

Standards of Quality and Effectiveness for Career/Technical Education Teachers



A Handbook for Educator Preparation Programs

October 2008
(Revised May 29, 2009—See Preconditions)

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Section I

General Introduction

Introduction

In 1993 the Commission adopted the first standards for vocational education teacher preparation pursuant to advisory panel recommendations. These standards defined a two-level program of preparation to be completed over a five year period. In 2005 the State Board of Education adopted the first Career Technical Education (CTE) Standards for K-12 students. The Commission is responsible for insuring that teacher preparation standards are aligned with K-12 standards for students. This required the review and update of the CTE requirements and standards to align with the State Board-adopted Model Curriculum Career Technical Education Standards (2005). In February 2007, the Commission announced the establishment of the Career Technical Education Advisory Panel to recommend changes that would increase teacher supply, streamline credential requirements, and improve the quality of preparation to teach California students. The Panel was charged to:

1. Review vocational education credential requirements to determine if they are appropriate to meet the need for teachers in today's K-12 schools. Recommend new or modified requirements where necessary.
2. Review credential types and authorizations for alignment to the adopted 2005 California Career Technical Education Standards and the current instructional needs for K-12 vocational education teachers. Recommend changes to the current types and authorizations consistent with these.
3. Review and update vocational education teacher preparation program standards to be consistent with California statutes and current research-based best practices for teachers. Recommend updated standards and program requirements to the Commission.

The panel completed the revision of credential requirements and program standards in the fall of 2007 and field surveyed their recommendations in the spring of 2008. All standards were found to be somewhat important, important, or essential by more than 75% of the respondents. On August 7, 2008, the Commission approved the Designated Subjects Career Technical Education Standards.

Senate Bill 52 (Chap. 520, Stats. 2007)

On October 12, 2007, SB 52 (Scott) was signed into law. Because the bill was an urgency bill, its provisions became effective immediately.

The law did the following:

- Changed the name of the credential to the Designated Subjects Career Technical Education (CTE) Teaching Credential.
- Required the Commission to establish a list of authorized subjects for the CTE credential by September 30, 2007, that reflects the 15 industry sectors identified in the California career technical education model curriculum standards adopted by State Board of Education.
- Deleted the requirement that candidates for the CTE credential pass the state's basic skill test.

- Deleted the option for the Commission to test a candidate for the CTE credential in the subject to be taught.
- Required that programs of personalized preparation be consistent with full-time or part-time service.
- Required the Commission to convene an advisory committee to review credential requirements and make recommendations for consolidating requirements for full-time and part-time service with a focus on streamlining the credential structure without increasing the requirements for part-time service.
- Required the Commission to make recommendations to the Legislature on the minimum requirements for the credential by April 1, 2008.

The Certification Division issued an announcement to change the name of the credential and the sector authorization beginning October 1, 2007. The 15 sectors applicable to career technical education for public schools are identified in the California CTE Model Curriculum Standards (<http://www.cde.ca.gov/be/st/ss/index.asp>). The balance of the legislation was addressed by the panel.

Senate Bill 1104 (Chap. 576, Stats. 2008)

In September 2008, Senate Bill 1104 (Chap. 576, Stats. 2008) was signed into law which provided that the preliminary career technical education credential is valid for 3 years with revised requirements to receive the preliminary credential as follows:

1. Three years of experience in the subject named on the credential
2. Possession of a high school diploma or equivalency
3. Satisfaction of teacher fitness (fingerprint clearance)
4. Minimum experience to teach the class assigned by the employer

The requirements for the clear credential were also modified by SB 1104, and the Commission will release a coded correspondence later in October 2008. Effective January 1, 2009, the Commission will begin to issue credentials under these new requirements. Candidates may enroll in a current CTE preparation program until August 1, 2010, or in a new approved program at any time.

