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Action

Professional Services Committee

Adoption of Career Technical Education Program Standards

Executive Summary: This item presents the proposed *Standards of Quality and Effectiveness for Career Technical Education Programs* to the Commission for adoption. The item also presents results from a field survey regarding the requirements for the Designated Subjects CTE credential.

Recommended Action: Staff recommends Commission adoption of the proposed *Standards of Quality and Effectiveness for Career Technical Education Programs*.

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Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

August 2008

Adoption of Career Technical Education Program Standards

Introduction

This two part agenda item addresses two separate but interrelated components of developmental work that has taken place recently regarding Career Technical Education credentialing. Part 1 of the item presents the proposed *Standards of Quality and Effectiveness for Career Technical Education (CTE) Programs* for Commission adoption. Part 2 summarizes the results of a field survey conducted concurrently with the development of the CTE Program Standards regarding proposed changes in the requirements for the Designated Subjects Career Technical Education Credential.

Part 1: Career Technical Education Program Standards

Background

At the January/February 2008 Commission meeting, staff presented the proposed *Standards of Quality and Effectiveness for Designated Subjects Career Technical Education (CTE)* for consideration. These standards were developed by a broad-based Advisory Panel. The members of the Advisory Panel are included as Appendix A. The Commission directed staff to obtain stakeholder feedback on the standards. The standards subsequently underwent a field survey in March 2008, and the results of that survey are provided below. Comments from the field received in response to the survey were shared with the CTE standards development panel to determine if the feedback necessitated any revisions to the proposed Standards. As explained below, no changes were made to the standards as a result of the field survey. Consistent with the Commission's recent decisions about the format of new and/or revised standards, the CTE standards contain "Program Planning Prompts" rather than "Required Elements." The proposed CTE standards are in Appendix B.

Overview of the Field Survey for the Proposed CTE Teacher Preparation Program Standards

The March 2008 survey regarding the proposed CTE credential program standards was posted on the Commission's web site and emailed directly to all deans of education, directors of teacher education, and single subject program coordinators at all regionally accredited four-year colleges and universities in California. The standards survey was also sent to all county offices of education and approved CTE programs, and an announcement was sent through the Commission's E-News. The intended survey respondents were administrators of educator preparation programs and K-12 school programs. The format for the survey and rubric for responding to the survey prompts is shown below:

<i>Standard Title</i>	<i>Question—How important are these program characteristics for preparing effective teachers in this subject?</i>			
	<i>Essential</i>	<i>Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>
<i>Standard</i>				
<i>Program Element*</i>				
<i>Program Element*</i>				

**Program Planning Prompts*

Respondents were asked to rate each standard and program element as “Essential,” “Important,” “Somewhat Important,” or “Not Important.” At the conclusion of the response section for each standard, the survey requested participants to respond to a further summary question: “Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective teachers? Answer ‘yes’ or ‘no.’ If ‘yes,’ what would you add?”

Since only administrators of educator preparation and K-12 school programs were asked to respond to the survey, a small but representative set of responses was returned (25 individuals completed survey responses). Only 19 CTE educator preparation programs are approved currently.

Respondents were also asked a question about the overall set of program standards as a whole:

Please judge the extent to which the full set of program standards described in this survey encompass the program elements that are necessary to prepare an effective CTE teacher by answering the questions below:

- *Taken as a whole, what percentage of the program elements needed to prepare effective CTE teacher is covered by the full set of program standards?*
- *If less than 100%, please identify any critical program elements that are missing from the program standards (not mentioned in your previous responses).*

The responses to this question showed that 14 of the 25 respondents rated that the full set of standards dealt with 99-100% of the necessary program elements; an additional 3 respondents rated that the full set of standards dealt with 90-95% or greater of the necessary program elements. Only one respondent rated the completeness of the standards below 90% (one respondent rated at 75%). The rest of the respondents (7 individuals) did not provide an answer to these questions. Comments made by respondents to the last question concerning what else might be included addressed candidates’ ability to work with adolescents, crisis management, commitment to professional growth, and classroom management. The specific content-related comments noted concerns about classroom facilities, working with instructional aides and case managers of special needs students, reflection and planning, and equipment procedures.

All standards and their elements were found to be either essential or important by at least 80% of the respondents. No standards or elements were noted as “Not Important” by 25% or more of the respondents.

The following elements were found to be only “Somewhat Important” by more than 25% of respondents: (Note: The term “Elements” are now referred to as “Program Planning Prompts.”)

