



CAREER AND TECHNICAL EDUCATOR



SkillsUSA Championships Technical Standards

PURPOSE

To evaluate a competitor's knowledge of the essential skills of a Career and Technical Education (CTE) teacher, requiring participants to present instructional content in a clear, organized, and engaging manner. Competitors will demonstrate their ability to design and deliver a developmentally appropriate lesson plan within their career pathway aligned to the competitors' course enrollment.

First, download and review the General Regulations at updates.skillsusa.org.

ELIGIBILITY

Open to active SkillsUSA members enrolled in any career and technical education program. Each state may send one high school and one college/postsecondary entry.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black closed-toe dress shoes

Note: The official SkillsUSA windbreaker, sweater, and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is not required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to SkillsUSA Championships Clothing Classifications that are pictured and described at skillsusastore.org. If you have questions about competition uniforms, call the SkillsUSA Store at 888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation.

OBSERVER RULE

If approved by the technical committee, non-competing observers may be allowed in the competition area. No talking or gesturing shall be permitted. No observers will be allowed in the interview area or be permitted to enter or exit the demonstration area while a competitor is speaking. No video/audio recorders will be allowed by observers.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Timekeeper
 - b. Timekeeper printed cards for signaling seven (7) minutes and nine (9) minutes 30 seconds.
 - c. A device with an HDMI port (such as a projector/screen, television, or other similar device)
2. Supplied by the competitor:
 - a. A slide deck presentation and any visual aids to support the lesson presentation (signs, charts, slides, diagrams, supplies/materials) are to be prepared/provided by the competitor.
 - 1). It is recommended to save an electronic copy of the slide deck presentation on a USB drive as backup.
 - b. Computer with HDMI cable and/or adapter necessary to connect to the HDMI port.
 - 1). The device used to run slide deck during the lesson presentation must be sufficiently charged for the competition. Charging in the competition area may not be available.
 - 2). Clicker (for the competitor's specific equipment), optional.
 - c. Official SkillsUSA one (1) inch three-ring binder which contains:
 - 1). All required lesson plan portfolio documentation, see Competition Guidelines.
 - d. All competitors must submit a digital copy of their portfolio saved as a PDF file. The purpose of the "Online Submission Requirements" is for pre-conference evaluation. Failure to submit a digital copy of the portfolio that can be opened and meets the required format may result in a loss of points. See "Online Submission Requirements" below for guidelines.

- e. All competitors must create and submit online a one-page single sided resume. See “Online Submission Requirements” below for guidelines.
- f. In addition to the online submissions, competitors must also bring a hard copy of their resume and portfolio to the competition.

Note: All national competitors must also check for competition-specific updates and/or competitor preparation instructions on the SkillsUSA website at updates.skillsusa.org.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor’s electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor’s scores may be removed.

ONLINE SUBMISSION REQUIREMENTS

All SkillsUSA national competitors must submit their one-page single sided resume online. The deadline and link for online submissions will be published on updates.skillsusa.org.

Failure to submit any of the required document(s) listed below by the established deadline will result in a 10-point penalty. File(s) must open directly as a PDF file without additional software/application and/or permission status.

1. One-page single sided resume
2. Digital copy of portfolio contents. The online submission of scanned pages must be in the same order as the physical portfolio presented at the competition orientation.

Your submissions must be saved as PDF file type using the file name format of “Your Last Name_Your First Name_Resume.” For example, “Amanda Smith” would save the individual PDF submissions file as:

- Smith_Amanda_Resume
- Smith_Amanda_Portfolio

SCOPE OF THE COMPETITION

Competition standards align with the National Board for Professional Teaching Standards (NBPTS) standards for Career and Technology Education (CTE) teachers, which address core CTE competencies, content knowledge, and diverse student needs. These standards, supported by

federal and state initiatives like the Carl D. Perkins Act, ensure teachers can prepare students for high-skill, high-wage careers by providing rigorous, coherent programs of study that meet industry needs and postsecondary education goals.

KNOWLEDGE PERFORMANCE

There is no competition-specific knowledge test required for this competition. Competitors are required to take the SkillsUSA Professional Development Test.