The Career Technical Education Advisory Panel

The Commission directed staff in December 2006 to convene a panel of individuals with knowledge and expertise specific to CTE programs to review the *Standards of Program Quality and Effectiveness, Factors to Consider, and Preconditions of Programs of Personalized Preparing for Designated Subjects Vocational Education Teaching Credentials* and to modify them, as appropriate, for career/technical education instructional settings. In January of 2007, the Commission solicited the field for applications and panel members were appointed by the Executive Director. As with all Commission work groups, the Commission worked to ensure a diverse representation of experts in the field, including expertise in teaching English learners, special education, and career technical education. A panel of nineteen members was selected, including representatives from the following stakeholder groups: California Teachers Association (CTA), California Federation of Teachers (CFT), California County Superintendents Educational Services Association (CCSESA), California School Boards Association (CSBA),

and Association of California Site Administrators (ACSA). In addition, the CSU and UC systems and the California Department of Education were invited to appoint liaisons to the panel.

The Commission on Teacher Credentialing (CTC) is indebted to all of the education professionals who served on the CTE Advisory Panel for the successful development of new standards for preparing Career Technical Education Teachers. CTC believes strongly that the standards in this handbook will improve the teaching and learning for students in California's public schools.

Implementation Plan for the Designated Subjects CTE Credential Program Standards

Subsequent to approval of the new CTE Standards, Commission staff began the implementation process which would take place over two years. The major activities and dates for the standards implementation are outlined in the chart below.

Activity	Date
Adoption of the proposed standards by the Commission	August 2008
Release of an Program Sponsor Alert 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	October 2008
CTE Program Standards Handbook posted to CTC web site	October 2008
Program planning and revision activities; document preparation begins	October 2008 and ongoing
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	January 2009 and ongoing
Programs under old standards may no longer accept new candidates	August 1, 2010 or the date that the new program is approved
Programs that have not been approved under the new CTE (2008) Standards are no longer approved teacher preparation programs	September 1, 2013

This Handbook presents the standards that program sponsors will be expected to meet for program approval. The Commission will accept program submissions on a continual basis beginning October 2008.

Section II

Preconditions for All Professional Preparation Programs

The following Preconditions apply to all professional preparation programs. All institutions applying for initial institutional approval or continuing accreditation of their educator preparation programs must respond to the following 10 Preconditions.

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
 - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b)*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n)*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational

Skills Test prior to assuming intern teaching responsibilities. *Reference: Education Code Section 44252 (b)*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

Candidate Qualifications. The standard requires that Multiple and Single Subject Credential (Program Standard 17) candidates must pass the CBEST prior to daily student teaching.

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d)*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.

Preconditions for the Designated Subjects Career Technical Education Teaching Credentials

The following Preconditions apply to all institutions applying to the Commission for approval to offer Designated Subjects Career Technical Education Teaching Credentials. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

- (11) To be granted preliminary approval or continued approval by the Commission as a program of personalized preparation, the program must be developed, submitted and implemented by an LEA. An LEA, as it applies to Designated Subjects Career Technical Education Teaching Credentials means any of the following categories of agencies:
- a. A California public school or consortium of school districts;
 - b. A California county superintendent of schools office;
 - c. A California regional occupational program or center;
 - d. A California State Agency;
 - e. A Commission-approved teacher preparation institution.

Source: California Administrative Code, Title 5, Education, Section 80034(c)

- (12) a. A LEA desiring to develop a program of personalized preparation for the designated subjects career technical education teaching credential shall file with the Commission on Teacher Credentialing an application for approval, signed by the Chief Administrative Officer of the agency or agencies constituting the LEA. This application shall include a complete description of how the program will meet each standard of program quality and effectiveness with a particular focus upon how the LEA proposes to assure that candidates will acquire the competencies, skills and knowledge required.
- b. The Commission will approve programs after the review of the application, when such application reflects that the program submitted by the LEA meets the requirements. Programs will be monitored by the Commission to determine if the requirements are being met. *Source: California Administrative Code, Title 5, Education, Section 80040*
- (13) To be granted preliminary approval by the Commission as a program of personalized preparation, the program proposal must:
- demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, and
 - include assurances that 1 the LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and 2 that the LEA will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*
- (14) To be granted continued approval by the Commission as a program of personalized preparation, the LEA must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission. *Source: Commission adopted policy*

Standards of Quality and Effectiveness for Programs Leading to a Certificate of Completion of Staff Development for Career Technical Education Teachers

Definitions of Standards

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers.