- Element 2(b): The program informs CTE teachers’ knowledge of the history and tradition of the major cultural and ethnic groups in California society in the context of instruction.
- Element 11(3): CTE teacher outcomes include the ability to use computer applications to manage records and to communicate through printed media.
- Element 11(a): (*Advanced Preparation*) CTE teacher outcomes include the ability to demonstrate the competence of electronic research tools and the ability to assess the authenticity, reliability, and bias of data gathered.
- Element 13(1): CTE teacher outcomes include the ability to describe the relationship of historical, legal, social, political, ethical and economic perspectives of CTE to education and society.
- Element 13(3): CTE teacher outcomes include the ability to describe the local, state, and federal structures of career technical education and how these structures impact their program.
- Element 13(5): CTE teacher outcomes include the ability to establish, supervise, and conduct technical student leadership organizations.
- Element 13(b): (*Advanced Preparation*) CTE teacher outcomes include the ability to articulate and sequence instruction with their colleagues at and across grade levels and subject matters.
- Element 16(1): CTE teacher outcomes include the ability to describe and provide examples of the major categories of disabilities.
- Element 16(2): CTE teacher outcomes include the ability to describe the CTE teacher’s role in state and federal laws pertaining to the education of students with special needs.
- Element 16(3): CTE teacher outcomes include the ability to describe the teacher’s role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as appropriate, including identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.
- Element 16(4): CTE teacher outcomes include the ability to describe the CTE teacher’s role regarding Section 504 as it pertains to the education of students with special needs.

Panel Response to Standards Survey Feedback

Staff tallied all responses, listed all comments on a master survey form, and forwarded these results to the panel to consider for revisions to the proposed standards. Instructions given to the panel for revising the standards were:

- If 25% or more of the ratings were either “somewhat important” or “not important” for a standard or element, the panel must consider revision and provide a rationale for its decision.

- The panel must document and provide a rationale for its response to comments.
- Elements may remain unchanged when they are consistent with K-12 curriculum.
- Elements may be eliminated or revised with clarifications, examples, and reorganization.

After reviewing the stakeholder feedback, the panel made no revisions to the proposed standards based on the following rationale:

- No standard or element was found to be “Not Important” by more than 25% of respondents.
- Standards or elements found to be only “Somewhat Important” related to teacher competence with technology, teaching diverse students and those with special needs, and CTE foundations. The panel regards all of these areas as critical to updating CTE teacher preparation to respond to the current needs of California students.

Implementation Plan for the Designated Subjects CTE Credential Program Standards

If the Commission adopts the proposed standards, staff will begin the implementation of the CTE Credential Program Standards, and proposes the following schedule of implementation activities:

Activity	Date
Adoption of the proposed standards by the Commission	August 2008
Release of an advisory to the field and technical assistance meetings regarding submission guidelines, and timelines for program revisions and document submission, including the final dates for: (1) programs to be approved under the newly adopted standards and/or discontinue courses under the old guidelines; and (2) transitioning candidates from the “old” programs to the “new” programs	September 2008
Program planning and revision activities; document preparation	October 2008
Process for review of institutional program documents submitted for approval, including training program reviewers	October 2008 and ongoing
COA approval of revised CTE credential programs recommended for approval	March 2009 and ongoing
Programs under the old standards expire	August 2010

Staff Recommendation

Staff recommends that the Commission adopt the proposed *Standards of Quality and Effectiveness for Career Technical Education (CTE) Programs*, and also the implementation plan.

Part 2: Field Survey Regarding Designated Subjects CTE Credential Requirements

Background

At the November and December 2007 Commission meetings, in addition to providing information on the CTE standards development work, staff also presented the Career Technical Education (CTE) Advisory Panel’s recommendations for changes to the CTE credential structure. These recommendations related to a variety of issues including work experience,

equivalence of industry certifications, and CTE teacher preparation and recruitment. Staff also presented new requirements resulting from passage of Senate Bill 52 (Chap. 520, Stats. 2007) with regard to changing the credential title from “Designated Subjects: Vocational Education” to “Designated Subjects: Career Technical Education” and to aligning the credential authorizations with the 15 industry sectors identified in the *California Career Technical Education Model Curriculum Standards: Grades Seven Through Twelve* (<http://www.cde.ca.gov/re/pn/fd/documents/careertechstnd.pdf>) adopted by the State Board of Education. Staff also provided an overview of the CTE credential requirements for seven other states to provide context for these recommendations.

