Student Name: _____ **PA State ID#** _____

Competency Task List – Secondary Component
Education CIP 13.0101
High School Graduation Years 2024, 2025, 2026

100 Orientation to the Education Profession

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
101	Research potential career paths within the education profession including requirements for coursework, training, and certification.		
102	Develop professional goals and a postsecondary career plan based on one's individual interests and preferences.		
103	Acquire required clearances to participate in clinical experiences.		
104	Research the history, role, and social/political/economic context of American education and the education profession.		
105	Reflect on one's cultural lens.		
106	Develop a personal mission statement that summarizes one's motivation for entering the education profession based on one's personal experiences, values, and goals.		
107	Identify the knowledge, skills, dispositions, and abilities necessary to succeed within the education profession.		

200 Planning and Preparation

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
201	Explore the connections of content knowledge and pedagogy.		
202	Demonstrate knowing and valuing students as part of the planning process.		
203	Prepare instructional outcomes.		
204	Identify educational resources and evaluate uses in the classroom.		

205	Plan clear and thoughtful instruction aligned to standards.		
206	Design and analyze assessments and identify how to incorporate results into the instructional planning process.		
207	Identify the several types of assessments.		
208	Design culturally relevant learning that brings real world experiences into educational spaces/the classroom.		

300 Learning Environment and Classroom Management

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
301	Identify classroom modifications and accommodations to meet the needs of all students. (Language Acquisition / Special Needs)		
302	Identify and practice strategies to cultivate respectful and affirming environments and a sense of belonging for all students.		
303	Identify and practice strategies for fostering a culture for learning.		
304	Identify and practice strategies for supporting positive student behavior.		
305	Identify and practice strategies for organizing physical and digital spaces for learning.		
306	Provide all learners with equitable and differentiated opportunities to learn and succeed.		

400 Human Growth and Development

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
401	Identify a learner's cognitive, physical, emotional, and social developmental stages (Pre-K-12).		
402	Identify strategies for designing learning environments based on learner's developmental stages.		
403	Identify strategies for designing and delivering instruction based on learner's developmental stages.		
404	Discuss how social issues and relationships affect students.		
405	Promote asset-based perspectives about differences.		

500 Clinical Experience (Observation and Participation)

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
501	Observe a variety of classrooms and reflect upon learning environment and classroom management.		
502	Participate in an elementary, middle, high school, career and technical center or cross-grade instructional program.		
503	Meet with mentor teacher and plan for active participation in the classroom.		
504	Maintain a log of time and activities in clinical experiences.		
505	Design and deliver instruction that takes into consideration the diverse needs of all learners.		
506	Seek out opportunities to both self-reflect and receive feedback from others to adjust future practice.		
507	Assess lesson plan effectiveness.		
508	Observe and evaluate students' performance and development.		
509	Observe a variety of classrooms and reflect upon instructional practice.		
510	Establish high expectations for each learner and treat them as capable and deserving of achieving success.		

600 Culturally Relevant and Sustaining Education and Inclusion (Readings: 1, 2, 3, 4, 5)

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
601	Research students' rights in the public education setting (e.g., IDEA, Title IX, ESSA. FERPA). Readings: 1, 2, 3 Video: 1, 2, 3		
602	Describe ways educators can support students identified as needing special services (e.g., emerging multilinguals, special education). 1, 2, 3, 4, 5		
603	Identify, deepen understanding of, and take steps to address bias in the system. 1, 2, 3, 4		
604	Communicate in linguistically and culturally relevant ways that demonstrate respect for learners, educators, educational leaders, and families. 1, 2, 3, 4		
605	Educate oneself about microaggressions and their impact on diverse learners, educators, and families. 1, 2, 3, 4, 5		

606	Research culturally relevant and sustaining practices in the design of an instructional activity or lesson.		

700 Professionalism, Ethics and Reflective Practice

Item	Task	(X) Indicates Proficiency [1]	Secondary Course Crosswalk
701	Research and adhere to school, district, and program rules, regulations, and policies in all applicable education settings.		
702	Determine and employ the professional demeanor and social emotional competencies needed to maintain professionalism.		
703	Identify and adhere to the professional ethics competencies and code of conduct practice for educators as established by the Pennsylvania Department of Education under Chapter 49, as well as other legal requirements (e.g., FERPA, mandated reporting).		
704	Communicate professionally in oral, written, and electronic communication, including maintaining a professional digital footprint.		
705	Practice planning, sharing, and working collaboratively to improve instructional skills, student success and the professional culture and climate of the school.		
706	Identify resources for engaging in professional learning, inquiry, and growth.		
707	Identify and use resources to support self-care wellness.		
708	Reflect upon practice through the lens of culturally relevant and sustaining education, as outlined in the CR-SE competencies.		

The Career Education and Work (CEW) Standards were developed by the Pennsylvania Department of Education (PDE) and complement all disciplines and other academic standards. These skills outline certain skills that students need to obtain prior to high school graduation if they are to succeed in the workplace. Although they are not required under each CIP Code's Program of Study Task List, the School District of Philadelphia requires that all CTE students are taught these essential skills.

PA Dept. of Education CEW Website

CEW Standards

Career Awareness and Preparation

Item	Task	(X) Indicates Proficiency [1]
4000	Relate careers to individual interests, abilities, and aptitudes.	
4001	Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.	
4002	Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	
4003	Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to career days, community service, internships, and job shadowing.	
4004	Justify the selection of a career.	
4005	Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to college degrees, certificates/licensures, entrepreneurship, and industry and military training.	
4006	Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.	
4007	Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.	

Career Acquisition (Getting a Job)

Item	Task	(X) Indicates Proficiency [1]
4008	Apply effective speaking and listening skills used in a job interview.	
4009	Apply research skills in searching for a job utilizing various job search resources (e.g. CareerLink, O-Net, Professional Organizations).	
4010	Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of introduction, postsecondary education/training applications, request for letter of recommendation and resume.	
4011	Analyze, revise, and apply an individualized career portfolio to chosen career path.	
4012	Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to commitment, communication, dependability, health/safety, and scheduling/time management.	

Career Retention and Advancement

Item	Task	(X) Indicates Proficiency [1]
4013	Evaluate personal attitudes and work habits that support career retention and advancement.	
4014	Evaluate team member roles to describe and illustrate active listening techniques such as clarifying, encouraging, and summarizing.	
4015	Evaluate conflict resolution skills as they relate to the workplace such as constructive criticism, group dynamics, managing/leadership, negotiation and problem solving.	
4016	Develop a personal budget based on career choice, such as, but not limited to charitable contributions, fixed/variable expenses, gross and net pay, and savings.	
4017	Evaluate time management strategies and their application to both personal and work situations.	
4018	Evaluate strategies for career retention and advancement in response to the changing global workplace.	

4019	Evaluate the impact of lifelong learning on career retention and advancement.	

Entrepreneurship

Item	Task	(X) Indicates Proficiency [1]
4020	Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.	
4021	Analyze entrepreneurship as it relates to personal character traits.	
4022	Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations, financial institutions and venture capital.	

[1] Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature _____ Date _____

Student Signature _____ Date _____