter to the Editor will be written to pose the solution of the problem to the community.</p> <p>The student teacher is assigned to solve an ethical dilemma dealing with a parent who has expressed concern about a child in the classroom with exceptionalities. Keeping privacy laws and appropriate ethical codes/codes of conduct, describe in written form how you would handle this problem with the individual parent and the greater community, using IDEA principles. Give examples.</p>	1	2	3	4
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	19. Model metacognition strategies (thinking about thinking) for learners and discuss the purpose of and when to use metacognition strategies.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: Your supervisor asks you to create and implement a developmentally appropriate lesson/activity plan as part of a unit of instruction incorporating components of the :</p> <p>a) NHCCSS; b) the NH Early Learning Guidelines; c) The Creative Curriculum; or d) Subject relevant text/guidebook/regulations.</p> <p>Present, discuss and assess the presentation while making notes on how to improve it or what to change for the next time.</p>	1	2	3	4
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<u>Assessment</u> Understand and use multiple methods of assessment to engage learners in their own growth, to document learner progress, to provide learner feedback and to inform the educator’s ongoing planning and instructional practices.	20. Explain assessment types, (diagnostic, formative and summative) their purposes and the data they generate.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a student teacher, your supervisor asks you to research compare and contrast various assessment tools in order to present a proposal to the Board of Directors for inclusion in the following years’ budget.</p> <p>As a student teacher, your supervisor assigns you an assessment tool to evaluate and demonstrate its’ use to the class via a technology presentation. You will assess a student using this assessment tool and report the findings in the most appropriate method.</p> <p>In preparation for a family/teacher conference, institute a child study. Use a variety of observation tools and assessments in order to discuss the teacher’s perceptions of a child’s strengths and challenges in the developmental domains.</p>	1	2	3	4
1	2	3	4				
	21. Demonstrate the skills of observing learners.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: The student teacher will observe a learner, using a variety of observational methods and compare their findings to the developmental norms of the specific age group.</p> <p>The student teacher will compile a portfolio section on Observations. This section will include examples of a variety of observational techniques, such as narrative, anecdotal, work sampling, and story board.</p>	1	2	3	4
1	2	3	4				

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

Program Name: Teacher Education, Multiple Levels

CIP: 131206

Effective 8/2013

National Standard: The Interstate Teacher Assessment and Support Consortium (InTASC)

<p>Competencies (statement that provides the overview and defines the instructional area)</p> <p>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)</p> <p>Student will:</p>	<p><u>NH Common Core State Standards</u> – Aligned</p> <ul style="list-style-type: none"> • English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A 	<p>Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</p> <p>Student will:</p>				
	<p>22. Discuss and involve learners in reflection/ self-assessment and goal setting in a developmentally appropriate manner.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a student teacher, your supervisor requires you to present a workshop for parents showing examples of the different assessment types, their purposes and the data they generate.</p> <p>As a student teacher, you are asked to lead the class in a group reflection of the lesson presented and a self assessment process such as a survey, checklist, journal entry, etc. The student teacher will follow up with leading a goal setting session for the students following the Responsive Classroom guidelines for setting goals.</p>	1	2	3	4
1	2	3	4				

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	23. Discuss and use assessment, evaluation tools and data to advance learner achievement and adjust instructional plans.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a student teacher, observe an activity being presented to children. Use an appropriate assessment tool to evaluate children’s performance and make suggestions for adjusting plans for improving performance.</p> <p>As a student teacher, your supervisor asks you to assess a student’s skill in a certain area. Use a valid assessment tool such as a checklist, readiness skill sheet, etc. and compile the data to present to the teacher. Give suggestions as to how instructional practices could be adapted to improve student performance and understanding.</p> <p>As a student teacher, you will select a theme and work with other student teachers to explore it, and to create developmentally appropriate activities. Write a series of lesson plans which include goals, objectives and adaptations for exceptional children. Present the activities to children. Reflect on your performance as a group.</p>	1	2	3	4
1	2	3	4				

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<p><u>Professional Growth</u></p> <p>Understand the importance of ongoing professional development to continually improve one’s practices.</p>	<p>24. Evaluate one’s teaching performance (self-reflection) to improve effectiveness of instructional practices and professional development.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example:</p> <p>As a student teacher, you are recorded while performing an activity with children. Watch this recording and using an appropriate assessment tool, evaluate your performance. Identify goals for improving your performance in future activities.</p> <p>As a student teacher, you have been assigned by your mentor to draft a professional plan and discuss your plan with another student teacher to get feedback before submitting your draft to your mentor.</p> <p>As a student teacher, you have been assigned to write your personal teaching philosophy and will need to include it in your professional portfolio.</p>	1	2	3	4
1	2	3	4				

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	25. Explain legal rights that apply to individuals and practitioners within education and training settings		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a student teacher, you are given a scenario which may or may not violate the legal rights of the individual and/or practitioner within education and training settings. You must research the liability and legal ramifications, as well as consulting the Professional Code of Ethical Conduct and report to the class the results of your findings.</p> <p>A parent has expressed concerns about a child in your classroom with special circumstances. Keeping confidentiality issues in mind (NAEYC code of Ethical Conduct, NEA), describe in written form how you would handle this problem with the individual parent and the greater community, using IDEA principles. Provide examples.</p>	1	2	3	4
1	2	3	4				
	26. Discuss and demonstrate professional, ethical and legal behavior.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: As a teacher, design and prepare a technology generated presentation outlining the recognition and reporting procedures for cases of child abuse and neglect. Identify community programs and referral services connected to abuse and neglect.</p>	1	2	3	4
1	2	3	4				

