Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	Fresno County Superintendent of Schools	Program	DESIGNATED SUBJECTS - CTE
Date of Review	December 2023		

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but responses <u>must</u> include links to evidence that address the issue identified by the reviewers.

Posting the Addendum
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response to the items below; responses need only be added to your institution's accreditation website.

Standards Found to be Preliminarily Aligned	2-6

<u>General Comments:</u>

The standards matrix is lacking specific evidence of activity where standards are Introduced, Practiced, or Assessed across multiple standards. In addition, direct links to where a standard is specifically Introduced, Practiced or Assessed are required for evidence of meeting a standard. CTE Teach Training Pacing Guide Overviews (Year 1 and Year 2) and Course Outlines (CTE 100 and 101) do not provide specific evidence of practice, therefore, consider linking specific activities and completion rubrics to the pacing guides and syllabi. A portfolio rubric may also be helpful to reviewers in providing evidence of competency. Samples of completed tasks will be helpful for reviewers during your site visit.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	Career Technical Education	
Standard 1: Program Design and Rationale	Provide specific evidence of how "the program is aligned to the state-adopted 7-12	

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	CTE curriculum standards and framework", such as specific activities.	The Career Technical Education (CTE) Teaching Credential Program is intentionally designed to prepare educators to teach California's diverse student population. The program consists of **180 hours of approved professional preparation** delivered through a local education agency and follows a purposeful, developmentally sequenced structure that integrates theory, practice, and reflective professional growth. The program is grounded in a clearly articulated rationale with a strong theoretical and practical foundation. Coursework and fieldwork experiences are systematically aligned to the **California State-Adopted Grades 7–12 Career Technical Education Curriculum Standards and Framework,** ensuring candidates understand how to design instruction that meets state expectations while addressing real-world industry needs. Throughout the program, teacher competence is explicitly based on **California's Teaching Performance Expectations (TPEs),** which guide instructional planning, delivery, assessment, and professional reflection. Standards and framework alignment are embedded across program sequences beginning with the structure and purpose of the CTE standards and framework during the **Early Orientation Course Outline**, establishing a foundation for standards-based instruction and pathway development. This is further reinforced in the **CTE 100 Course Outline** and **CTE 101 Course Outline**, where candidates analyze state-adopted CTE standards to inform curriculum design, instructional strategies, and assessment practices.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Within CTE 100, candidates engage in focused modules that directly connect instructional practice to state standards and teacher expectations. **Module 2 CTE 100-standards** and **Module 3 CTE 100-standards alignment** require that candidates examine the CTE Curriculum Standards and Framework and apply them to lesson planning, unit design, and pathway coherence. Concurrently, **Module 1 CTE 100 TPEs** (Teaching Performance Expectations) ensures instructional decisions are aligned with state expectations for teacher effectiveness, equity, and active student engagement. The program emphasizes practical application of standards through observation, feedback, and reflective growth. Candidates are evaluated using an **Observation/Feedback form (TPEs)** aligned to TPEs and ongoing professional reflection using the **Candidate Growth Goals and Form.** Collectively, these program components provide clear evidence of alignment to California's Grades 7–12 CTE Curriculum Standards and Framework. Through structured coursework, standards-based analysis, supervised practice, and reflective evaluation, the program prepares CTE teachers to develop rigorous, relevant, and equitable instruction that meets state expectations and prepares students for post-secondary education and the workforce.
Standard 7: Advanced Programs of Preparation	Additional evidence required for Advanced Standards in Category II- Standards 8, 9, 10, 11, 13, 16	**CTC Alert** **The Advanced Program is not offered.** Standard 7 is an advanced program standard and thus, it is not offered.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 8: Curriculum	Additional evidence required on how candidates relate child labor laws to classroom assignments and job placements.	**Standard 8j** **Lesson Slides: Child Labor and CTE** Lesson slides introduce and practice knowledge of child labor and CTE courses. **Assessment: Child Labor Laws and Job Placement** Candidates demonstrate knowledge of Child Labor laws related to class assignments and job placement with a rubric and teacher sample.
Standard 9: Learning and Instruction	Additional evidence required on how candidates demonstrate how to pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.	**Standard 9d** **Lesson Slides: Assessment Process** Excerpts Lesson Slides: Introducing effective assessment strategies and feedback from Early Orientation Course. **Formative Assessment and Adjust Instruction Active Practice** In Early Orientation course, candidates practice applying formative assessment that informs how to adjust instruction. **Slides: Effective Lessons** Excerpts of Lesson Slides from CTE 100 Foundations course, showing candidates about instructional pacing and engaging guided practice. **Lesson Slides: Assessment Feedback Strategies** Lesson slides from CTE 100 Foundations Course on monitoring student progress to provide assessment feedback to students. **Practice Feedback Strategies of Student Reflection and Revision** Excerpt of candidate's practice assignment from CTE 101 to examine student work when planning Project/Unit Benchmark Checkpoints & Student Feedback to adjust instruction and pacing. **Assessment of Unit/Project Assessment Strategies**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Candidates develop uses of assessment strategies for long term projects/units with highlighted scoring rubric, template, and teacher sample. **Assessment: Pacing Strategies and Adjust Instruction** Candidates self-evaluate their own instruction while focusing on engaging assessment strategies. Highlighted rubric and teacher sample included. **Portfolio Assessment, Year One, Artifact 8** Candidates create a whole project/unit plan based on a scenario and summative assessment performance task, lesson plans, and self-evaluations with specific reflections. **Portfolio Assessment, Year Two, Artifact 2** Portfolio artifact focused on developing instructional strategies with scoring rubric and teacher sample of strategies.
