

## **Career & Technical Education Teacher – DACUM**

**Background** Temple University, College of Education, Center for Professional Development in Career & Technical Education, contracted with Dr. Clyde Hornberger, Education Consultant, to develop a list of duties and tasks new career & technical teachers would be responsible to complete during an average school year. The Develop A Curriculum (DACUM) panel consisting of sixteen veteran career & technical teachers, identified by administrators in the Eastern Pennsylvania as a high-performing master teachers provided subject-matter expertise for the DACUM. The master teachers met at Reading Muhlenberg Career & Technology Center on September 24, 2019, to participate in the DACUM process facilitated by Dr. Hornberger and Mrs. Elsie Bell. The DACUM chart shows a list of duties and tasks as determined by the group of outstanding educators. The list has been used in the development of new and revised coursework for teachers enrolled in Temple University. Career & technical schools can use the DACUM information to develop professional development plans, induction plans, or individual professional development activities.

## **Career & Technical Education Teacher – DACUM**

### **Duty Area & Tasks:**

#### **A. A. Professional Responsibilities and Expectations**

1. Adhere to a Professional Code of Conduct
2. Obtain and maintain teacher certifications
3. Obtain and maintain industry certifications/license
4. Keep informed about current trends in education and subject matter
5. Foster stakeholder engagement
6. Maintain records
7. Meet responsibility of personal professional development

#### **B. Promotion of Student Success**

1. Advise students
2. Communicate expectations to students
3. Inform and/or refer students to available resources/services
4. Monitor student behaviors and utilize intervention strategies
5. Implement student accommodations
6. Educate students on professionalism and employability skills
7. Model professional behaviors

#### **C. Curriculum Design and Development**

1. Adopt a program of study

2. Use OAC to validate/align curriculum to current business/industry practices
3. Comply with national, state, and local regulations
4. Integrate academic standards
5. Use learning/student management system
6. Integrate CTSO

**D. Instruction**

1. Create/follow program scope and sequence
2. Differentiate instruction according to student needs and/or learning styles
3. Implement instructional strategies
4. Enhance learning through the use of technology
5. Provide evidence of instructional planning
6. Prepare instructional materials and activities
7. Use formative and summative assessments

**E. Classroom Environment**

1. Establish and enforce rules for safety and behavior
2. Organize and maintain instructional area
3. Establish a culture for learning with respect and rapport
4. Establish and enforce school/classroom/lab procedures
5. Manage classroom/lab activities and instructional time
6. Utilize support staff and resources, para-professionals, ESL instructors, nurse, facilities manager etc.)

**F. Student Learning/Assessment**

1. Develop, implement, and analyze assessments to drive student learning
2. Use differentiated assessments, including required accommodations
3. Provide student feedback
4. Implement competency based learning
5. Implement project based learning
6. Prepare for end of program assessment
7. Provide opportunities for industry certifications
8. Develop and implement authentic learning and assessment opportunities

**G. Data Analysis**

1. Use standardized test data to make program decisions
2. Use industry data to make program decisions
3. Use student data to make program decisions
4. Use school data to make program decisions
5. Use community data to make program decisions