Student Name: _____   **Date:** _____

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

Program Name: Teacher Education, Multiple Levels   CIP: 131206   Posted: May 2018   Effective: SY2018-19

National Standards: Interstate Teacher Assessment and Support Consortium (InTASC) Standards & Educators Rising Standards

Competencies (statement that provides the overview of instructional area) Learner can:	**Performance Indicators** (examples of what educators may see in performance tasks when learners demonstrate their increasing understanding and use of the competencies) Learner can:	**Rating Scale:** (1) No Exposure (2) Novice (3) Proficient (4) Mastery			
1. College and Career Readiness Demonstrate and apply an understanding of the college and career readiness skills necessary to be an effective and responsive member of a professional community. AAI:1-9 CRP: 1-13 ELA: 2, 4, 5, 6, 7, 8, 9 M: 8	Understand and apply the importance of ongoing professional development, goal setting, and self-reflection and the impact of these tools on teaching.	1	2	3	4
	Be able to identify and explain all aspects of the education industry (employer expectations, occupational information, current and projected employment, career pathways, roles and work conditions).	1	2	3	4
	Understand and apply the necessary employability and career readiness skills, such as - Self-awareness - Communication skills - Ability to accept and use constructive criticism - Reliability - Responsibility - Time management - Conflict management - Problem solving - Self-management - Organization - Collaboration - Open-mindedness - Flexibility in order to achieve success in today's workplace, through activities such as creating a career plan.	1	2	3	4
2. Foundations of Education	Demonstrate an ability to conduct research on a historical and current educational issue.	1	2	3	4

Key: Rating Scale: 1 NO EXPOSURE;   2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill);   4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)
Common Core: ELA=English Language Arts (Reading, Writing, Research, Listening Speaking, Technology) M=Mathematics (Numbers Quantity, Algebra, Functions, Geometry, Stat&Prob)
AAI=All Aspects of Industry CRP= Career Ready Practices

		1	2	3	4
Demonstrate the ability to make educationally sound decisions based on research and appropriate content knowledge. ELA: 2, 3, 4, 5, 6, 7, 8, 9 M:	Discuss and apply professional, ethical, and legal behaviors, such as: • Appropriate use of social media; • Participation in Career and Technical Student Organizations (CTSOs); • Adherence to 504/IEPs, FERPA, ADA, IDEA, and Every Student Succeeds Act; and • Teacher credentialing and licensing.	1	2	3	4
3. Working with Student Learners Demonstrate the ability to facilitate learning utilizing wide range of methods, appropriate to meet the needs of diverse learner populations. ELA: 2, 3, 4, 5, 6, 7, 8, 9 M:	Understand and explain how student learning is influenced by child and adolescent development and theory.	1	2	3	4
	Identify strategies, techniques, and tools used to serve the needs of diverse learners and incorporate them into teaching and learning practices.	1	2	3	4
	Demonstrate an awareness of diverse learners, including: • Students from different socioeconomic backgrounds; • Students dealing with a variety of social and emotional challenges; • Students with various learning styles, including the gifted and talented and those with special needs; and • Students from diverse cultural backgrounds.	1	2	3	4
	Discuss and identify the components of a positive classroom climate that is emotionally, socially, and physically safe.	1	2	3	4
	Create learning situations in which learners work independently, collaboratively, and as a whole class.	1	2	3	4
	Be aware of and practice appropriate and effective classroom management strategies to encourage a positive learning environment.	1	2	3	4
4. Working with School and Community	Understand school and community resources available to support the learning experience.	1	2	3	4

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		1	2	3	4
Demonstrate an understanding of the interrelationships between available support systems and resources and how they interact to fulfill the needs of students. ELA: 2, 3, 4, 6, 7, 8, 9 M:	Understand the roles of different school personnel (special education, OT & PT, school resource officer, social worker, etc.) and the community, and describe how these individuals partner for student success.	1	2	3	4
	Understand and explain the importance of the home/school connection and its effects on learners.	1	2	3	4
5. Instruction and Assessment Apply content knowledge to deliver instruction and assess understanding using a variety of methods. ELA: 2, 4, 5, 6, 7, 8, 9 M: 8	Demonstrate the ability to use common educational technology and software to enhance instruction.	1	2	3	4
	Use content based standards and competencies to plan and prepare developmentally appropriate instruction and assessments that meet the needs of diverse learners.	1	2	3	4
	Deliver curriculum in multiple formats and contexts, integrating technology where educationally appropriate.	1	2	3	4
	Explain the role of assessment and evaluation tools (as it relates to the teaching profession and the classroom) in education, and how the analysis and interpretation of assessment data is used to inform instruction.	1	2	3	4
6. Academics Demonstrate the ability to communicate appropriately in a variety of contexts to different audiences. ELA: 2, 3, 4, 5, 7, 8, 9 M:	Demonstrate strong communication skills in written, oral, and electronic formats and paralinguistics.	1	2	3	4

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7. Health and Safety	Understand a basic school emergency plan, and discuss how to implement it in a variety of emergency situations.	1	2	3	4
Apply appropriate safety and health knowledge and skills to a variety of educational scenarios. ELA: 2, 3, 4, 5, 7, 8, 9 M:	Understand mandatory reporting laws, and know when to report and to whom.	1	2	3	4

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