Standard 10: Assessing Student Learning	Additional evidence required on how candidates know how to determine students' prior knowledge and skills in the subject(s)/occupation.	**Standard 10a** **Student Prior Knowledge and Lesson Hook** Candidates' assigned assessment to develop a lesson hook based on students' prior knowledge to spark curiosity and determine appropriate instructional level, including a highlighted rubric, template, and teacher sample. **Assessment of Prior Knowledge for Projects/Units** Candidates are assessed on ideas for assessing students' prior knowledge of skills and knowledge Prior Knowledge along with a scoring rubric and teacher sample. **Portfolio Assessment, Year One, Artifact 4 (Lesson Project)**
	Additional evidence required on how candidates develop and use formal and	**Standard 10c** **Assessment: Develop Teacher-Made Assessment Instruments**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.	Candidates practice developing ideas for teacher-made assessments that effectively determine skill/knowledge mastery with a scoring rubric and teacher sample. **Lesson Slides: Formative and Summative Assessments** Lesson introducing Formative v. Summative Assessments and how to effectively use them. **Categorize Formative v. Summative Assessments** Candidates demonstrate knowledge of assessment types and their uses and applications. **Creating Effective Assessment of Student Mastery** Candidates create an effective assessment for a planned lesson supporting lesson's key objective(s) with rubric and teacher sample. **Performance Task Assessments for Projects/Units** Applying best practice of the assessment process for Projects/Units with rubric and teacher sample. **Develop Student Portfolio Components as Evidence of Mastery** Using Portfolios to determine mastery of skills with rubric and teacher sample. **Portfolio Assessment, Year One, Artifact 8** Candidates create a whole project/unit plan based on a scenario and summative assessment performance task, lesson plans, and self-evaluations with specific reflections.
	Additional evidence required on how candidates know how to keep accurate records of student achievement.	**Standard 10e** **Developing Effective Ways to Keep Accurate Student Records** Candidates demonstrate knowledge of how effective grading practices support accurate student achievement records **Ideas for Accurate Student Records of Achievement**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Candidates clarify key considerations for keeping accurate student records to provide appropriate feedback to shareholders.
		Assessment: Effective Grading Practices Student Achievement Records Candidates reflect on effective and authentic grading practices to keep accurate records of student achievement. Rubric and teacher sample included.
		Portfolio Assessment, Year Two, Artifact 3 (Course Syllabus) Candidates develop a course syllabus clarifying procedures and policies. Rubric and teacher sample included.
	Additional evidence required on how candidates demonstrate how to provide specific and timely feedback on achievement to students, families, and school administration.	**Standard 10f** **Lesson Slides Providing Effective Feedback** Lesson slides showing ideas on how to provide achievement feedback to stakeholders
		Assessment on Providing Feedback of Student Achievement Candidates clarify effective strategies for providing student achievement to students, families, and administration. Includes scoring rubric and teacher sample.
		Assessment Analysis of Parent Communication Candidates clarify how to effectively use email communication with parents on student achievement, including a rubric and teacher work-sample.
		Develop Effective Parent Communication and Feedback Candidates demonstrate timely and specific student achievement information to parents. Includes rubric and teacher work sample.
		Portfolio Assessment, Year Two, Artifact 2 Portfolio artifact with scoring rubric and teacher sample of strategies.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 11: Using Education Technology in the Classroom	Additional evidence required on how candidates use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.	**Standard 11a** **Lesson Slides on Effective Learning with Technology** Candidates use the TPaCK process and criteria to develop effective lessons with technology **Candidate Assessment on Established Criteria** Candidates apply the TPaCK process for developing effective lessons with technology, including a rubric, and teacher work sample. **Lesson Slides on Technology for Effective Learning** Enhancing student learning and lesson design with available education technology. **Assessment on Enhancing Student Learning with Embedded Technology** Candidates research and report on effective uses of educational technology to enhance lesson design and student learning. Includes rubric and teacher work sample. **Portfolio Assessment, Year Two, Artifact 4** Candidates submit a portfolio artifact for effectively using technology to enhance instruction and learning. Scoring rubric and teacher sample is included.
	Additional evidence required on how candidates perform basic operations of computer hardware and software and implement basic troubleshooting techniques for computer systems and related peripheral devices.	**11b Standard** **Lesson Slides on Using Technology in the Classroom** Lessons introducing technology, basic operations, and troubleshooting **Assessment on Computer Operations and Troubleshooting** Candidate assessment on basic computer operations and troubleshooting techniques.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	Additional evidence required on how candidates use computer applications to manage records and communicate through printed media.	**Standard 11c** **Lesson Slides: Managing Records and Communications** Introduce computer applications to manage records and communicate with stakeholders. **Assessment: Computer Applications and Communication** Candidates take an online assessment to demonstrate knowledge and skill in managing records.
