**[Institution]**

**[Street Address]  
[City, St Zip code**

**Designated Subjects Career/Technical Teach Credential  
Educator Preparation Program**

**Presented**

**[Date]**

**By:**

**[List faculty who contributed to document]**

**[Name]  
[Title]**

**[Name]  
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**[Name]  
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[Title]**

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# **[**Institution]

Mission, Vision Statement, Philosophy, Pledge, & Code of Ethics

## Mission

[Place mission statement here.]

## Vision

[Place vision statement here if applicable.]

## Philosophy

[Place philosophy statement here.]

## Pledge

[Place pledge here if applicable.]

## Code of Ethics

[Place code of ethics here if applicable.]

## [Type of Credential Program]

### Introduction

[One-paragraph introduction}

### Course Sequencing

[Describe course sequencing]

### Program Outline

[Describe program outline.]

Thank you,

[Inistution] Faculty

### 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 post baccalaureate 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. | [Describe how you meet each General Precondition in this column.] |
| (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)* | [Describe how you meet each General Precondition Established by State Law in this column.] |
| (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 Candidates Apply for Admission.* Persons residing outside of California when candidates 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 [Name of Specific Credential Program]

Use this if applicable to your credential.

*The following Preconditions apply to all institutions applying to the Commission for approval to offer [Name of Credential] Credentials. Institutions must respond to the 10 General preconditions as well as the additional preconditions.*

|  |  |
| --- | --- |
| [List preconditions for your specific credential here. Add more rows if required.] | [Describe preconditions for your specific credential here.] |
|  |  |
|  |  |
|  |  |

### **Common Standards**

(Adopted November 2008)

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** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| **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. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | [Describe how you meet the Common Standards here] |
| **Standard 2: Unit and Program Assessment and Evaluation**  The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes. |  |
| **Standard 3: Resources**  The institution provides the unit with the necessary budget, qualified personnel, adequate 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 and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs. |  |
| **Standard 4: Faculty and Instructional Personnel**  Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective. |  |
| **Standard 5: Admission**  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 pre-professional experiences and 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. |  |
| **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 each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains 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 Experience and Clinical Practice**  The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based 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 P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. |  |
| **Standard 8: District-Employed Supervisors**  District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. |  |
| **Standard 9: Assessment of Candidate Competence**  Candidates preparing to serve as 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. |  |

## [Name of Credential] Credential Educator Preparation Program

### Category I: Program Design, Governance, and Qualities

#### Standard I: Program Design and Rationale

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| The program of teacher preparation for the CTE 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. | [Describe how you meet each standard here] |
| The program consists of 9 semester (13.5 quarter) units of approved program course work or 135 hours of approved professional preparation through a local education agency. |  |
| The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of teacher education. |  |
| The program is aligned to the state-adopted K-12 CTE curriculum standards and framework and bases CTE teachers’ competence on California’s Teaching Performance Expectations (TPEs). |  |

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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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. |  |

#### Standard 3: Early Orientation

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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. |  |

#### Standard 4: Collaboration with Local Educators

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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: Initial Teacher Support and Advisement

| Standard | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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. |  |

#### Standard 6: Determination of CTE Teacher Competence

| Standard | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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. |  |

#### Standard 7: Advanced Programs of Preparation

| Standard | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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. |  |

### Category II: Preparation to Teach Curriculum to All Students In California Schools

#### Standard 8: Curriculum

| Standard | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| Program coursework includescurriculum 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  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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| **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

| **Standard** | **Narrative Addressing Standard—hyperlink to supporting documentation** |
| --- | --- |
| 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. |  |

## Evidence and Artifacts

### **Appendix A: Course Syllabi**

**[Include syllabus from all courses in curriculum. A standard format is preferred.]**

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### Appendix B: Textbook Table of Contents

**[Provide a copy of the Table of Contents for each textbook here. Permission from copyright holder is recommended.]**

### Appendix C: Faculty Career Synopses and Curriculum Vitae

**[Include a curriculum vita from each faculty member here.]**

### Appendix D: Advisory Committee Agenda and Minutes

[Include advisory committee agendas and minutes if applicable to your program. Include a list of members, their title, and their function if not stated in the minutes.]

### Appendix E: Letter of Agreement and Memorandum of Understanding

[Include copies of letters-of-agreement and memorandums of understanding here.]

### Appendix F:

[Include other relevant evidence or artifacts such as evaluation tools, rubrics, examples of student work, or portfolios, assessment data, annual reports, etc that you feel are applicable the review of your program.]