

SEACOAST SCHOOL OF TECHNOLOGY
Careers in Education Competencies

Technical Competencies
1. Explain how student learning is influenced by child development in all developmental domains (cognitive, linguistic, physical, social and emotional).
2. Discuss and apply learning theory.
3. Discuss and incorporate Differentiated Instruction strategies for designing, adapting, and delivering curriculum/instruction to diverse learners.
4. Identify and incorporate strategies, techniques and tools used to determine the needs of diverse learners.
5. Discuss and implement a positive classroom climate which is emotionally, socially and physically safe.
6. Identify and discuss the resources and services available to enhance the learning environment and meet learner's needs.
7. Create learning situations in which learners work independently, collaboratively and/or as a whole class.
8. Plan and evaluate a diverse and culturally aware environment incorporating developmentally appropriate materials and practices.
9. Apply communication skills with learners, parents, and groups to enhance learning.
10. Develop learning experiences that extends learner interaction with ideas and people beyond the classroom.
11. Use appropriate and effective classroom management practices, individual and group guidance to encourage positive social interactions among learners.
12. Promote, model, support, and implement good hygiene, nutrition, and safe practices with learners.
13. Follow approved health, safety, and nutritional policies and practices.
14. Use content based standards and goals to plan and prepare effective instruction and assessments.
15. Plan collaboratively with others to design and jointly deliver appropriate learning experiences to meet learners and learning needs and goals.
16. Discuss and demonstrate how subject/content area is created, organized and linked to other disciplines.
17. Deliver curriculum effectively using multiple formats and contexts, such as oral, written and multimedia presentations.
18. Select developmentally appropriate activities that promote independent problem solving and thinking in all domains of learning.
19. Model metacognition strategies (thinking about thinking) for learners and discuss the purpose of and when to use metacognition strategies.

20. Explain assessment types, their purpose and the data they generate.
21.
22. Demonstrate the skills of observing learners.
23. Discuss and involve learners in reflection/self-assessment and goal setting in a developmentally appropriate manner.
24. Discuss and use assessment, evaluation tools and data to advance learner achievement and adjust instructional plans.
25. Evaluate one's teaching performance (self-reflection) to improve effectiveness of instructional practices and professional development.
26. Explain legal rights that apply to individuals and practitioners within education and training settings.
27. Discuss and demonstrate professional, ethical and legal behavior.
28. Analyze ethical and legal policies of professional education and training practice.
29. Discuss state-specific professional development requirements to maintain employment and to advance in the educational field.
30. Work collaboratively with colleagues, families, and the community to support learning environments.
31. Build ongoing connections with community resources to enhance student learning and well-being.
32. Advocate for learners through connections with community resources.
33. Discuss and examine a variety of learning environments within historical, cultural, political and social contexts.
34. Discuss trends and current issues of American education.
Core Competencies
35. Demonstrate personal growth, community leadership, democratic principles and personal responsibility by participating in activities/events offered through student organizations and community service projects.
36. Self-Management: Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments.
37. 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.