Standards

Standards are statements of program quality that must be fulfilled for initial or continued approval of educator preparation by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of educator preparation and authorization. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard. Experts in the area of the educator preparation will review proposals.

These standards are written in two parts. The first category of standards addresses issues of program design, governance, and quality. The second category of standards addresses preparation to teach all students in California schools. The second category of standards includes statements of candidate competence also divided two parts: Initial Preparation and Advanced Preparation. Initial Preparation is begun as soon as the Preliminary Credential is issued based on a teaching assignment. Advanced Preparation is one of the options for obtaining the Clear Credential. Other options for Advanced Preparation include documented successful teaching and advanced professional development for teachers. Program sponsors may offer only the Initial Preparation Program or the Initial and the Advanced Preparation Programs. An individual must complete initial and advanced preparation (or one of the options) to earn the clear credential.

The standards include several statements that must be addressed for the standard to be met. The program standards specify “what” the program must do. In your response, the institution must explain “how” it will meet the standards. In writing to these standards, it is important to distinguish between the instruction the program provides and what candidates can demonstrate as a result of the instruction. Program Planning Prompts follow each program standard to clarify the nature of the standard and to help programs think about how to address the standard. Candidate outcomes follow each of the candidate competence standards. Programs must describe how each of these outcomes is taught to candidates and assessed.

All claims made about meeting the standards should be accompanied by evidence. Evidence that would help program reviewers understand the structure and quality of the program include program documents such as advising forms, announcements, and web pages. Evidence that would help program reviewers understand candidate competence include course syllabi, assignments, and assessments. It is important to be specific about the evidence and to provide descriptions of it in narrative responses to the standards.

Common Standards (Adopted June 2007)

The Common Standards must be met by all Commission approved teacher preparation programs. If other programs at an institution have already been approved for the Common Standards, new programs may reference those approved standards and submit any exclusive information regarding the Common Standards for their program.

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor

provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Standard 5: Admissions

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Standard 8: Program Sponsor, District and University Field Experience Supervisors

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

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 coursework 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 7-12 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 7-12 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 (Appendix D)?
- 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 with 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, 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 Programs 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 or its documented equivalent. The advanced preparation 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 the 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 a 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 for effectiveness and appropriateness, including student self-assessments.
- 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.

Section III Submission Guidelines

The following are instructions for institutions submitting documents for approval of Career Technical Education Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers. Please contact CTC staff if you have questions prior to submitting a program document for review and approval.

Responding to Standards

In preparing responses to all of the standards, program proposals should provide sufficient information about how the program intends to structure and deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a candidate will experience as he or she progresses through the program, including depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standards, completeness of the response, and quality of the supporting evidence.

Prospective program sponsors must respond to the Commission's Common Standards and Categories A and B of the CTE Program Standards. If the program will only offer Initial Preparation, then the *Advanced Preparation* statements for Standards 8-16 do not need to be addressed. If a program sponsor is planning to offer both the Initial and Advanced Preparation, then both sections of the Category B Standards must be addressed. The Program Planning Prompts, found with Standards 1-7 are provided to assist programs in thinking about the full range of issues that those standards require a program to address. The Planning Prompts do not need to be responded to, but a complete response will have information related to each of the prompts.

The written text should be organized in the same format as the standard itself. Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation. ***Responses that do not address all components of each standard will be considered incomplete. Program Planning Prompts should be used to ensure that all parts of the standard have been fully addressed.***

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments

- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

Responses to the standards must:

- be tabbed/labeled to help guide the reviewers,
- have numbered pages, and
- include supporting evidence after each response or be organized into appendices. Evidence should be cross-referenced in the response, and tabbed with course numbers for easy access by reviewers.