The CTE panel’s considerations for changes to the credential requirements were based on criteria aligned to SB 52 (Chap. 520, Stats. 2007) and current teacher policies:

- Increase CTE teacher supply
- Streamline CTE credential requirements
- Improve the quality of CTE teacher preparation

The recommendations and the rationale for each recommendation can be found in the agenda items for those meetings at: (<http://www.ctc.ca.gov/commission/agendas/2007-12/2007-12-3G.pdf>). The current requirements for the preliminary and the clear CTE credential as well as those proposed by the CTE panel are summarized in a chart in Appendix C.

The CTE Credential Requirements Recommendations Online Field Survey

On April 1, 2008 Commission staff provided a report to the Legislature on the results of the CTE Advisory Panel as required by Senate Bill 52 (Chap. 520, Stats. 2007). During April 2008, Commission staff also posted an online survey of the proposed changes to the CTE credential requirements for field response. The survey included demographic questions about the respondents and one question about each of the changes to credential requirements as previously proposed to the Commission in November-December 2007. There were 1,528 responses to the electronic survey. A copy of the survey is provided in Appendix D.

The majority of the respondents were current CTE teachers (59%). The rest of the respondents were made up almost equally of employers, administrators, teacher educators, and “others.” With respect to the respondents’ identification, 79% of the respondents were affiliated with a K-12 organization. Nine percent were associated with higher education. Twelve percent identified their affiliations as other than K-12 or higher education. These demographics provide an important context for reviewing the responses to the proposed credential requirement changes.

The recommendations from the Advisory Panel included:

- Reducing the years of work experience from 5 years to 3 years
- Expanding the period for recent work experience from 1 year in the last 3 years to 1 year in the last 5 years or 2 years in the last 10 years
- Accepting advanced industry certifications for up to 1 year of work experience
- Reducing the two-level 180 hour program to a one-level 135 hour program (including Specially Designed Academic Instruction in English, or SDAIE)
- Moving the U.S. Constitution requirement from the preliminary credential to the clear credential

- Including professional development options for advanced preparation for the clear credential

Responses were grouped into two main categories: (a) changes that would put more stringent requirements on the preparation of CTE teachers; and (b) changes that would reduce requirements and responsibilities for CTE teachers. Only two of the proposed requirements changes were not supported by the majority of respondents. The proposed requirements that were not supported both propose more stringent requirements for the preparation of CTE teachers. These included the recommendation to reduce the time period of the preliminary credential from 5 years to 3 years and to limit credential recommendations to educator preparation programs. All other requirements recommendations were supported by the respondents.

Though two of the requirements increase CTE teachers' responsibility to complete professional preparation earlier, the panel believes this to be a critically important change since CTE teachers enter the classroom without pre-service preparation. These requirements will result in CTE teachers completing their teacher preparation work earlier. Therefore, the panel supports the full set of recommended changes to the credential requirements previously presented to the Commission as being fully responsive to the panel's charge as stated above:

- Increase CTE teacher supply
- Streamline CTE credential requirements
- Improve the quality of CTE teacher preparation

The proposed changes in the CTE credential requirements are contained in SB 1104 (Scott) which has been making its way through the legislative process this year. The Commission has taken a "Support" position on the bill and staff will present an oral update on the status of the bill at the August Commission meeting.

Appendix A

Career and Technical Education Advisory Panel Members

Kit Alvarez	Colton-Redlands-Yucaipa ROP
Paul Bott	CSU Long Beach
George Brunelle	Sacramento City Unified School District
Marianne Cartan	Association of California School Administrators
Dale Countryman	West Side ROP
Priscilla Cox	California School Boards Association
Irene Fuji	Eden Area ROP
Rick Graham	California Teachers Association
Dennis Guido	California Department of Education
Dennis Ivey	California County Superintendents Educational Services Association
Darlene Le Fort	Coastline ROP
Knute Momberg	Stockton Unified School District
Nona Olsen	Mendocino County Office of Education
Matthew Saldana	Long Beach Unified School District
Joseph Scarcella	CSU San Bernardino
Diana Schneider	Orange County Office of Education/Central County ROP
Valerie Vuicich	Fresno County Office of Education
Paul Watters	Butte County Office of Education CAROCP

Appendix B

Proposed Designated Subjects Career Technical Education Preparation Program Standards

Category I: Program Design, Governance, and Qualities

Standard 1: Program Design and Rationale

The program of teacher preparation for the Career Technical Education Teaching Credential includes a purposeful, developmentally designed sequence of coursework that effectively prepares CTE teachers to successfully teach all students in public education to perform in a competitive workplace. The program consists of 9 semester units of approved program course work or 135 hours of approved professional preparation through a local education agency. The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of teacher education. The program is aligned to the state-adopted K-12 CTE curriculum standards and framework and bases CTE teachers' competence on California's Teaching Performance Expectations (TPEs).