	Additional evidence required on how the program conveys issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.	**Standard 11e** **Lesson Slides: Introduce Computer Policies** Lesson information on ethics and policy on computer use in the classroom. **Assessment: Computer Use and Policies** Candidates take an online assessment demonstrating knowledge on computer use and appropriate policies. **Assessment: Syllabus Computer Use and Policies** Candidates develop a course syllabus highlighting the school's computer policies and expectations of computer use.
Standard 12: Classroom and Laboratory Management	It is unclear how Classroom and Laboratory Management topics are discussed and demonstrated. Provide clarification. Need additional evidence of demonstration of candidates' abilities to: ● 12(a) Design and provide a safe, positive instructional environment conducive to learning.	**Standard 12a** **Assessment: Class Management Topics and Strategies** Candidates clarify ideas and strategies that enhance classroom management to improve learning. Rubric and teacher sample included. **Lesson Slides: Class Management Techniques and Strategies** Lesson slides provide effective techniques and strategies for developing a coherent and collaborative classroom.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Assessment: Demonstrating Class Management Candidates provide effective ideas and strategies for developing a safe and positive environment that is conducive to learning. Rubric and teacher sample included. **Assessment: Equitable Student Engagement** Candidates explain and clarify ideas for providing instruction that encourages equitable student engagement to enhance learning. Rubric and teacher sample included. **Portfolio Assessment Year One, Artifact 1** Candidates demonstrate setting up a safe, supportive, and collaborative learning environment. Included is a rubric and teacher sample. **Portfolio Assessment, Year Two, Artifact 7** Candidates demonstrate unit/project planning, integration of academics, technical, and industry-related skills in a real-world scenario. A scoring rubric and teacher sample is included.
	● 12(b) Maintain good housekeeping practices and records of the classroom and laboratory.	**Standard 12b** **Lesson Slides: Maintaining Records and Good House Keeping** Instructional slides introducing best practices for maintaining records. **Assessment: Maintaining Accurate Records** Candidates take an online assessment demonstrating knowledge in maintaining records. **Assessment: Best Practices for Students Records and Evaluation** Candidates clarify specific practices. Scoring rubric and teacher sample included. **Standard 12c** **Lesson Slides on Preventative Maintenance**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 12(c) Develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.	Candidates watch instructional videos on preventative maintenance and equipment replacement. **Assessment of Equipment Maintenance** Candidates take an online assessment to demonstrate knowledge of a plan for preventative maintenance, etc. **Standard 12d** **Lesson Slides on Safe and Legal Practices**
	● 12(d) Demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.	Instructional slides introduce appropriate attitudes and how to operate classrooms safely and legally. **Assessment on Safe and Legal Practices** Assessment of Safe and Legal Practices in the school/workplace, including a rubric and teacher sample. **Standard 12e** **Lesson Slides on Budgeting and Funding**
	● 12(e) Manage a class budget, including selection and ordering of supplies and materials.	Introduction to understanding funding to develop an effective class budget. **Assessment on Managing a Class Budget** Candidates follow funding models to develop and manage their classroom budget with a rubric and teacher sample. **Standard 12f** **Lesson Slides Introducing Class Expectations During First Days of School**
	● 12(f) Communicate clear performance, learning, and behavior expectations to students, parents and school administration.	Candidates learn specific ideas and strategies for clarifying performance, learning, and behavior expectations to students. **Lesson Slides Introducing Developing a Course Syllabus** Introduction on rationale for course syllabus and how to develop clear communication for students, parents, and administrators.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Assessment of Course Syllabus Development Candidates develop a thorough and clear course syllabus, highlighting clear performance, learning, and behavior expectations. Includes a scoring rubric and teacher sample. **Assessment of Course Outline for Learning and Performance** Candidates develop an expanded course outline, highlighting performance and learning expectations. Includes a scoring rubric, template, and teacher sample. **Assessment for Active Communication to Students and Parents** Candidates create a parent email clarifying communication platform for both parents and students. Includes a scoring rubric and teacher sample. **Portfolio Assessment, Year One. Artifact 1** Candidates demonstrate setting up a safe, supportive, and collaborative learning environment. Included is a rubric and teacher sample. **Portfolio Assessment, Year Two, Artifact 3** Candidates review their course syllabus with behavior and work expectations and make revisions and enhancements to submit as a portfolio artifact.
	● 12(g) Establish procedures for routine tasks and manage transitions.	**Standard 12g** **Lesson Slides: Class Routines** Candidates are introduced to class routines that help manage transitions. **Assessment on Class Routines and Transitions** Candidates clarify specific ideas with a rubric and teacher sample. **Lesson Slides for Class Routines**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 12(h) Encourage responsible and independent work habits in students.	Introduce candidates to effective class routines and transitions during the "First Days of School"

