

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

CAREER AND TECHNICAL EDUCATION STANDARDS



Standard I: Knowledge of Students

Accomplished teachers have a rich, holistic understanding of who their students are as learners and individuals. They value their students' various learning styles and stages of development, and they create learning environments that differentiate instruction to meet the diverse needs of all students.

Standard II: Responding to Diversity

Accomplished teachers create learning environments characterized by fairness, equity, and a respect for diversity. They use inclusive teaching practices and advocate to ensure that all students receive a quality career and technical education.

Standard III: Knowledge of Content

Accomplished teachers utilize their technical and professional knowledge as well as their interdisciplinary and pedagogical skills to develop curricular objectives, design instruction, promote student learning, and facilitate student success within industry.

Standard IV: Learning Environments and Instructional Practices

Accomplished teachers design contextualized learning environments that foster critical thinking, creativity, leadership, teamwork, and communication skills while preparing students for postsecondary education and careers.

Standard V: Assessment

Accomplished teachers design and implement a variety of valid and reliable assessments that allow students to provide an authentic demonstration of their knowledge and skills and help them establish goals to guide their technical and professional development.

Standard VI: Postsecondary Readiness

Accomplished teachers facilitate career exploration and promote the acquisition of knowledge and skills so students can make informed career decisions that match their interests and aptitudes with the needs, expectations, and requirements of industry.

Standard VII: Program Design and Management

Accomplished teachers design and promote quality programs aligned with industry demands. They manage materials and resources to enrich their programs and sustain meaningful educational experiences for their students.

Standard VIII: Partnerships and Collaborations

Accomplished teachers collaborate with family, education, industry, and community partners to create challenging real-world opportunities and support networks that help students plan, develop, and achieve their career goals.

Standard IX: Leadership in the Profession

Accomplished teachers collaborate with stakeholders within their schools and communities to improve instruction, promote student learning, and advocate for their fields of expertise in education and related industries.

Standard X: Reflective Practice

Accomplished teachers reflect analytically throughout the instructional process, using multifaceted feedback to increase the efficacy of their teaching, strengthen its impact on student development, and model the significance of life-long learning.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Integration of General Education with Career and Technical Education
- II. Employability Skills
- III. Work-Based Learning

Component 2: Differentiation in Instruction

-Select two assessments related to a career and technical education specialty area, drawn from different points in time and differing from one another in structure or form, that demonstrate your ability to tie assessment to learning goals.

-Select and submit the responses of two students to each of these assessments.

-Show how you use the results of assessments to evaluate students' understanding and skills, to inform your teaching, and to differentiate instruction for students.

- Submit a Written Commentary in which you describe, analyze, and evaluate the student work and reflect on your teaching practice.

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students. For CTE, the group may be a whole class or a group of students with whom you work and who share similar characteristics.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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