

## Designated Subjects: Career Technical Education (CTE) Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

**NOTE:** The Designated Subjects Career Technical Education (CTE) Credential program at CSULB offers just one course towards this credential: CTED 403A: Foundations of Career Technical Education.

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
<b>Initial Preparation Program</b>		
<b>8a</b>	Candidates demonstrate how to develop outcomes-based student performance objectives within CTE standards-aligned unit and lesson plans.	
<b>8b</b>	Candidates demonstrate how to provide instruction in the development of manipulative skills in a school environment.	
<b>8c</b>	Candidates are able to teach students how to use the most current and appropriate technology to perform the skills needed for the career area.	
<b>8d</b>	Candidates demonstrate how to balance the focus of instruction between technical information, concepts, principles, and applications.	
<b>8e</b>	Candidates motivate students regarding the instructional content and its relationship to the core academic curriculum and to the workplace.	<a href="#">!</a>
<b>8f</b>	Candidates promote work habits, interpersonal skills, communication skills and attitudes necessary for success in the workplace.	
<b>8g</b>	Candidates demonstrate how to organize, coordinate, and use a program advisory committee to maintain curricular currency.	
<b>8h</b>	Candidates integrate critical thinking skills and problem-solving abilities into curriculum.	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
8i	Candidates develop, maintain, and nurture partnerships for work-based learning activities.	<a href="#">!</a>
8j	Candidates relate child labor laws to classroom assignments and job placements.	
9a	Candidates demonstrate how to integrate instruction of related academic skills into their courses.	<a href="#">!</a>
9b	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.	<a href="#">!</a>
9c	Candidates demonstrate how to differentiate instruction that takes into consideration cognitive, physical, social, and emotional characteristics of adolescent and adult learning stages.	
9d	Candidates demonstrate how to pace and adjust instruction based on student assessment, including testing, strategies such as discussion, inquiry, and examination of student work.	
9e	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).	<a href="#">P</a>
9f	Candidates demonstrate the use of instructional strategies appropriate to students of varying abilities in small and large group instruction.	
9g	Candidates demonstrate how to allocate instructional time to maximize student achievement.	
9h	Candidates models correct oral and written language and adjust the complexity of the language to the linguistic abilities of the students.	
9i	Candidates demonstrate how to apply language development strategies (oral, reading, and written), including specially designed academic instruction delivered in English (SDAIE).	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
9j	Candidates provide individualized instruction when needed for student success.	
9k	Candidates deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, safety considerations, relevant classroom materials, and assessment data.	
9l	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.	
10a	Candidates know how to determine students' prior knowledge and skills in the subject(s)/occupation.	
10b	Candidates demonstrate how to monitor progress to determine whether students are achieving the state adopted CTE model curriculum standards.	
10c	Candidates develop and use formal and informal teacher-made assessment instruments to determine mastery of skills, ideas, or topics as a result of instruction.	
10d	Candidates can evaluate the effectiveness of instruction based on student assessment data.	
10e	Candidates know how to keep accurate records of student achievement.	
10f	Candidates demonstrate how to provide specific and timely feedback on achievement to students, families, and school administration.	
10g	Candidates integrate assessment data into a plan for self-improvement.	
11a	Candidates use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.	
11b	Candidates perform basic operations of computer hardware and software and implement basic troubleshooting techniques for computer systems and related peripheral devices.	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
11c	Candidates use computer applications to manage records and communicate through printed media.	
11d	Candidates demonstrate how to interact with students using electronic communication and a variety of computer-based collaborative tools.	
11e	Candidates convey issues of ethics, copyright, privacy, security, safety, local and state policies for computer use.	
12a	Candidates design and provide a safe, positive instructional environment conducive to learning.	
12b	Candidates maintain good housekeeping practices and records of the classroom and laboratory.	
12c	Candidates develop and implement a plan for preventive maintenance of equipment or instruments and for their replacement.	
12d	Candidates demonstrate attitudes and operate classrooms consistent with safe and legal practices in the school and workplace.	
12e	Candidates demonstrate how to manage a class budget, including selection and ordering of supplies and materials.	
12f	Candidates communicate clear performance, learning, and behavior expectations to students, parents and school administration.	
12g	Candidates establish procedures for routine tasks and manage transitions.	
12h	Candidates encourage responsible and independent work habits in students.	
12i	Candidates appropriately address sensitive issues and classroom interactions to ensure equitable participation for all students.	