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	27. Analyze ethical and legal policies of professional education and training practice.		<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: As a student teacher, you see an entry on social media or hear a comment in public regarding a learner in your class. Discuss as a class and compare solutions while assessing the best ethical response.</p> <p>As a student teacher, you have overheard a colleague discussing a child with a parent in another classroom. Explain how you would handle this dilemma.</p> <p>As a student teacher, there is an inappropriate post on social network impacting you. You attend a first interview for a job and the interviewer refers to this post and tells you it is unprofessional. Explain how you would respond.</p>	1	2	3	4
1	2	3	4				
	28. Discuss state-specific professional development requirements to maintain employment and to advance in the educational field.		<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: As a student teacher, research the requirements needed in the local schools for professional development on a yearly basis. Compile a list of appropriate professional development activities available to maintain employment Identify how these opportunities may advance your career.</p> <p>As a Director or Principal of a school, you are asked to write a help wanted advertisement identifying the qualities needed and requirements for a teacher, para-educator or other position offered.</p>	1	2	3	4
1	2	3	4				

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<p><u>Collaboration</u></p> <p>Understand the importance of being a member of a larger learning community to ensure learner growth, and advance the profession.</p>	<p>29. Work collaboratively with colleagues, families, and the community to support learning environments.</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example:</p> <p>As a student teacher you have one learner who consistently fails to turn in homework assignments. The learner lives with her mother and grandmother. The learner visits her father on the weekends. Discuss with your mentor possible interventions. (Have reasonable expectations about the activities that can be completed in this home environment. Arrange a meeting with the parents and grandmother to assist them how to help the learner with her homework. Contact outside agency to assist with childcare for the other siblings. Plan a home visit if possible. Send duplicate newsletters and reports to both parents, clearly stating expectations for the learner)</p> <p>Continue to 30, 31.</p> <p>A student arrives to school obviously in distress, clinging to the parent while kicking and crying. Describe how you would interact with the child and the parent in this situation, taking into consideration potential cultural differences, gender differences, and the individuality of the student/family.</p>	1	2	3	4
1	2	3	4				

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	30. Build ongoing connections with community resources to enhance student learning and well-being.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You have been asked to participate in a community wide multicultural experience. Prepare a nutritious cultural snack to serve, modeling good safety practices and hygiene. Add elements from that culture to the environment through materials, equipment and supplies.</p> <p>You have been asked to participate in a community wide multicultural experience by preparing an activity or lesson relating to a specific culture. Research the activities or games popular in that culture. Prepare and present the activity. Through local community resources such as Refugee Resettlement Committees, or local Public Relations Committees, ESL classes, contact local families to participate in the event.</p> <p>Using technology, identify local community resources and prepare a brochure of service organizations and/or community events to enhance student learning and well-being.</p> <p>Volunteer for service at an event sponsored by a community resource.</p> <p>Spotlight the purpose and mission of a community resource in newsletter or flyer format and include on the school website or family newsletter.</p>	1	2	3	4
1	2	3	4				

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	31. Advocate for learners through connections with community resources.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table> <p>For Example: You need to explain to families the theories of guidance and discipline utilized with children. Create a brochure (or written statement) to explain your school’s position. Include statements regarding the response to individual needs and situations, state regulations and/or NEA or NAEYC’s Code of Ethical Conduct.</p> <p>Utilizing local resources, plan a guest presentation, family informational night, or professional workshop on child/student advocacy to include representation from the court system, a local advocacy group for children, DCYF, or other resource.</p> <p>You have been asked by a historical committee to design an informational presentation about educational history, using technology. Describe the historical and philosophical foundations of early care as they relate to modern trends and issues in education</p>	1	2	3	4
1	2	3	4				

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Understand the historical foundations of American education to interpret the impact of the past on the current practice	32. Discuss and examine a variety of learning environments within historical, cultural, political and social contexts.		<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: You have been asked by a historical committee to design an informational presentation about educational history, using technology. Describe the historical and philosophical foundations of early care as they relate to modern trends and issues in education.</p> <p>As a student teacher, write an essay describing how past events in education influence current trends.</p> <p>As a student teacher, research an innovator in education. Describe to the class how the innovator’s theories or ideas impact education/teaching today.</p>	1	2	3	4
1	2	3	4				
	33. Discuss trends and current issues of American education.		<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: Using national educational resources, as well as local and regional sources, identify and discuss current trends and issues of American education.</p> <p>Interview an educator, focusing on a current trend or issue related to American education.</p>	1	2	3	4
1	2	3	4				

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Understand the importance of networking, leadership and personal growth to enhance career success	34. Demonstrate personal growth, community leadership, democratic principles and personal responsibility by participating in activities/events offered through student organizations and community service projects.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: You have been asked to create a video promoting involvement with a student organization. This video will be presented to incoming freshman. As a student, participate in community service projects, take a leadership role in class, or participate in activities/events offered through student organizations.	1	2	3	4
1	2	3	4				
Understand the necessary employability skills to achieve success in today’s workplace	35. Self –Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: As a student teacher, you will self-assess your performance on a self-assessment form, including self-management skills.	1	2	3	4
1	2	3	4				
	36. Career Development: Take personal ownership of their educational and career goals and act on a plan to attain goals by developing a career plan that begins in high school and extends into college years.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: You are a recent college graduate applying for a competitive position in the education system. You will need to create a cover letter, resume, and portfolio that highlight your strengths and make you stand out from the other applicants.	1	2	3	4
1	2	3	4				

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