Timeline for Implementation

Current teacher preparation programs for Career Technical Education Teachers may continue to be offered to eligible candidates as the new programs are being implemented and submitted for review and approval. No new candidates may be admitted to old programs after August 1, 2010. Candidates completing old programs must do so no later than August 31, 2013. New programs may be submitted for approval at any time. No candidates may be admitted to old programs after new programs are approved. Candidates enrolled in old programs may transition to new programs, provided that they complete all of the new program requirements. Equivalent preparation components may be recognized by the program sponsor as they would be for any other program.

Review and Approval of Career Technical Education Preparation Programs

Standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by trained professionals with expertise in the relevant area of educator preparation. Once the review team determines that a proposed program meets all of the standards, the Commission's staff recommends the program for approval.

If the review team determines that the program does not meet all of the standards, a report of the document review will be given to the institution with an explanation of the team's findings. Specific reasons for the team's decisions will be provided. Representatives of the institution can obtain additional information about the report and assistance with program revisions and resubmission from the Commission's staff. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for reconsideration.

Representatives of an institution may consult directly with the Commission's professional staff regarding programs that are in preparation or under review. The staff will respond to all inquiries expeditiously and knowledgeably, acting as liaison between the review teams and the program sponsors. Representatives of sponsoring programs are restricted from direct association with the review teams for their programs.

If the review team determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission’s professional staff.

An example of how the process works and estimated time needed to complete all steps follows on the next page.

Activity	Timeline*
Institutions submit documents	
Commission staff logs documents into database for tracking	7-10 days
Review panel convened	Within 8 weeks of receipt
Feedback submitted to institution	1-2 weeks after first review
Review and revision work completed at institution Re-submission returned	TBD at institution
Second review by reading panel	Within 4 weeks of receipt
Feedback submitted to institution	1-2 weeks after second review
Programs notified of approval upon the decision via e-mail, then more formally by letter.	After second review (approximately 9 weeks after the re-submission is received).
Programs may begin implementation	Immediately upon notification of proposal approval.
Institution must mail back to the Commission a CD Rom with the final approved program and syllabi. No other evidence is required in this approved document.	The CD Rom of the program, including all revisions accepted by the reviewers, should be submitted to the Commission before the approval of the program.

*The entire process can take 3-5 months or more depending on the length of time a sponsor takes to review the feedback and submit additional information. The timeline is also dependent on the availability of expert reviewers. All programs sponsors submitting documents for review are urged to volunteer to participate in the review process.

Transmittal Instructions

Sponsoring agencies should send the Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s). The Sponsoring Organization Transmittal Cover Sheet is included at the end of this handbook.

The program contact identified on the Transmittal Cover Sheet will be informed electronically when the proposal has been received and at key points throughout the review process. Program sponsors are strongly urged to consult the CTC website at www.ctc.ca.gov for updates relating to requirements for Career Technical Education authorizations and certification.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Response to each standard

Each proposal must include:

- Evidence to support narrative responses to each standard

Sponsoring agencies are required to submit **two printed, notebook copies** of their proposal(s), **and one unbound copy** for review. In addition, **one electronic copy of the proposal text** (including supporting evidence where possible) should be submitted. This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process may involve secure web-based comment.

All of the above are to be sent to:

**Commission on Teacher Credentialing
Professional Services Division: CTE Programs
1900 Capitol Avenue
Sacramento, CA 95811-4213**

Packaging a Submission for Shipment to the Commission

Please do not:

- Use foam peanuts as packaging material
- Overstuff the binders. Use two binders if necessary of no more than 3 inches each .
- Overstuff the boxes in which the binders are packed, as these may break open during shipment.