Program Planning Prompts

- 1(a) How is the design of the program grounded in a rationale based on sound theory of adolescent and adult teaching and learning, articulated clearly, and evident in the delivery of the program's coursework?
- 1(b) How is the program coursework sequenced to reflect principles of teacher development?
- 1(c) How are the coursework and related experiences integrated to form a cohesive set of learning experiences that prepare the CTE teacher for the contemporary conditions of California public education?
- 1(d) How does the program prepare CTE teachers to integrate the state-adopted K-12 CTE curriculum standards with the K-12 academic content standards for teaching and assessing all students?
- 1(e) How does the program coursework incorporate a variety of effective teaching strategies and teacher behaviors, including the use of technology, for professional instruction? What opportunities does the program provide for CTE teachers to learn and practice the Teaching Performance Expectations (see the attached appendix for the full text of the TPE's)?
- 1(f) How does the program design include planned processes for the comprehensive assessment of individual CTE teachers on all competencies addressed in the program?

Standard 2: Equity, Diversity and Access to the Curriculum for All Students

Each beginning CTE teacher in the professional teacher preparation program examines the protections of California laws for educational equity and diversity and their relevance in curriculum content and school practices for all students. The program prepares CTE teachers to provide all students equitable access to the program's curriculum. CTE teachers in the program learn about the ways in which teaching practices and student learning are impacted by diversity in California, including socioeconomic status. CTE teachers learn to identify, analyze, and minimize personal and institutional bias.

Program Planning Prompts

- 2(a) In what ways does the program's coursework prepare CTE teachers to relate students' background experiences, languages, skills, and abilities to the appropriate pedagogical

- practices to provide access to the curriculum and lead to high achievement for all students?
- 2(b) How does the program address CTE teachers' knowledge of the history and traditions of the major cultural and ethnic groups in California society in the context of instruction?
 - 2(c) How does the program develop CTE teachers' ability to recognize and minimize bias in the classroom and to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual well-being of all students?
 - 2(d) In what ways does the program require CTE teachers to systematically examine their stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities in applying pedagogical practices that foster high expectations for students' cognitive, affective and psychomotor performance?
 - 2(e) How does the program develop CTE teachers' ability to recognize and differentiate instruction for students' specific learning needs, establish appropriate contexts for learning, provide equal access to resources for learning and, where appropriate, provide opportunities for inter-curricular activities?

Standard 3: Early Orientation

Early orientation is designed to meet the needs of beginning teachers. The program sponsor collaborates with the employer in providing an early orientation before or during the first month of teaching that includes the introductory skills, knowledge, and attitudes required for beginning CTE teaching success. These competencies will be further developed in a sequenced and scaffolded structure that includes teaching methods, learning styles, lesson planning, CTE concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues.

Program Planning Prompts

- 3(a) In what ways does the orientation provide an introduction to teaching knowledge, skills, and attitudes that is sequenced and scaffolded for the immediate needs of a beginning teacher?
- 3(b) How are an overview of instructional planning, effective classroom management, and SDAIE strategies addressed in the orientation?
- 3(c) How is an overview of legal and ethical responsibilities and school policies and procedures included in the orientation?
- 3(d) What strategies for ensuring the safety of students in career technical education classrooms and the workplace (OSHA) are provided in the orientation?
- 3(e) What basic information and instruction on research-based teaching, evaluation, and assessment for all students, including those with special needs (e.g., disabilities, English learners, gifted and talented) does the orientation cover?
- 3(f) How does the orientation include information regarding business/industry partnerships?
- 3(g) What delivery methods for the orientation are used to provide easy access for candidates?

Standard 4: Collaboration with Local Educators

The program sponsor collaborates with the employer in the implementation of the preparation program for CTE teachers, including the selection of supervisors and/or support teachers. The cooperative relationship between the program sponsor and local school administrators and teachers sets up a system of support and supervision that provides the beginning CTE teacher with the opportunity to develop all the necessary components of successful teaching.

Program Planning Prompts

- 4(a) What is the effective and ongoing system of communication and collaboration between the program sponsor and the school where beginning CTE teachers are employed?
- 4(b) How does the program sponsor collaborate with the employer in providing a common early orientation before or during the first calendar month of teaching? (See Standard 3.)
- 4(c) What systematic documentation verifies that each CTE teacher has met all requirements for placement in supervised CTE teaching responsibilities?