SKILL PERFORMANCE

Competitors will design and deliver a developmentally appropriate lesson plan aligned with their career pathway and current course enrollment. The competitor will prepare a comprehensive lesson plan portfolio that includes:

- A complete lesson plan aligned with CTE standards.
- A slide deck presentation and any applicable visual aids to support classroom instruction.
- Supporting documentation, including knowledge exam, a skill assignment, and an evaluation rubric for the skill assignment.

During the competition, participants will present their lesson as if teaching in a CTE classroom setting. Judges will evaluate the effectiveness of instructional delivery, the use of teaching tools, and the quality of the lesson plan materials. The presentation will conclude with a structured question-and-answer session led by the judges.

COMPETITION GUIDELINES

1. Competition Orientation
 - a. Competitors will be assigned appointment times. Appointments may be randomly pre-assigned by the technical committee or drawn during the competition orientation.
2. Lesson Plan Portfolio
 - a. The documentation must be submitted onsite in an Official SkillsUSA one (1) inch three-ring binder.
 - 1). Select a font, color scheme, and accents that align with and reinforce the lesson content and are legible when printed.
 - 2). Section dividers and section tabs are required.
 - 3). The use of sheet protectors is optional.
 - b. The SkillsUSA binder documentation must be in color, if applicable, and organized in the order below. Each section must be divided with a tab and divider page labeled with the section title.
 - 1). Title Page**
 - a) Include name of competitor, competitor number, and training program.
 - b) Write a clear and concise description of the priority objective to accomplish during the lesson.
 - 2). Table of Contents**
 - a) The table of contents should indicate page numbers.

- b) All pages following the table of contents must be numbered, and the information should be organized according to appropriate sections as indicated.

3). Section 1 – Written Lesson Plan

- a) A copy of the exact lesson plan used during the presentation.
- b) Lesson plan formats are not universal. Competitors may use any recognized lesson plan style that aligns with the expectations of their school, district, or state department of education. The format chosen will not be judged; however, the lesson plan must be complete, organized, and clearly communicate the intended instruction.
 - 2.b.3.b.1. Clarity of objectives and instructional steps.
 - 2.b.3.b.2. Organization and logical flow of the lesson.
 - 2.b.3.b.3. Alignment between lesson activities, materials, and expected outcomes.
 - 2.b.3.b.4. Evidence that the lesson plan supports effective teaching and learning.
- c) The lesson plan must include a safety review section. This section should:
 - 2.b.3.c.1. Identify potential hazards related to the skills, equipment, materials, or environment used in the lesson.
 - 2.b.3.c.2. Describe safety precautions and procedures to minimize risks.
 - 2.b.3.c.3. Include instructions for proper personal protective equipment (PPE) if applicable.
 - 2.b.3.c.4. Ensure that safety considerations align with school, program, or industry standards.
- d) Each lesson plan must demonstrate integration of the SkillsUSA Framework. The plan should:
 - 2.b.3.d.1. Identify the Essential Elements students will learn and/or demonstrate during lesson tasks.
 - 2.b.3.d.2. Clearly link lesson activities to the development of these skills.

4). Section 2 – Slide Deck

- a) A color printout of the presentation slides. Each slide should be clearly visible and legible when printed. Competitors may choose to print one slide per page or multiple slides per page, but the content must remain readable. The printed slide deck should reflect the final version of the presentation that will be delivered.

5). Section 3 – Photo(s) of Focused Topic/Result

- a) The photo serves as a visual summary of what the lesson is designed to accomplish. This requirement may be met with a single photo or a combination of photos. For example, a lesson teaching technical or hands-on skill, the Focused Topic/Result photo might show the tool, equipment, or process being

used (focused topic) alongside a completed or correctly demonstrated product, task, or performance (result).

- b) The photo(s) clearly illustrates the skill being taught.
- c) The expected outcome/result is visually identifiable and relevant to the lesson objectives.
- d) The image(s) is clear, professional in appearance and appropriately sized to fit within the lesson documentation.
- e) Labels or notations may be added to the photo(s) to clarify the focus and highlight the expected outcome.