ATTACHMENT A

Senate Bill 52

BILL NUMBER: SB 52 CHAPTERED
BILL TEXT

CHAPTER 520
FILED WITH SECRETARY OF STATE OCTOBER 12, 2007
APPROVED BY GOVERNOR OCTOBER 12, 2007
PASSED THE SENATE SEPTEMBER 5, 2007
PASSED THE ASSEMBLY AUGUST 27, 2007
AMENDED IN ASSEMBLY JULY 5, 2007
AMENDED IN SENATE APRIL 17, 2007
AMENDED IN SENATE APRIL 9, 2007

INTRODUCED BY Senator Scott
(Coauthor: Senator Romero)

JANUARY 8, 2007

An act to amend Sections 44260 and 44260.1 of, to add Section 44260.9 to, the Education Code, relating to teacher credentialing, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

SB 52, Scott. Teacher credentialing: designated subjects: career technical education.

Existing law requires the Commission on Teacher Credentialing to establish standards for the issuance and renewal of credentials, certificates, and permits, including the designated subjects vocational education teaching credentials. The minimum requirements for the designated subjects preliminary vocational education teaching credential and minimum requirements for the 5-year renewal of that credential are established.

This bill would change the name of that credential to the designated subjects preliminary career technical education teaching credential. The passage of a specified basic skills examination would be deleted from the minimum requirements for the designated subjects preliminary career technical education teaching credential. The authority of the commission to require a subject examination as part of the minimum requirements also would be deleted. The bill would require the commission to establish a list of authorized subjects for the designated subjects preliminary and professional clear career technical education teaching credential and would require the list to reflect the 15 industry sectors identified in the California career technical education model curriculum standards adopted by the State Board of Education. The commission would be required to implement the authorized subjects list by September 30, 2007. The commission would be required to convene an advisory committee to review credential requirements for designated subjects career technical education teaching credentials and make recommendations for consolidating requirements for full-time and part-time service. By April 1, 2008, the commission would be required to make

recommendations to the Legislature on the minimum requirements for designated subjects career technical education teaching credentials.

This bill would declare that it is to take effect immediately as an urgency statute.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44260 of the Education Code is amended to read:

44260. The minimum requirements for the designated subjects preliminary career technical education teaching credential shall be all of the following:

(a) Five years or the equivalent of adequate, successful, and recent experience in, or experience and education in, the subject named on the credential.

(b) Possession of a high school diploma or the passage of an equivalency examination as designated by the commission.

(c) Completion of two semester units or passage of an examination on the principles and provisions of the United States Constitution, as specified in Section 44335.

SEC. 2. Section 44260.1 of the Education Code is amended to read:

44260.1. The minimum requirements for the five-year renewal of the preliminary designated subjects career technical education teaching credential shall be all of the following:

(a) A valid designated subjects preliminary career technical education teaching credential.

(b) Two years of successful teaching, or the equivalent, as authorized by the designated subjects preliminary career technical education teaching credential.

(c) Completion of a program of personalized preparation as approved by the commission. It is the intent of the Legislature that the program of personalized preparation be consistent with whether the credential holder performs full-time or part-time service.

(d) Completion of a program of study in health education, including, but not limited to, an emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and of the use of tobacco.

SEC. 3. Section 44260.9 is added to the Education Code, to read:

44260.9. (a) The commission shall establish a list of authorized subjects for the designated subjects preliminary career technical education teaching credential issued pursuant to Section 44260. The list shall reflect the 15 industry sectors identified in the California career technical education model curriculum standards adopted by the state board. The commission also shall ensure that each designated subjects professional clear credential issued is consistent with the list of authorized subjects used for the preliminary credential. The commission shall implement the authorized subjects list by September 30, 2007.

(b) (1) The commission shall convene an advisory committee to review credential requirements for designated subjects career technical education teaching credentials and make recommendations for consolidating requirements for full-time and part-time service. It is the intent of the Legislature that the commission focus on streamlining the credential structure by identifying the essential skills needed for successful career technical instruction.

(2) By April 1, 2008, the commission shall make recommendations to the Legislature on the minimum requirements for designated subjects career technical education teaching credentials.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of

Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to increase as quickly as possible the number of persons who possess a career technical education teaching credential that is consistent with the industry sectors identified in the model curriculum standards, it is necessary that this act take effect immediately.