Standard 5: Beginning Teacher Support and Advisement

Throughout the period of the preliminary credential, CTE teachers' performance is guided, assisted, and evaluated in relation to each standard in Category II through supervision and support. The program provides complete, accurate, and timely feedback to the CTE teachers, including information about their progress toward competence. Supervisors and support providers of CTE teachers are (a) certificated and experienced in teaching; (b) trained in supervision and support of beginning teachers; and (c) evaluated for their service to new teachers.

Program Planning Prompts

- 5(a) How does the program ensure that supervisors and support providers are selected for academic preparation, successful experience teaching the same age groups, holding a valid credential, and remaining current in education and knowledgeable of the local school culture?
- 5(b) How does the program ensure that supervisors are skilled in observation, analysis and feedback techniques, and fostering learning in adolescents and adults?
- 5(c) How are all of the Standards in Category II addressed in guidance, assistance, and feedback?
- 5(d) How do the supervisor and program sponsor coordinate supervision and assessment of CTE teachers?
- 5(e) How do support providers give confidential and formative feedback for teaching success to CTE teachers?

Standard 6: Determination of CTE Teacher Competence

Upon program completion, one or more persons who are responsible for the program determine on the basis of thorough documentation and written verification that the CTE teacher has satisfied each Standard in Category II. The program uses formative and summative assessment to determine CTE teachers' competence based on the TPEs.

Program Planning Prompts

- 6(a) What systematic formative and summative assessments of each teacher's performance are provided by the program?
- 6(b) How does the program sponsor document and verify each CTE teacher's attainment of CTE Standards in Category II as they relate to the teaching of the subject(s) authorized by the credential?
- 6(c) Who in the program is responsible for recommending beginning teachers for clear credentials on the basis of information on candidates' competence and performance?
- 6(d) What assessments of CTE teachers' performance do supervisors provide to the program administrator?

Standard 7: Advanced Program of Preparation

To obtain the Clear Career Technical Education Teaching Credential, CTE teachers must complete a program of advanced preparation and professional development for teachers. This program is designed to support teachers' attainment of the *California Standards for the Teaching Profession* (CSTP) and to advance the beginning teacher outcomes described in Category II. CTE teachers develop integrated instruction that meets State-adopted CTE curriculum standards, related academic content standards, and curriculum frameworks. The program provides formative and summative assessment opportunities for CTE teachers to demonstrate their development as teachers. Programs of advanced preparation are characterized by individualized support integrated with formal professional development.

Program Planning Prompts

- 7(a) How are the professional level outcomes described under Standards 8-16 in Category II included in the program requirements?
- 7(b) What process does the program sponsor use for verifying advanced professional preparation and recommending for the professional credential only those participating teachers who have met all requirements in Category II as well as the CSTP?
- 7(c) How does the program advise candidates about options designated by the Commission for demonstrating professional level teaching for the professional clear credential?
- 7(d) How does assessment system for professional teaching competence incorporate multiple measures of teaching using specific criteria, evidenced by collaboration with colleagues, observation of classroom practices, and reflection with a trained support provider about the evidence?

Category II: Preparation to Teach Curriculum to All Students in California Schools

Standard 8: Curriculum

Program coursework includes curriculum development and instructional planning skills relating to the significant aspects of the occupation being taught, including but not limited to thinking abilities, positive attitudes about work, teamwork, interpersonal skills, effective communication, the role of the persons doing the work, and the quality of the work produced. The program promotes appreciation of and ability to assist all students in the development of the manipulative skills appropriate to the occupation. Each CTE teacher prepares unit and lesson plans aligned to CTE content standards that include outcomes-based goals and objectives, instructional strategies that engage students in learning, safety considerations, industry-standard materials and equipment, and appropriate student assessment techniques.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 8(1) Develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.
- 8(2) Provide instruction in the development of manipulative skills in a school environment.
- 8(3) Teach students how to use the most current and appropriate technology to perform the skills needed for the career area.
- 8(4) Balance the focus of instruction between technical information, concepts, principles, and applications.
- 8(5) Motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.
- 8(6) Promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.
- 8(7) Organize, coordinate, and use a program advisory committee to maintain curricular currency.
- 8(8) Integrate critical thinking skills and problem solving abilities into curriculum.
- 8(9) Develop, maintain, and nurture partnerships for work-based learning activities.
- 8(10) Relate child labor laws to classroom assignments and job placements.