Assessment for Class Routines
Candidates consider "First Days of School" to begin developing thoughtful class routines.

Standard 12h
Assessment for Student Work Habits
Candidates develop learning activities involving independent work habits in students through individual, partner, and small group learning activities, and includes a rubric and teacher sample.

Assessment of Performance Tasks with Embedded Work Habits
Candidates develop a summative performance task assessment and include independent work habits and attitudes, including a rubric and teacher sample.

Portfolio Assessment, Year One, Artifact 8 (Unit Project)
Candidates create a whole project/unit plan based on a scenario and summative assessment performance task, lesson plans, and self-evaluations with specific reflections. |
| | ● 12(i) Appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students. | **Standard 12i**
Sensitive Classroom Interactions and Equitable Participation
Candidates develop ideas for equitable participation and culturally responsive teaching with a scoring rubric and teacher sample.

Lesson Slides: Introduce Equitable Class Interactions |
| | ● 12(j) Assess and monitor safe and appropriate workplace environments for students. | **Standard 12j**
Safe and Appropriate Workplace Environments |

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Lesson slides introducing assessing and monitoring workplace environments for students.
		Assessment of Safety Monitoring Training and Practices
		Candidates demonstrate understanding of safety training, safe and legal practices along with assessing and monitoring practices.
	● *12(k) Create and maintain an effective classroom environment that promotes student achievement.*	**Portfolio Assessment, Year Two, Artifact 3**
		Candidates review their course syllabus and make revisions and enhancements to submit as a portfolio artifact.
	● *12(l) Take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.*	**CTC Alert**
		Advanced Program Standards, Not Offered
		12k Effective Classroom Environment
	● *12(m) Understand and implement the school's crisis response plan.*	12l Health and Safety
		12m School's Crisis Response Plan
		All advanced program standards and thus, not offered.
	Providing specific activity details and rubrics may give evidence of demonstration of 12a-m.	
Standard 13: Foundations	It is unclear how CTE Foundations topics are covered and demonstrated. Provide additional evidence of demonstration of candidates' abilities to:	
		Standard 13a
	● 13(a) Describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.	**Lesson Slides on Perspectives of CTE to Education and Society**
		Introducing candidates to how the different CTE perspectives are related to education and society.
		Assessment: Relationships of CTE Perspectives
		Candidates show their understanding of the complex relationship of various perspectives of CTE to education and society. A rubric and teacher sample included.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	• 13(b) Demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.	**Standard 13b** **Lesson Slides on Student Recruitment, Placement and Services** Introducing candidates to the student recruitment, placement, and services. **Assessment of a Strategic Retention and Recruitment Plan** Candidates develop strategic activities to retain and recruit, including a rubric, template, and teacher work sample. **Research programs and services** Assessment where candidates research how programs and services can enhance CTE course and student experiences along with a rubric and teacher sample. **Assessment of a Post Secondary Plan** Candidates develop a post-secondary plan activity where students discover how to obtain support and assistance for their goals, including a rubric, template, and teacher sample.
	• 13(c) Describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.	**Standard 13c** **Lesson Slides of CTE Structures** Introducing CTE structures from local, state, and federal agencies and how they impact CTE programs. **Assessment of CTE Structures and Their Impact** Candidates demonstrate understanding of structures, CTE program governance, CTE perspectives, and a reflection on the educator's role and student impact with a rubric and teacher sample.
	• 13(d) Identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.	**Standard 13d** **Lesson Slides for Industry Partnerships and Community Organizations** Lesson slides introducing connecting with organizations and agencies to enhance instruction and the CTE program.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 13(e) Demonstrate the ability to establish, supervise and advise career technical student leadership organizations.	**Assessment: Identifying and Coordinating Community Partnerships** Candidates embed Work Based Learning partnerships with agencies and organizations, including a highlighted rubric and teacher sample. **Assessment: Identify and Coordinate Agencies to Improve Instruction** Candidates research programs and organization to enhance instruction. **Portfolio Assessment, Year One, Artifact 5** Candidates submit a portfolio artifact demonstrating their understanding of community organizations along with a rubric and teacher sample. **Standard 13e** **Lesson Slides: CSTO** Introduction to establishing CSTOs and providing student leadership opportunities. **Assessment: Using CSTOs in Program Course** Candidates clarify and elaborate on how they will embed CSTOs and communicate it to their Advisory Board, including highlighted rubric, template, and highlighted teacher sample. **Portfolio Assessment, Year One, Artifact 5** Candidates submit an artifact demonstrating competence in using industry advisory boards, including a rubric, template, and teacher sample. **Standard 13f** **Lesson Slides in Career Study and Development**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 13(f) Assist students to identify career pathway options and associated workplace skills.	Lesson slides introducing career education and development of workplace skills **Assessment: Embedding Related Workplace Skills** Candidates use resources to explore career studies and workplace skills with a rubric and teacher sample. **CTC Alert** **The Advanced Program is not offered.** **13g and 13h are both Advanced Program Standards and thus, not offered.**
	Evidence of assignment or task was stated without specifics or rubric for: ● 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. Providing specific activity details and rubrics may give evidence of demonstration of 13a-h.	
Standard 14: Professional, Legal, and Ethical Responsibility	Please provide CTE Teach modules contents for reviewers. Provide additional evidence of 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.	**Standard 14a** **Assessment of Professional Standards and Ethical Behavior** Candidates show understanding of demonstrating ethical behavior and appropriate use of class materials and facilities. **Assessment of Appropriate use of Student Labor in CTE** Child Labor Law Assessment