6). Section 4 – Exam

- a) A written assessment and answer key with a minimum of 10 questions connected to the lesson competencies.
- b) The exam must include a minimum of three (3) question types either multiple choice, fill-in-the-blank, matching, true/false, or writing prompt questions.

7). Section 5 – Assignment Instructions

- a) Clear written directions for the related classroom activity or project task(s).

8). Section 6 – Grading Rubric

- a) An evaluation tool that clearly defines how student performance will be assessed. The rubric should:
 - 2.b.8.a.1. Identify key learning objectives or skills being evaluated.
 - 2.b.8.a.2. Provide clear criteria and performance levels (e.g., exemplary, proficient, developing, beginning).
 - 2.b.8.a.3. Align assessment with lesson objectives and expected outcomes.
 - 2.b.8.a.4. Be formatted clearly and easy for students or evaluators to use.

9). Section 7 – List of Sources

- a) All references and materials used to create the lesson plan must be documented in APA (American Psychological Association) style.
- b) The references must cite the source of the standards and/or competencies addressed by the lesson (e.g., state standards, industry standards, program competencies, curriculum frameworks).
- c) Sources support the accuracy and credibility of the lesson.

3. Lesson Presentation

- a. Competitors should arrive at the presentation area early.
- b. The competitor will present a 3" by 5" card to the chair upon entering the competition area and before the presentation set up. This 3" by 5" card will contain the following three items:
 - 1). The competitor's number
 - 2). The competitor's training program
 - 3). The career and technical education lesson topic

- c. Three (3) minutes will be allowed to set up the presentation area and three (3) minutes will be allowed to clear the presentation area.
 - 1). A penalty of five (5) points will be deducted for each 30 seconds or fraction thereof over three (3) minutes.
 - 2). The competitor is responsible for setting up the presentation. A model and/or assistant may help set up and dismantle the presentation if it is heavy or large.
- d. The competitor will be given seven (7) to ten (10) minutes to present their lesson.
 - 1). A penalty of five (5) points will be assessed for every 30 seconds under or over the seven (7) to ten (10) minute presentation time.
 - 2). Time will begin when the lesson begins. The timekeeper will signal at seven (7) minutes and at nine (9) minutes thirty (30) seconds.
 - 3). The question-and-answer session led by the judges is not part of the timed lesson presentation.
- e. The competitor may not mention the name of their school, city, or state during the presentation.
- f. Any topic may be taught, provided it is related to the competitor's occupational program. Competitors will teach as if the judges are the students.
- g. Instructional materials such as visual aids, signs, charts, diagrams, and slide deck must be prepared by the competitor. Professional or pre-made lesson plans from business and industry are not allowed.
- h. The competitor may show an item to the judges but may not physically hand any item to them, including food samples.
- i. Basic safety practices related to the skill performed must be followed.
 - 1). A penalty of one (1) to 10 points will be deducted for safety violations. Judges may interrupt the presentation for serious violations.
 - 2). No open flames, no combustible or hazardous chemical compounds, no fluids containing pathogens or toxic chemicals, no live animals, no biohazardous materials, and no pressurized containers will be allowed.
- j. Note cards are not permitted. The competitor may reference the written lesson plan during the presentation.
 - 1). If note cards are present, judges will inform the competitor that this item is not permitted and must be put away before the presentation starts. If note cards are pulled out during the presentation, the judges will stop the competitor and direct the competitor to put the items away. Any time lost will not be added back to the competitor's total allowed presentation time.
- k. Models or assistants may be used in the presentation but will not say or do anything that assists the presentation other than serve as a model as needed.
- l. Any pre-recorded video, sounds or words used as part of visual or auditory aids should not be distracting. Additionally, **pre-recorded audio cannot replace the competitor's speech**, only the competitor's live presentation will be evaluated.

4. Question and Answer Interview
 - a. At the end of the lesson presentation, competitors will respond to interview questions regarding knowledge of the lesson they taught and classroom management situations.
 - b. All competitors will be asked identical questions.
 - c. Competitors should be prepared to answer general instruction related questions, not job-specific questions, as the interview panel may not be industry-specific subject matter experts.
 - d. The interview will not exceed three (3) minutes.