Advanced Preparation Program

To obtain the professional credential, teachers may complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 8(a) Prepare complete curriculum plan for the course or subject that they teach, including goals, objectives, daily lesson plans, classroom materials, teaching strategies, and student assessment materials.
- 8(b) Design lessons to help all students maximize their performance with respect to the student academic content standards.

Standard 9: Learning and Instruction

CTE teachers implement a variety of standards-based pedagogical strategies and select materials appropriate for students with diverse needs and learning styles. CTE teachers plan instruction that addresses common traits and individual developmental differences that characterize adolescents and adults. CTE teachers present ideas, concepts, and procedures using clear and meaningful language to facilitate students' efforts to learn. CTE teachers use formative assessments to adapt instruction to student learning.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 9(1) Integrate instruction of related academic skills into their courses.
- 9(2) To teach the state-adopted CTE content standards appropriate for the pathway named on the credential in grades 7-12, including classes organized primarily for adults.
- 9(3) Differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.
- 9(4) Pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.
- 9(5) Actively engage students with strategies, activities, and materials that are based on different learning theories (e.g., constructivist, socio-cultural, transformational).
- 9(6) Use instructional strategies appropriate to students of varying abilities in small and large group instruction.
- 9(7) Allocate instructional time to maximize student achievement.
- 9(8) Model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
- 9(9) Apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).
- 9(10) Provide individualized instruction when needed for student success.
- 9(11) Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.
- 9(12) Plan a unit of instruction consisting of a series of lessons in which at least one concept, skill or topic is taught fully and sequenced effectively.

Advanced Preparation Program

To obtain the professional credential, teachers have the option to complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 9(a) Use explanations, demonstrations and class activities that serve to illustrate concepts, principles, investigative methods, experimentation and application appropriate to the occupational area.
- 9(b) Use reflection and feedback to formulate and prioritize goals for increasing candidates' subject matter knowledge and teaching effectiveness.
- 9(c) Improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.

- 9(d) Work with other educators to demonstrate the knowledge and ability to apply the state-adopted content standards, curriculum frameworks, performance levels, and adopted texts and instructional materials in at least one content area of focus.

Standard 10: Assessing Student Learning

Candidates identify student prior achievement, establish appropriate instructional objectives, assess student progress, and evaluate the overall effectiveness of their curriculum plan. The program prepares candidates to identify the needs and abilities of students in order to guide their learning and plan instruction relevant to the needs of the occupation. Candidates use multiple measures of assessing student achievement to improve instruction.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 10(1) Determine students' prior knowledge and skills in the subject(s)/occupation.
- 10(2) Monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
- 10(3) Develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.
- 10(4) Evaluate the effectiveness of instruction based on student assessment data.
- 10(5) Keep accurate records of student achievement.
- 10(6) Provide specific and timely feedback on achievement to students, families, and school administration.
- 10(7) Integrate assessment data into a plan for self-improvement.

Advanced Preparation Program

To obtain the professional credential, teachers may complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 10(a) Evaluate assessment practices, including student self-assessments, for effectiveness and appropriateness.
- 10(b) Collect and interpret assessment data relative to the student achievement of the content standards, including data for English learners.

Standard 11: Using Education Technology in the Classroom

CTE teachers select and use computer-based technology to facilitate the teaching and learning process in the CTE classroom. CTE teachers demonstrate understanding of the legal and ethical issues concerned with the use of education technology for CTE. CTE teachers appropriately use computer-based technology for information collection, analysis, and management in the instructional setting.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 11(1) Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- 11(2) Perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.
- 11(3) Use computer applications to manage records and communicate through printed media.
- 11(4) Interact with students using electronic communication and a variety of computer-based collaborative tools.
- 11(5) Convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.

Advanced Preparation Program

To obtain the professional credential, teachers may complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 11(a) Use electronic research tools and assess the authenticity, reliability, and possible bias of the data gathered.
- 11(b) Fluently use technology to access and evaluate information, analyze and solve problems, and communicate.
- 11(c) Integrate technology into curriculum-based lessons for all students to help them acquire information literacy and problem solving skills.
- 11(d) Use assessment of student information literacy and problem solving skills to adapt subsequent lessons.

Standard 12: Classroom and Laboratory Management

Candidates use effective classroom management strategies to promote learning and preserve student safety. Candidates demonstrate proficiency in the operation and maintenance of a facility for career technical education that contains sophisticated and dangerous equipment, machines, and instruments. The program provides candidates with a thorough grounding in the theory, practice, and legal implications of safe facility management and the development of an effective learning environment.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 12(1) Design and provide a safe, positive instructional environment conducive to learning.
- 12(2) Maintain good housekeeping practices and records of the classroom and laboratory.
- 12(3) Develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
- 12(4) Demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
- 12(5) Manage a class budget, including selection and ordering of supplies and materials.
- 12(6) Communicate clear performance, learning, and behavior expectations to students, parents and school administration.

