



## Career Technical Education (CTE) Program Standards

Initial Preparation Program				
<b>8</b>	a. Candidates demonstrate how to develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.	<b>9</b>	a. Candidates demonstrate how to integrate instruction of related academic skills into their courses.	g. Candidates demonstrate how to allocate instructional time to maximize student achievement.
	b. Candidates demonstrate how to provide instruction in the development of manipulative skills in a school environment.		b. Candidates 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.	h. Candidates model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.
	c. Candidates are able to teach students how to use the most current and appropriate technology to perform the skills needed for the career area.		c. Candidates demonstrate how to differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.	i. Candidates demonstrate how to apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).
	d. Candidates demonstrate how to balance the focus of instruction between technical information, concepts, principles, and applications.		d. Candidates demonstrate how to pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.	j. Candidates provide individualized instruction when needed for student success.
	e. Candidates motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.		e. Candidates know how to actively engage students with strategies, activities, and materials that are based on different learning theories (e.g., constructivist, socio-cultural, transformational).	k. Candidates deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.
	f. Candidates promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.		f. Candidates demonstrate the use of instructional strategies appropriate to students of varying abilities in small and large group instruction.	l. Candidates demonstrate how to 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.
<b>8</b>	g. Candidates demonstrate how to organize, coordinate, and use a program advisory committee to maintain curricular currency.	<b>10</b>	a. Candidates know how to determine students' prior knowledge and skills in the subject(s)/occupation.	e. Candidates know how to keep accurate records of student achievement.
	h. Candidates integrate critical thinking skills and problem solving abilities into curriculum.		b. Candidates demonstrate how to monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.	f. Candidates demonstrate how to provide specific and timely feedback on achievement to students, families, and school administration.
	i. Candidates develop, maintain, and nurture partnerships for work-based learning activities.		c. Candidates develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.	g. Candidates integrate assessment data into a plan for self-improvement.
	j. Candidates relate child labor laws to classroom assignments and job placements.		d. Candidates can evaluate the effectiveness of instruction based on student assessment data.	



1 1	a. Candidates use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.	c. Candidates use computer applications to manage records and communicate through printed media.	e. Candidates convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.
	b. Candidates perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.		
1 2	a. Candidates design and provide a safe, positive instructional environment conducive to learning.	1 3	d. Candidates are able to identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.
	b. Candidates maintain good housekeeping practices and records of the classroom and laboratory.		e. Candidates demonstrate the ability to establish, supervise and advise career technical student leadership organizations.
	c. Candidates develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.		f. Candidates are able to assist students with identifying career pathway options and associated workplace skills.
	d. Candidates demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.	1 4	d. Candidates carry out laws and district guidelines for reporting discrimination.
	e. Candidates demonstrate how to manage a class budget, including selection and ordering of supplies and materials.		e. Candidates implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.
	f. Candidates communicate clear performance, learning, and behavior expectations to students, parents and school administration.		
	g. Candidates establish procedures for routine tasks and manage transitions.	1 5	e. Candidates encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.
	h. Candidates encourage responsible and independent work habits in students.		f. Candidates demonstrate how to plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).
	i. Candidates appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.		g. Candidates demonstrate how to communicate effectively with parents and families.
	j. Candidates assess and monitor safe and appropriate workplace environments for students.		
	a. Candidates are able to describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.		
	b. Candidates demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.		
	c. Candidates are able to describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.		
	a. Candidates act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.		
	b. Candidates understand how to develop and maintain student competency and attendance records.		
	c. Candidates demonstrate how to identify and report suspected cases of child abuse, neglect, or sexual harassment.		
	a. Candidates demonstrate how to select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.		
	b. Candidates use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.		
	c. Candidates employ strategies, techniques and materials that are free of bias and foster learning among EL students.		
	d. Candidates exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.		



<b>1 6</b>	a. Candidates are able to describe and provide examples of the major categories of disabilities.	d. Candidates are able to describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.	g. Candidates promote social integration for students with special needs in the CTE classroom.
	b. Candidates are able to describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.	e. Candidates are able to select and use appropriate instructional materials, assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the CTE classroom.	h. Candidates demonstrate how to engage students with diverse needs in all classroom activities.
	c. Candidates are able to describe the teacher's role and responsibilities in the Individual Education Program/Individual Transition Plan (IEP/ITP) process for all students as appropriate, including: identification, referral, assessment, IEP/ITP planning and meeting, implementation, and evaluation.	f. Candidates are able to plan and deliver instruction that provides special needs students with access to CTE curriculum.	i. Candidates are able to 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			
8	k. Candidates demonstrate how to 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.	9	m. Candidates use explanations, demonstrations and class activities that serve to illustrate concepts, principles, investigative methods, experimentation and application appropriate to the occupational area.
	l. Candidates demonstrate how to design lessons to help all students maximize their performance with respect to the student academic content standards.		n. Candidates use reflection and feedback to formulate and prioritize goals for increasing candidates' subject matter knowledge and teaching effectiveness.
10	h. Candidates are able to evaluate assessment practices for effectiveness and appropriateness, including student self-assessments.	11	f. Candidates use electronic research tools and assess the authenticity, reliability, and possible bias of the data gathered.
	i. Candidates demonstrate how to collect and interpret assessment data relative to the student achievement of the content standards, including data for English learners.		g. Candidates fluently use technology to access and evaluate information, analyze and solve problems, and communicate.
12	k. Candidates demonstrate how to create and maintain an effective classroom environment that promotes student achievement.	l.	l. Candidates take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.
13	g. Candidates devise a professional growth plan in at least one content area of focus, based on the teaching assignment, developmental needs, and prior preparation.	16	j. Candidates 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.
	h. Candidates articulate and sequence instruction with their colleagues at and across grade levels and subject matter.		
			o. Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.
			p. Candidates 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.
			h. Candidates integrate technology into curriculum-based lessons for all students to help them acquire information literacy and problem solving skills.
			i. Candidates use assessment of student information literacy and problem solving skills to adapt subsequent lessons.
			m. Candidates understand and implement the school's crisis response plan.