Senate Bill 1104

BILL NUMBER: SB 1104 CHAPTERED
BILL TEXT

CHAPTER 576
FILED WITH SECRETARY OF STATE SEPTEMBER 29, 2008
APPROVED BY GOVERNOR SEPTEMBER 29, 2008
PASSED THE SENATE AUGUST 7, 2008
PASSED THE ASSEMBLY JULY 15, 2008
AMENDED IN ASSEMBLY MAY 20, 2008
AMENDED IN SENATE MARCH 13, 2008

INTRODUCED BY Senator Scott

JANUARY 15, 2008

An act to amend Sections 44260, 44260.1, and 44260.8 of, and to repeal Section 44253 of, the Education Code, relating to teacher credentials.

LEGISLATIVE COUNSEL'S DIGEST

SB 1104, Scott. Teacher credentialing.

(1) Existing law authorizes the Commission on Teacher Credentialing to issue a 2-year preliminary designated subjects teaching credential upon the completion by an applicant of certain specified requirements. This bill would repeal that authority.

(2) Existing law specifies the requirements for a designated subjects preliminary career technical education teaching credential and for a 5-year renewal of that preliminary credential. This bill instead would provide that the preliminary credential is valid for a period of 3 years, revise the requirements to receive the credential, and rename it the 3-year preliminary designated subjects career technical education teaching credential. The bill also would revise the renewal requirements and instead apply those requirements to the receipt of a 5-year clear designated subjects career technical education teaching credential. The holder of either a preliminary or clear designated subjects career technical education credential would be required to satisfy the minimum experience requirements established by the local educational agency for each course the credential holder is assigned to teach.

(3) Existing law specifies the requirements to receive a clear designated subjects teaching credential for vocational education or adult education. This bill instead would rename that teaching credential the clear designated subjects adult education teaching credential and make it applicable only to adult education.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44253 of the Education Code is repealed.

SEC. 2. Section 44260 of the Education Code is amended to read: 44260. The minimum requirements for the three-year preliminary designated subjects career technical education teaching credential shall be all of the following:

(a) Three years or the equivalent of adequate, successful, and recent experience in, or experience and education in, the subject named on the credential.

(b) Possession of a high school diploma or the passage of an equivalency examination as designated by the commission.

(c) Satisfaction of the requirements for teacher fitness pursuant to Sections 44339, 44340, and 44341.

(d) Notwithstanding subdivision (a), the holder of a credential described in this section shall satisfy the minimum experience requirements established by the local educational agency for each course he or she is assigned to teach.

SEC. 3. Section 44260.1 of the Education Code is amended to read: 44260.1. The minimum requirements for the five-year clear designated subjects career technical education teaching credential shall be all of the following:

(a) A valid three-year preliminary designated subjects career technical education teaching credential.

(b) Two years of successful teaching, or the equivalent, as authorized by the designated subjects preliminary career technical education teaching credential.

(c) Completion of a program of personalized preparation as approved by the commission. It is the intent of the Legislature that the program of personalized preparation be consistent with whether the credential holder performs full-time or part-time service.

(d) The study of health education as specified in subparagraph (A) of paragraph (4) of subdivision (c) of Section 44259.

(e) Completion of two semester units or passage of an examination on the principles and provisions of the United States Constitution, as specified in Section 44335.

(f) The study of computer-based technology, including the uses of technology in educational settings.

(g) Notwithstanding subdivision (b), the holder of a credential described in this section shall satisfy the minimum experience requirements established by the local educational agency for each course he or she is assigned to teach.

SEC. 4. Section 44260.8 of the Education Code is amended to read: 44260.8.

(a) The minimum requirements for the clear designated subjects adult education teaching credential shall include the study of health education as specified in subparagraph (A) of paragraph (4) of subdivision (c) of Section 44259.

(b) The minimum requirements for the clear designated subjects adult education teaching credential shall include study of computer-based technology, including the uses of technology in educational settings.

ATTACHMENT B

15 Industry Sectors

This chart is intended to be a guide. Some of the subjects, such as “Drafting,” can be applied to more than one Industry Sector. Approved CTE teacher preparation programs are encouraged to examine the work experience of the individual applying for a credential and determine which Industry Sector best applies. Assignments should be considered in the same way. The most important consideration is the background and the expertise of the individual.