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 14(b) Develop and maintain student competency and attendance records.	**Standard 14b** **Lesson Slides: Student Records** Candidates learn about maintaining student records **Assessment: Student Records** Candidates show understanding of student achievement records, good housekeeping, and maintaining competency and attendance records. Rubric and teacher sample included. **Assessment: Student Competency and Attendance Records**, Candidates show understanding of using timelines, accuracy, legal considerations, and efficiently organized student records.
	● 14(c) Identify and report suspected cases of child abuse, neglect, or sexual harassment.	**Standard 14c** **Lesson Slides Introduce Child Abuse, Neglect, or Harrassment** Slides introducing knowledge, skills, and procedures **Assessment: Child Abuse Reporting** Candidates show understanding of legal responsibility, reporting process, and ethical professionalism. Includes rubric and teacher sample.
	● 14(d) Carry out laws and district guidelines for reporting discrimination.	**Standards 14d** **Lesson Slides: Discrimination Guidelines Introduction** **Assessment: Suspected Child Abuse and Discrimination** Laws and Guidelines Assessment
	● 14(e) Implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.	**Standard 14e** **Lesson Slides: Introduce Violent Student Behavior** Introducing concepts and policies for laws and procedures in reporting student behavior. **Assessment: Inappropriate Student Behavior**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	Providing portfolio rubrics may give evidence of demonstration of 14a-d	Candidates show understanding of laws and procedures. Rubric and teacher sample included.
Standard 15: Teaching English Learners	Need evidence of: -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. 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.	**Standard 15a** **Lesson Slides to Select Modify and Use Instructional Strategies** Introduce teaching candidates on how to select, modify, and apply instructional strategies. **Lesson Slides Introducing SDAIE Strategies for EL Learners** Introduction to SDAIE Strategies for providing effective instructional support for English Language Learners. **Assessment: UDL Strategies** Candidates create learning activities for various strategies in the Universal Design for Learning model. **Assessment: Engagement Strategies** Candidates develop strategies to effectively involve and engage students learning English in the classroom. **Portfolio Assessment, Year Two, Artifact 7** Candidates demonstrate unit/project planning, integration of academics, technical, and industry-related skills in a real-world scenario. A scoring rubric and teacher sample is included.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 15(b) Use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.	**Standard 15b** **Lesson Slides based on Language Acquisition and Class Scenarios** Introduce candidates to effective strategies and materials for English learners based on language acquisition principles. **Scenario Assessment for English Learners** Candidates respond to a class scenario and offer effective strategies and materials for English learners.
	● 15(c) Employ strategies, techniques and materials that are free of bias and foster learning among EL students.	**Standard 15c** **Lesson Slides Introducing Techniques and Materials Free of Bias** Introduction of how to use strategies, techniques and materials that are free of bias for English learners. **Assessment of Offering Free of Bias and Fostering Learning Among EL Students** After lesson module, candidates also watch resource videos and respond to a writing prompt to clarify their understanding of how to provide instruction free of bias
	● 15(d) Exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.	**Standard 15d** **Lesson Slides Introducing Appreciation and Sensitivity of Cultural Heritage** Introduction to appreciation of cultural heritage and valuing individual aspirations of EL students. **Assessment of Appreciation, Cultural Heritage, and Individual Aspirations** Candidates demonstrate understanding, appreciation, and sensitivity for the cultural heritage, values, and individual aspirations of their EL students.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 15(e) Encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.	**Standard 15e** **Assessment of Promoting Students to Excel Between Language Groups** After the lesson module, candidates watch and research a variety of resource videos and respond in writing demonstrating how to encourage students to excel and promote interaction between different language groups. **Portfolio Assessment, Year One, Artifact 8 (Unit Project)** Candidates create a whole project/unit plan based on collaborative instruction and project implementation. Rubric and teacher sample included.