- 12(7) Establish procedures for routine tasks and manage transitions.
- 12(8) Encourage responsible and independent work habits in students.
- 12(9) Appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.
- 12(10) Assess and monitor safe and appropriate workplace environments for students.

Advanced Preparation Program

To obtain the professional credential, teachers may complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 12(a) Create and maintain an effective classroom environment that promotes student achievement.
- 12(b) Take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.
- 12(c) Understand and implement the school's crisis response plan.

Standard 13: Foundations

Candidates study essential themes, concepts, and skills related to the teaching profession, including knowledge of the history and traditions of CTE, its role in the curriculum of public education, and its current ethical issues. Candidates develop a professional perspective by examining contemporary education policies and teaching practices in relation to fundamental issues, theories and research in education.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 13(1) Describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.
- 13(2) Demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.
- 13(3) Describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.
- 13(4) Identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
- 13(5) Demonstrate the ability to establish, supervise and advise career technical student leadership organizations.
- 13(6) Assist students to identify career pathway options and associated workplace skills.

Advanced Preparation Program

To obtain the professional credential, teachers may complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 13(a) Devise a professional growth plan in at least one content area of focus, based on the teaching assignment, developmental needs, and prior preparation.

- 13(b) Articulate and sequence instruction with their colleagues at and across grade levels and subject matter.

Standard 14: Professional, Legal, and Ethical Responsibility

Candidates take responsibility for providing learning opportunities for all students. They recognize ways in which personal and institutional biases and values affect the teaching and learning of students. Candidates ethically manage their professional time and resources in teaching responsibilities and strive to ensure that instructional goals are met. They understand and honor legal and professional obligations to protect the privacy, health and safety of students, families, and other school professionals, including laws relating to professional misconduct and moral fitness for teachers.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 14(1) Act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.
- 14(2) Develop and maintain student competency and attendance records.
- 14(3) Identify and report suspected cases of child abuse, neglect, or sexual harassment.
- 14(4) Carry out laws and district guidelines for reporting discrimination.
- 14(5) Implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Standard 15: Teaching English Learners

Candidates know and apply specially designed academic instruction in English (SDAIE) to make curriculum content comprehensible to English learners. The program provides information on how to access assessment data on English learner students to design appropriate instruction. The program includes information about relevant state and federal laws; current research findings and practices; cognitive, pedagogical, and individual factors that affect language acquisition; historical and cultural traditions relevant to learning English; and student access to and achievement in the curriculum. The program emphasizes the key role of content standards and standards-based assessment in planning instruction for English learners. Candidates practice a variety of systematic instructional strategies to make content comprehensible to English learners.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 15(1) Select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.
- 15(2) Use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.
- 15(3) Employ strategies, techniques and materials that are free of bias and foster learning among EL students.
- 15(4) Exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values and individual aspirations of their EL students.

- 15(5) Encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
- 15(6) Plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
- 15(7) Communicate effectively with parents and families.

Standard 16: Teaching Students with Special Needs

Candidates develop basic knowledge, skills, and strategies for teaching special populations in CTE classrooms, including students with exceptional needs, students on behavior plans, and gifted and talented students. Candidates understand the role of the CTE teacher in the special education process. Candidates use differentiated instructional strategies that provide all students with access to CTE curriculum. Candidates promote a positive, inclusive climate of instruction for all special populations in the CTE classroom.

Initial Preparation Program

CTE teacher outcomes include demonstration of candidates' abilities to:

- 16(1) Describe and provide examples of the major categories of disabilities.
- 16(2) Describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.
- 16(3) Describe the teacher's role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as appropriate, including: identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.
- 16(4) Describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.
- 16(5) Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.
- 16(6) Plan and deliver instruction that provides special needs students with access to CTE curriculum.
- 16(7) Promote social integration for students with special needs in the CTE classroom.
- 16(8) Engage students with diverse needs in all classroom activities.
- 16(9) Describe the various programs (e.g., ROP, WorkAbility, work experience, transition-to-work) and resources (e.g., Department of Rehabilitation Services, Regional Center) available for students with special needs.