Industry Sector	Specific Subjects	
Agriculture and Natural Resources	<ul style="list-style-type: none"> • Agriculture business management and marketing • Agriculture mechanics • Animal care • Animal control • Animal production 	<ul style="list-style-type: none"> • Crop production • Floriculture and floristry • Forestry, natural resources and rural recreation • Landscaping • Ornamental nursery operation
Arts, Media, and Entertainment	<ul style="list-style-type: none"> • Commercial art • Commercial photography • Journalism occupations • Multimedia production 	<ul style="list-style-type: none"> • Performing arts occupations • Stage technology • Theatrical occupations
Building Trades and Construction	<ul style="list-style-type: none"> • Boat building • Carpentry • Concrete placing and finishing • Construction equipment operation • Construction inspection • Drafting occupations • Drywall installation • Electrician • Fire sprinkler installation • Floor covering installation • Foundry work • Furniture making, finishing and refinishing • General contracting • Glazing • Hazardous materials occupations • Heating, air conditioning, and ventilation installation and service • Lathing 	<ul style="list-style-type: none"> • Masonry • Millwork and cabinet making • Painting-construction • Pipefitting and steam fitting • Plastering • Plumbing • Refrigeration installation and maintenance • Residential and commercial repair and remodeling • Roofing • Sheet metal fabrication • Structural and reinforcement ironwork • Structural pest control • Tile setting • Upholstering • Welding
Education, Child Development, and Family	<ul style="list-style-type: none"> • Child care • Elderly care services (non-medical) 	<ul style="list-style-type: none"> • Family and human service occupations • Interpreter for the deaf • Teaching/teacher aide

Industry Sector	Specific Subjects	
Services		
Energy and Utilities	<ul style="list-style-type: none"> • Control system maintenance and repair • Electrical power distribution • Electrician • Electronic consumer products service • Electronics assembly • Energy, environment and resource management 	<ul style="list-style-type: none"> • Hybrid microelectronics • Hydroelectric plant operations • Industrial electronics • Marine power plant maintenance and repair • Robotics • Water treatment
Engineering and Design	<ul style="list-style-type: none"> • Drafting occupations • Engineering occupations 	<ul style="list-style-type: none"> • Robotics • Surveying
Fashion and Interior Design	<ul style="list-style-type: none"> • Clothing, alteration and repair • Fabric maintenance services • Fashion design • Fashion manufacturing (factory and custom) • Fashion merchandising 	<ul style="list-style-type: none"> • Interior design • Jewelry design, fabrication, and repair • Textile design • Textile production and fabrication • Upholstering
Finance and Business	<ul style="list-style-type: none"> • Accounting occupations • Banking • Business management • Financial management and services • Income tax preparation • Insurance occupations 	<ul style="list-style-type: none"> • Legal office occupations • Office occupations • Personnel administration occupations • Secretarial/stenography occupations • Small business ownership and/or management
Health Science and Medical Technology	<ul style="list-style-type: none"> • Athletic trainer • Biomedical equipment technology • Dental services • Health care biotechnology services • Health care diagnostic services • Health care information services 	<ul style="list-style-type: none"> • Health care preventive services • Health care supportive services • Medical office services • Nursing services • Optical goods work • Therapeutic services
Hospitality, Tourism, and Recreation	<ul style="list-style-type: none"> • Amusement and theme park occupations • Commercial diving • Custodial services • Customer service representative • Dietetics and nutrition service • Event and conference planning 	<ul style="list-style-type: none"> • Food and beverage production and preparation • Food and beverage services • Hotel and lodging occupations • Interior maintenance (residential and commercial) • Pool and spa service • Recreation
Information Technology	<ul style="list-style-type: none"> • Communications electronics • Computer applications • Computer electronics • Computer maintenance and repair • Computer programming 	<ul style="list-style-type: none"> • Computer software operation • Computer systems operation • Information processing • Information systems management • Telecommunications
Manufacturing and Product	<ul style="list-style-type: none"> • Computer-assisted manufacturing • Drafting occupations 	<ul style="list-style-type: none"> • Plastics and composites manufacturing occupations