	● 15(f) Plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).	**Standard 15f** **Lesson Slides Introducing Instruction Based on Language Proficiency Data** Introduce candidates to effectively plan and deliver effective instruction based on language proficiency assessment data. **Assessment Clarifying Instruction Based on Language Proficiency** Candidates provide detailed examples clarifying effective oral and written instruction based on language proficiency data.
	● 15(g) Communicate effectively with parents and families. Providing workshop contents, assignment details or rubrics, and portfolio rubrics may give evidence of 15a-g	**Standard 15g** **Assessment: How to Communicate Effectively to Parents/Families** Candidates demonstrate understanding of elements for effective parent/family communication. **Assessment of Effective Ways to Communicate with Families** Candidates show an example of how to effectively communicate

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		with parents/families using a platform that can translate languages.
Standard 16: Teaching Students with Special Needs	Need evidence of: -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. include demonstration of candidates' abilities to: ● 16(a) Describe and provide examples of the major categories of disabilities.	**Standard 16a** **Lesson Slides: Major Disability Categories and Examples** Introducing candidates to the major disability categories along with examples. **Assessment: Class Profile and Supports** Candidates create a class profile highlighting students with special needs and specific strategies and supports for each type of student. **Lesson Slides: Major Disability Categories** Major Disability Categories Introduction **Assessment: Disability Categories** Candidates take an online assessment demonstrating knowledge of the major disability categories and examples. **Portfolio Assessment, Year One, Artifact 3** Candidates show understanding of various special needs engagement strategies.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	● 16(b) Describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.	**Standard 16b** **Lesson Slides Clarifying CTE Teacher's Role in State and Federal Laws** Introduction to state and federal laws pertaining to special education students and the CTE teacher's role. **Assessment: Teacher's Role** Candidates provide technical information on the specific roles of CTE teachers in state and federal laws regarding teaching 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.	**Standard 16c** **Lesson Slides Introducing the Teacher's Role** Introducing the teacher's role in different types of education plans for students with special needs. **Lesson Slides: Education Plans** Introducing candidates what they need to know about different education plans and their role in them. **Assessment: Special Needs Education Processes** Candidates demonstrate understanding of the teacher's role in the IEP/ITP Process. Rubric and teacher sample included.
	● 16(d) Describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.	**Standard 16d** **Lesson Slides: Engaging Students with Special Needs** Introduction of the different support plans for students with special needs. **Lesson Slides: SPED Law, and Legal Support Plans** Introduction to working with special needs students and the law. **Assessment: SPED Law and the Teacher's Role**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Candidates demonstrate knowledge of laws, the teacher's roles, and how to implement different support plans. Includes rubric and teaching sample.
	● 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.	**Standard 16e** **Lesson Slides: Materials, Assistive Technology and Differentiation** Introduction to Materials, Assistive Technology & Differentiation **Assessment: Select and Use Materials Assistive Technology and Differentiation** Candidates develop ideas and activities for selecting/using materials, assistive technologies, and differentiated instruction. Rubric and teacher sample included. **Assessment: Differentiated and Universal Instructional Design** Candidates show understanding of differentiated instruction along with student samples. Rubric and teacher sample included. **Portfolio Assessment, Year One, Artifact 3** Candidates show understanding of specific effective support and engagement strategies for students with special needs. Rubric and teacher sample included.
	● 16(f) Plan and deliver instruction that provides special needs students with access to CTE curriculum.	**Standard 16f** **Lesson Slides: Providing Access for Special Needs Students** Introduction to provide engaging access to students. Rubric and teacher sample included. **Assessment: Instruction for Special Needs Students** Candidates show understanding in how to provide instruction to a variety of students. **Assessment: Lesson Planning and Delivering Inclusive Instruction**

