



Career Technical Education Program Standards

Commission on Teacher Credentialing

**Standards Adopted
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This handbook is available at: [CTE Handbook](#)

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Preconditions

[Preconditions](#) are requirements for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance. The basis for a precondition is either statute, regulations, or Commission policy. Preconditions are reviewed prior to 1) initial institutional approval, 2) initial program approval and 3) years 1 and 4 during the seven year accreditation cycle.

Common Standards

The [Common Standards](#) deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

The Common Standards Glossary may be consulted for definitions of any of the terms found in *italics* in the Common 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 course work or 135 hours of approved professional preparation through a local education agency. The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of teacher education. The program is aligned to the state-adopted 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(a) Develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.
- 8(b) Provide instruction in the development of manipulative skills in a school environment.
- 8(c) Teach students how to use the most current and appropriate technology to perform the skills needed for the career area.
- 8(d) Balance the focus of instruction between technical information, concepts, principles, and applications.
- 8(e) Motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.
- 8(f) Promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.
- 8(g) Organize, coordinate, and use a program advisory committee to maintain curricular currency.
- 8(h) Integrate critical thinking skills and problem solving abilities into curriculum.
- 8(i) Develop, maintain, and nurture partnerships for work-based learning activities.
- 8(j) 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(k) 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(l) 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(a) Integrate instruction of related academic skills into their courses.
- 9(b) 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(c) Differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.
- 9(d) Pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.
- 9(e) Actively engage students with strategies, activities, and materials that are based on different learning theories (e.g., constructivist, socio-cultural, transformational).
- 9(f) Use instructional strategies appropriate to students of varying abilities in small and large group instruction.
- 9(g) Allocate instructional time to maximize student achievement.
- 9(h) Model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
- 9(i) Apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).
- 9(j) Provide individualized instruction when needed for student success.
- 9(k) Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.
- 9(l) 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(m) Use explanations, demonstrations and class activities that serve to illustrate concepts, principles, investigative methods, experimentation and application appropriate to the occupational area.
- 9(n) Use reflection and feedback to formulate and prioritize goals for increasing candidates' subject matter knowledge and teaching effectiveness.

- 9(o) Improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.
- 9(p) 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(a) Determine students' prior knowledge and skills in the subject(s)/occupation.
- 10(b) Monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.
- 10(c) Develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.
- 10(d) Evaluate the effectiveness of instruction based on student assessment data.
- 10(e) Keep accurate records of student achievement.
- 10(f) Provide specific and timely feedback on achievement to students, families, and school administration.
- 10(g) 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(h) Evaluate assessment practices for effectiveness and appropriateness, including student self-assessments.
- 10(i) 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(a) Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
- 11(b) Perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.
- 11(c) Use computer applications to manage records and communicate through printed media.
- 11(d) Interact with students using electronic communication and a variety of computer-based collaborative tools.
- 11(e) 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(f) Use electronic research tools and assess the authenticity, reliability, and possible bias of the data gathered.
- 11(g) Fluently use technology to access and evaluate information, analyze and solve problems, and communicate.
- 11(h) Integrate technology into curriculum-based lessons for all students to help them acquire information literacy and problem solving skills.
- 11(i) 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(a) Design and provide a safe, positive instructional environment conducive to learning.
- 12(b) Maintain good housekeeping practices and records of the classroom and laboratory.
- 12(c) Develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.
- 12(d) Demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.
- 12(e) Manage a class budget, including selection and ordering of supplies and materials.

- 12(f) Communicate clear performance, learning, and behavior expectations to students, parents and school administration.
- 12(g) Establish procedures for routine tasks and manage transitions.
- 12(h) Encourage responsible and independent work habits in students.
- 12(i) Appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.
- 12(j) 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(k) Create and maintain an effective classroom environment that promotes student achievement.
- 12(l) Take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.
- 12(m) 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(a) Describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.
- 13(b) Demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.
- 13(c) Describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.
- 13(d) Identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
- 13(e) Demonstrate the ability to establish, supervise and advise career technical student leadership organizations.
- 13(f) 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(g) Devise a professional growth plan in at least one content area of focus, based on the teaching assignment, developmental needs, and prior preparation.
- 13(h) 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(a) Act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.
- 14(b) Develop and maintain student competency and attendance records.
- 14(c) Identify and report suspected cases of child abuse, neglect, or sexual harassment.
- 14(d) Carry out laws and district guidelines for reporting discrimination.
- 14(e) 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(a) Select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.
- 15(b) Use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.

- 15(c) Employ strategies, techniques and materials that are free of bias and foster learning among EL students.
- 15(d) Exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.
- 15(e) Encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
- 15(f) Plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
- 15(g) 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(a) Describe and provide examples of the major categories of disabilities.
- 16(b) Describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.
- 16(c) 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(d) Describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.
- 16(e) Select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.
- 16(f) Plan and deliver instruction that provides special needs students with access to CTE curriculum.
- 16(g) Promote social integration for students with special needs in the CTE classroom.
- 16(h) Engage students with diverse needs in all classroom activities.
- 16(i) 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(j) 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.