Industry Sector	Specific Subjects	
Development	<ul style="list-style-type: none"> • Electronic publishing • Industrial ceramics manufacturing • Instrument repair • Machine tool operation and machine shop • Major appliance repair • Metal fabrication • Office machine repair 	<ul style="list-style-type: none"> • Printing and graphics occupations • Product development, testing and demonstration • Robotics • Small appliance repair • Technical illustration • Tool and die making • Waterfront manufacturing
Marketing, Sales, and Service	<ul style="list-style-type: none"> • International trade • Marketing • Real estate 	<ul style="list-style-type: none"> • Retail occupations • Small business ownership and/or management
Public Service	<ul style="list-style-type: none"> • Barbering • Cosmetology • Court reporting • Fire control and safety • Fire fighting • Law enforcement occupations 	<ul style="list-style-type: none"> • Legal office occupations • Locksmith and safe repair • Manicures and pedicures • Motor sweeper operator • Protective and security services • Shoe repair
Transportation	<ul style="list-style-type: none"> • Airframe and power plant mechanics • Automobile detailing • Automotive body repair and refinishing • Automotive brake installation and repair • Automotive electrical systems service and repair • Automotive heating and air-conditioning service • Automotive mechanics • Automotive parts counterperson • Automotive suspension and steering repair • Automotive transmission and transaxle service and repair 	<ul style="list-style-type: none"> • Avionics • Bicycle repair • Diesel equipment mechanics • Electric motor repair • Engine performance technician • Heavy equipment maintenance and repair • Industrial maintenance • Motorcycle service and repair • Railroad operations • Small engine service and repair • Tow truck operation • Transportation occupations, travel services • Truck and bus driving • Warehousing

ATTACHMENT C

Teaching Performance Expectations

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

Teaching Agriculture in a Single Subject Assignment

Candidates for a Single subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single Subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, Single Subject candidates guide, monitor and encourage students during hands-on laboratory investigations, experiments and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching Art in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

Candidates for a Single Subject Credential in Art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, Art Single Subject Candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply

what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

Teaching Business in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Business demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to, customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and then ethical use of information technology in business situations.

Candidates instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. They utilize a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

Teaching Health Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Health Science (Grades 7-12). Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal,

family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

Teaching Home Economics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CFS. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job-training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

Teaching Industrial and Technology Education in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Industrial and Technology Education (ITE) demonstrate the ability to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide to students, problems, exercises, and projects that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They will prepare students to use all types of tools safely, correctly, and effectively.

Additionally, Industrial and Technology Education Single Subject candidates prepare students to understand the connections and interactions between technology and all aspects of society. The students will gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Candidates will provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning as well as provide a foundation for making ITE-related career choices.

Teaching Language Other Than English in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Languages Other Than English demonstrate the ability to teach the state-adopted academic content standards as outlined in the Foreign Language Framework for California Public Schools. First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and enhancement of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they have the knowledge of using technology to support and enhance their instruction.

Teaching Music in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and have facility in transposition. Candidates model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and

evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms and rubrics.

Teaching Physical Education in a Single Subject Assignment

Candidates for the Single Subject Teaching Credential in Physical Education demonstrate the ability to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction between information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom

assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during

lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.



enthusiasm, and they respond **appropriately to students who are testing limits and students who alternatively assume and reject responsibility.**

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as

para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They

are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.



ATTACHMENT D

Career Technical Education Preparation Program Program Sponsor Transmittal Cover Sheet

Date Submitted:

Program Sponsor:

Address:

Name of Program
(if applicable):

Contact Person:

Title:

Phone:

Fax:

Email:

Submit the Program Proposal and this Transmittal Page to

**Professional Services Division
Career Technical Education Teacher Preparation Program
1900 Capitol Ave
Sacramento, CA 95811**