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Candidates plan a lesson with engaging strategies and activities that are applicable for students with special needs. Highlighted rubric, template, and teacher sample included.
		Assessment: Teacher Self Evaluation of Instruction for Special Needs Candidates self-evaluate their own instruction. A focus is students with special needs. A highlighted rubric, template, and teacher sample is included.
		Portfolio Assessment, Year One, Artifact 4 Candidates show inclusion of students with special needs. Rubric and teacher sample provided.
	● 16(g) Promote social integration for students with special needs in the CTE classroom.	**Standard 16g** **Assessment: Social Integration for Special Needs Students** Candidates show understanding on providing active and collaborative learning for students with special needs. Rubric and teacher sample included.
		Portfolio Assessment, Year Two, Artifact 2 Candidates assess student participation and performance and develop engagement strategies. Portfolio artifact with scoring rubric and teacher sample of strategies.
	● 16(h) Engage students with diverse needs in all classroom activities.	**Standard 16h** **Assessment: Using UDL to Engage Diverse Learners** Candidates develop ideas and activities for students with diverse needs in class activities. Rubric and teacher sample included.
		Assessment: Tiered Activities for Diverse Learners Candidates explain how to engage diverse learners in learning activities. Rubric and teacher sample included.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		Assessment: Provide Engaging Learning Candidates clarify engaging learning activities for students with diverse learning needs. Rubric and teacher sample included. **Portfolio Assessment, Year Two, Artifact 2** Candidates assess student participation and performance and develop engagement strategies. Portfolio artifact with scoring rubric and teacher sample of strategies. **Standard 16i** **Lesson Slides: Introduction to Programs for Students** Special Needs Programs/Resources Introduction **Assessment: Program and Services for Students with Special Needs** Candidates show understanding of how to incorporate programs and services for special needs students. Rubric and teacher sample included.
	● 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.	
	● 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. Providing workshop contents, assignment details or rubrics, and portfolio rubrics may give evidence of 16a-j	**CTE Alert** **The Advanced Program is not offered.** 16j is an Advanced Program Standard and thus, not offered.

Designated Subjects: Career Technical Education
Candidate Competencies Matrix Addendum

In the matrix below, indicate with an E each place where the competency/performance expectation is evidenced as being either Introduced (I), Practiced (P), and/or Assessed (A). Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY
E: Evidenced/preliminarily aligned
(Blank): More evidence needed

Updated Matrix

Candidate Competencies		I	P	A
Beginning Preparation				
8	Candidates demonstrate how to develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.	E		
	Candidates demonstrate how to provide instruction in the development of manipulative skills in a school environment.			
	Candidates are able to teach students how to use the most current and appropriate technology to perform the skills needed for the career area.	E		
	Candidates demonstrate how to balance the focus of instruction between technical information, concepts, principles, and applications.			
	Candidates motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.			
	Candidates promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.	E		
	Candidates demonstrate how to organize, coordinate, and use a program advisory committee to maintain curricular currency.			

	Candidates integrate critical thinking skills and problem solving abilities into curriculum.			
	Candidates develop, maintain, and nurture partnerships for work-based learning activities.			
	Candidates relate child labor laws to classroom assignments and job placements.			
9	Candidates demonstrate how to integrate instruction of related academic skills into their courses.			
	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.			
	Candidates demonstrate how to differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.	E		
	Candidates demonstrate how to pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.			
	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).			
	Candidates demonstrate the use of instructional strategies appropriate to students of varying abilities in small and large group instruction.	E	E	
	Candidates demonstrate how to allocate instructional time to maximize student achievement.			
	Candidates model correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.	E	E	
	Candidates demonstrate how to apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).	E	E	
	Candidates provide individualized instruction when needed for student success.			
	Candidates deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.	E	E	
	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.			
10	Candidates know how to determine students' prior knowledge and skills in the subject(s)/occupation.	E	E	
	Candidates demonstrate how to monitor progress to determine whether students are achieving the state-adopted CTE model curriculum standards.			
	Candidates develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.			
	Candidates can evaluate the effectiveness of instruction based on student assessment data.			