STANDARDS AND COMPETENCIES

CTE 1.0 — Knowledge of Students

- 1.1. Demonstrate a rich, holistic understanding of who students are as learners and individuals.
- 1.2. Value students' various learning styles and stages of development and create learning environments that differentiate instruction to meet the diverse needs of all students.

CTE 2.0 — Responding to Diversity

- 2.1. Create learning environments characterized by fairness, equity, and a respect for diversity.
- 2.2. Use inclusive teaching practices and advocate to ensure that all students receive a quality career and technical education.

CTE 3.0 — Knowledge of Content

- 3.1. Utilize their technical and professional knowledge as well as their interdisciplinary and pedagogical skills to develop curricular objectives, design instruction, promote student learning, and facilitate student success within industry.

CTE 4.0 — Learning Environments and Instructional Practices

- 4.1. Design contextualized learning environments that foster critical thinking, creativity, leadership, teamwork, and communication skills while preparing students for postsecondary education and careers.

CTE 5.0 — Assessment

- 5.1. Design and implement a variety of valid and reliable assessments that allow students to provide an authentic demonstration of their knowledge and skills and help them establish goals to guide their technical and professional development.

CTE 6.0 — Postsecondary Readiness

- 6.1. Facilitate career exploration and promote the acquisition of knowledge and skills so students can make informed career decisions that match their interests and aptitudes with the needs, expectations, and requirements of industry.

CTE 7.0 — Program Design and Management

- 7.1. Design and promote quality programs aligned with industry demands.
- 7.2. Manage materials and resources to enrich their programs and sustain meaningful educational experiences for students.

CTE 8.0 — Partnerships and Collaborations

- 8.1. Collaborate with family, education, industry, and community partners to create challenging real-world opportunities and support networks that help students plan, develop, and achieve their career goals.

CTE 9.0 — Leadership in the Profession

- 9.1. Collaborate with stakeholders within their schools and communities to improve instruction, promote student learning, and advocate for their fields of expertise in education and related industries.

CTE 10.0 — Reflective Practice

- 10.1. Reflect analytically throughout the instructional process, using multifaceted feedback to increase the efficacy of teaching skills, strengthen its impact on student development, and model the significance of life-long learning.

CTE 11.0 — SkillsUSA Framework

- 11.1. The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Linguistic Skills

- Validate social skills through conversations and oral presentations.
- Demonstrate use of verbal communication skills: vocabulary, tone, pitch, fluency, expression.
- Usage of nonverbal communication skills: eye contact, posture and movement to gain information.
- Display written communication: narrative and informational writing.
- Ability to edit written communication: grammar, sentence structure, spelling, proper usage of upper/lowercase and punctuation.
- Exhibit reading/literacy skills.

Math Skills

- Make predictions using knowledge of probability.
- Use standard and nonstandard measurements.
- Understand basic geometry.
- Practice spatial relationships.
- Ability to sort and classify sets.
- Aptitude to construct patterns.
- Create charts and graphs.
- Exposure to time, volume and temperature.

Science Skills

- Ability to ask questions and hypothesize.
- Use of observations.
- Conduct reasoning and make predictions.
- Formulate questions using critical thinking.
- Communicating and sharing ideas.

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Linguistic Skills

- Application of strategies to comprehend, interpret, evaluate and appreciate texts. Use prior experience, knowledge of word meaning and identification strategies for understanding contextual features.
- Adjustment and usage of verbal, written and visual language (e.g., conceptions, vocabulary) to communicate effectively with diverse audiences for various purposes.
- Exhibit verbal, written and visual language to accomplish personal success (e.g., learning, enjoyment).
- Recognition, understanding and respect for diversity in language use and dialects across cultures, ethnic groups, geographic regions and social roles.
- English Language Learners use native language to develop competency in the English language and develop understanding of content across the curriculum.

Math Standards

- Problem solving
- Communication
- Connections
- Representation