Advanced Preparation Program

To obtain the professional credential, teachers may complete a program of advanced preparation that provides opportunities to demonstrate teaching competency through multiple measures.

CTE teacher outcomes include demonstration of candidates' abilities to:

- 16(a) Collaborate with other educators, paraprofessionals, and families/caregivers to help special needs students transition to the least restrictive environment at the end of the school year.

Appendix C

Preliminary Credential Requirements

Recommended	Current
1. Preliminary credential valid for 3 years	1. Preliminary credential valid for 5 years
2. High school diploma/equivalent	2. High school diploma/equivalent
3. Recommendation from an approved program sponsor.	3. Recommendation from an approved program sponsor or the employer.
4. Three years work experience or equivalent, including certifications or licenses, with one year recent work experience in the last five years or two years work experience in the last ten years.	4. Five years work experience or equivalent with one year recent work experience in the last three years.
5. Advanced Industry Certification would qualify as work experience, thereby reducing the number of years required	5. Advanced industry certification does not qualify as work experience
<i>Moved to clear credential requirement</i>	6. College-level course work or examination on U.S. Constitution

Clear Credential Requirements

Recommended	Current
1. Possession of a valid preliminary credential	1. Possession of a valid preliminary credential
2. Four successful teaching terms or two successful terms of teaching and an advanced preparation program or the equivalent	2. Four successful teaching terms
3. Completion of the preliminary CTE teacher preparation program (9 semester units or 135 hours)	3. Completion of Level I and II teacher preparation (12 semester units or 180 hours)
4. Expand the options for completing advanced preparation to include National Board Certification, district sponsored teacher development programs, induction, mentoring, or documentation of successful teaching.	4. Total of 180 or 12 semester units is the only option allowable to earn the clear credential.
5. Health education would continue to be a part of the clear credential program.	5. One unit of health education
6. College-level course work or examination on U.S. Constitution	

Appendix D

Online Survey of Proposed Credential Requirement Changes

CTE Credential Requirements Survey

1. Commission on Teacher Credentialing

This survey is designed to gather feedback on the advisory panel's recommendations regarding the proposed credential requirements for Career Technical Education Teachers (CTE).

The panel met from March-August 2007. The panel has recommended new credential requirements and drafted new program standards for the preparation of CTE teachers.

The Commission has heard a number of reports from the advisory panel since November 2007.

You can find all the agenda items on the CTE web page www.ctc.ca.gov click on "Program Sponsor" and "Career Technical Education".

2. Demographics

1. Please identify your affiliation(s)

K-12 school organization (School district or county office)

Institution of Higher Education

Other

If other, please explain:

2. Please identify your experience(s) with CTE teachers

I am a CTE teacher

I am an employer of CTE teachers

I direct/coordinate/teach in a CTE teacher preparation program

Other

If other, please describe:

3. CTE Credential Requirements Survey

This survey is to gather feedback on the proposed changes in the credential requirements for CTE teachers. In the case of each proposed change, the current credential requirement is stated, the proposed credential requirement and the question is "Should this change take place?"

1. Currently the preliminary CTE credential is valid for 5 years.

Should the valid period of the preliminary credential be changed from 5 years to 3 years?

Yes

No

Comments:

2. Currently an approved preparation program or an employer can recommend an individual for a preliminary CTE credential.

Should preliminary credential recommendations be initiated only by the approved preparation program sponsor?

Yes

No

Comments:

3. Currently 5 years of work experience are required in one field to qualify an individual for a preliminary CTE credential.
Should the years of work experience required for the credential be changed from 5 years to 3 years?

Yes No

Comments:

4. Should recent work experience be changed from 1 year in the last 3 years to 1 year in the last 5 years or 2 years in the last 10 years?

Yes No

Comments:

5. Currently, advanced industry certification does not count toward the work experience requirement.

Should advanced industry certifications be allowed to count for up to 1 year of work experience, including recent experience?

Yes No

Comments:

6. Should the two-level preparation program of 180 hours be changed to a one-level program of 135 hours (including SDAIE)?

Yes No

Comments:

7. Currently the U.S. Constitution requirement is a preliminary credential requirement. This may prevent some individuals from becoming a CTE teacher.

Should the U.S. Constitution requirement be moved from the preliminary credential to the clear credential?

Yes No

Comments:

8. Currently a CTE teacher must complete an advanced preparation program to earn the Clear Full-time credential.

Should advanced preparation be changed to include options such as four terms of documented successful teaching, or completing an induction (BTSA) program, or Nation Board Certification?

Yes No

Comments:

4. Thank you for your feedback!