	Candidates know how to keep accurate records of student achievement.			
	Candidates demonstrate how to provide specific and timely feedback on achievement to students, families, and school administration.			
	Candidates integrate assessment data into a plan for self-improvement.			
11	Candidates use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.			
	Candidates perform basic operations of computer hardware and software, and implement basic troubleshooting techniques for computer systems and related peripheral devices.			
	Candidates use computer applications to manage records and communicate through printed media.			
	Candidates demonstrate how to interact with students using electronic communication and a variety of computer-based collaborative tools.			
	Candidates convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.			
12	Candidates design and provide a safe, positive instructional environment conducive to learning.			
	Candidates maintain good housekeeping practices and records of the classroom and laboratory.			
	Candidates develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.			
	Candidates demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.			
	Candidates demonstrate how to manage a class budget, including selection and ordering of supplies and materials.	E		
	Candidates communicate clear performance, learning, and behavior expectations to students, parents and school administration.			
	Candidates establish procedures for routine tasks and manage transitions.			
	Candidates encourage responsible and independent work habits in students.			
	Candidates appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.			
	Candidates assess and monitor safe and appropriate workplace environments for students.			
13	Candidates are able to describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.			

	Candidates demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.			
	Candidates are able to describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.			
	Candidates are able to identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.			
	Candidates demonstrate the ability to establish, supervise and advise career technical student leadership organizations.			
	Candidates are able to assist students with identifying career pathway options and associated workplace skills.			
14	Candidates act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.	E		
	Candidates understand how to develop and maintain student competency and attendance records.	E		
	Candidates demonstrate how to identify and report suspected cases of child abuse, neglect, or sexual harassment.	E		
	Candidates carry out laws and district guidelines for reporting discrimination.	E		
	Candidates implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.	È		
15	Candidates demonstrate how to select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.			
	Candidates use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.			
	Candidates employ strategies, techniques and materials that are free of bias and foster learning among EL students.			
	Candidates exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.			
	Candidates encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.			
	Candidates demonstrate how to plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).			
	Candidates demonstrate how to communicate effectively with parents and families.			

16	Candidates are able to describe and provide examples of the major categories of disabilities.			
	Candidates are able to describe the CTE teacher's role in state and federal laws pertaining to the education of students with special needs.			
	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.			
	Candidates are able to describe the CTE teacher's role regarding Section 504 as it pertains to the education of students with special needs.			
	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.			
	Candidates are able to plan and deliver instruction that provides special needs students with access to CTE curriculum.			
	Candidates promote social integration for students with special needs in the CTE classroom.			
	Candidates demonstrate how to engage students with diverse needs in all classroom activities.			
	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				
8	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.			
	Candidates demonstrate how to design lessons to help all students maximize their performance with respect to the student academic content standards.			
9	Candidates use explanations, demonstrations and class activities that serve to illustrate concepts, principles, investigative methods, experimentation and application appropriate to the occupational area.			
	Candidates use reflection and feedback to formulate and prioritize goals for increasing candidates' subject matter knowledge and teaching effectiveness.			
	Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.			

	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.			
10	Candidates are able to evaluate assessment practices for effectiveness and appropriateness, including student self-assessments.			
	Candidates demonstrate how to collect and interpret assessment data relative to the student achievement of the content standards, including data for English learners.			
11	Candidates use electronic research tools and assess the authenticity, reliability, and possible bias of the data gathered.			
	Candidates fluently use technology to access and evaluate information, analyze and solve problems, and communicate.			
	Candidates integrate technology into curriculum-based lessons for all students to help them acquire information literacy and problem solving skills.			
	Candidates use assessment of student information literacy and problem solving skills to adapt subsequent lessons.			
12	Candidates demonstrate how to create and maintain an effective classroom environment that promotes student achievement.			
	Candidates take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.			
	Candidates understand and implement the school's crisis response plan.			
13	Candidates devise a professional growth plan in at least one content area of focus, based on the teaching assignment, developmental needs, and prior preparation.			
	Candidates articulate and sequence instruction with their colleagues at and across grade levels and subject matter.			
16	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.			