PROGRAM SPONSOR ALERT

DATE:	**NUMBER:**
03/26/2025	25-04

SUBJECT: CLARIFICATION ON CAREER TECHNICAL EDUCATION PROGRAM STANDARDS

Summary:
The purpose of this PSA is to provide clarity to aspects of the Career Technical Education (CTE) teacher credentialing program standards.

Key Provisions:

1: The Program of Advanced Personalized Preparation

The first area of clarification focuses on the options for candidates to earn their clear CTE credential. The changes to CTE credentialing requirements adopted by the Commission in 2008 reconfigured the former two-tier preparation for CTE candidates and replaced it with a single comprehensive and integrated program of preparation. In addition to coursework and supervision requirements, [Title 5 Section 80034.2(b)(3)](#) sets forth the requirements for the clear CTE credential:

> (3) Completion of **one of the following:** (emphasis added)
> (A) two years of successful teaching on the basis of the preliminary career technical education teaching credential in the industry sector(s) listed; **or**
> (B) completion of a Commission-approved program of advanced personalized preparation.

While the most common route to satisfying this requirement is by teaching on the CTE preliminary credential for two years (Option A), the program of advanced personalized preparation (option B) may be pursued by candidates who do not teach for two years on the preliminary CTE credential. There are a variety of reasons a candidate may not teach while holding the preliminary CTE credential. For instance, a Single Subject mathematics teacher who is earning the CTE credential may have continued to teach mathematics and not been assigned to teach in a CTE classroom. Another example is someone working full time in their industry

sector and interested in becoming a CTE teacher who chooses to start the coursework and stay in their industry position until they have secured a teaching position.

CTE programs are not required to offer a program of advanced personalized preparation (advanced preparation). Program sponsors may choose to offer the advanced program, if they would like to make this option available to their candidates. Program sponsors may also choose to include the advanced preparation in their programs for all CTE candidates; there is no prohibition against this.

In order to offer the advanced preparation, program sponsors must verify during accreditation activities that coursework addresses each part of the advanced preparation program standards. These can be found in the CTE handbook under Category II, Standards 8k-8l, 9m-9p, 10h-10i, 11f-11i, 12k-12m, 13g-13h, 16j.

But again, CTE credential candidates may clear their credential by completing either option A or option B above; candidates are not required to complete both option A and option B and programs are not required to offer advanced preparation.

Prospective CTE program sponsors will indicate whether they offer an advanced preparation pathway by responding to the Category II program standards during the initial program review process. Current program sponsors offering advanced preparation will respond to the Category II program standards in their program review submissions in year 5 of the accreditation cycle. Program sponsors offering advanced preparation will also provide all relevant materials in preparation for and during the institution's accreditation site visit. Programs that do not offer the advanced program pathway are encouraged, but not required, to develop a process for referring interested candidates to other programs that do offer the pathway.

2: Reorganization of Program Planning Prompts to the Appendix of the CTE standards handbook
In November 2023, Commission staff reorganized the CTE standards handbook, moving the program plannings prompts from the Category I Program Standards section (page 2) to Appendix A (page 12). Movement of these prompts was deemed necessary to provide clarity to program personnel and site visit review team members about the purpose of these prompts. Over the past decade, the Commission has phased out the use of program planning prompts within credential program standards documents. The inclusion of program planning prompts caused unnecessary confusion about the role of the prompts, raised questions that were sometimes outside of the specific scope of the standards, caused unnecessary workload for institutions and reviewers, and were inconsistently applied during accreditation. Moving the prompts to the Appendix clarifies their appropriate role as that of useful questions for programs to consider as they design and implement their programs.

The following statement about the prompts was added to the November 2023 CTE handbook revision, in alignment with Commission guidance from 2008 when the new standards were passed:

"Related program planning prompts for Standards 1-7 are included in Appendix A. The program planning prompts are included in order to clarify the nature of the standard and to help programs think about how to address the standard."

This statement is a clarification to CTE program review and site visit team members that the program planning prompts do not need to be addressed specifically by CTE programs in the program review submission and will not be reviewed for accreditation purposes. Programs must address the language of the program standard and may use the prompts as they see fit.

3: Requirements for Mentoring and Supervision of CTE Candidates

In alignment with the language of Program Standard 4 (below), the CTE teacher credentialing program sponsor must collaborate with the employer of the CTE teacher in their preparation program to select a supervisor and or/support teacher to establish a system of support and supervision. In addition, consistent with the language in Standard 5 (below), this system of support and supervision must be in place for the CTE teacher _throughout_ the period they are teaching on their preliminary CTE credential, and they must be guided, assisted, and evaluated in relation to the Category II standards through supervision and support.

Programs have discretion on how to create and ensure implementation of the required system of support and supervision for each CTE teacher candidate in their credential program. Programs should verify and document that the system of support and supervision is consistently taking place for each CTE teacher candidate in their credential program throughout the period of time the candidate is serving on their preliminary credential. In addition, the program must be able to provide a rationale for the structure of the system of support and supervision that is in place and how it leads to the best preparation for their CTE teacher 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

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

Sources:
[Title 5 Section 80034.2(b)(3)](#)
[CTE program standards handbook](#)

Contact Information:
Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).