12j	Candidates assess and monitor safe and appropriate workplace environments for students.	
13a	Candidates are able to describe the relationship of historical, legal, social, political, ethical, and economic perspectives of CTE to education and society.	<a href="#">A</a>
13b	Candidates demonstrate an awareness of student recruitment, placement, and guidance services and the roles such services can play for students.	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
13c	Candidates are able to describe the local, state, and federal structures of career technical education and how these structures impact the CTE program.	<u>A</u>
13d	Candidates are able to identify and coordinate the use of related community organizations and agencies to improve or enhance instruction.	<u>P</u>
13e	Candidates demonstrate the ability to establish, supervise and advise career technical student leadership organizations.	
13f	Candidates are able to assist students with identifying career pathway options and associated workplace skills.	<u>A</u>
14a	Candidates act in accordance with professional standards and model ethical behaviors, including the appropriate use of student labor, school equipment, supplies, and facilities.	
14b	Candidates understand how to develop and maintain student competency and attendance records.	
14c	Candidates demonstrate how to identify, and report suspected cases of child abuse, neglect, or sexual harassment.	
14d	Candidates carry out laws and district guidelines for reporting discrimination.	<u>P</u>
14e	Candidates implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.	
15a	Candidates demonstrate how to select, modify, and use a variety of systematic instructional strategies that make content more comprehensible to English learners.	
15b	Candidates use the principles of language acquisition, teaching strategies and curriculum materials effective for English learners.	
15c	Candidates employ strategies, techniques and materials that are free of bias and foster learning among EL students.	
15d	Candidates exhibit understanding, appreciation, and sensitivity toward the cultural heritage, community values, and individual aspirations of their EL students.	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
15e	Candidates encourage students to excel and promote interaction between different language groups and actively engage students in classroom activities.	
15f	Candidates demonstrate how to plan and deliver appropriate instruction based on formal and informal language proficiency assessment data (e.g., CELDT).	
15g	Candidates demonstrate how to communicate effectively with parents and families.	
16a	Candidates are able to describe and provide examples of the major categories of disabilities.	
16b	Candidates are able to describe the CTE teacher’s role in state and federal laws pertaining to the education of students with special needs.	<a href="#">P</a>
16d	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.	
16c	Candidates are able to describe the CTE teacher’s role regarding Section 504 as it pertains to the education of students with special needs.	
16e	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.	
16f	Candidates are able to plan and deliver instruction that provides special needs students with access to CTE curriculum.	
16g	Candidates promote social integration for students with special needs in the CTE classroom.	
16h	Candidates demonstrate how to engage students with diverse needs in all classroom activities.	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
16i	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.	
<b>Advanced Preparation Program</b>		
8k	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.	
8l	Candidates demonstrate how to design lessons to help all students maximize their performance with respect to the student academic content standards.	
9m	Candidates use explanations, demonstrations and class activities that serve to illustrate concepts, principles, investigative methods, experimentation and application appropriate to the occupational area.	
9n	Candidates use reflection and feedback to formulate and prioritize goals for increasing candidates' subject matter knowledge and teaching effectiveness.	
9o	Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies.	
9p	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.	
10h	Candidates are able to evaluate assessment practices for effectiveness and appropriateness, including student self-assessments.	
10i	Candidates demonstrate how to collect and interpret assessment data relative to the student achievement of the content standards, including data for English learners.	

Standard	Candidate Competencies	CTED 403A: Foundations of CTE
<b>11f</b>	Candidates use electronic research tools and assess the authenticity, reliability, and possible bias of the data gathered.	A
<b>11g</b>	Candidates fluently use technology to access and evaluate information, analyze and solve problems, and communicate.	
<b>11h</b>	Candidates integrate technology into curriculum-based lessons for all students to help them acquire information literacy and problem-solving skills.	
<b>11i</b>	Candidates use assessment of student information literacy and problem-solving skills to adapt subsequent lessons.	
<b>12k</b>	Candidates demonstrate how to create and maintain an effective classroom environment that promotes student achievement.	
<b>12l</b>	Candidates take appropriate actions to ensure student health and safety, including work with families, caregivers, and health professionals.	
<b>12m</b>	Candidates understand and implement the school's crisis response plan.	
<b>13g</b>	Candidates devise a professional growth plan in at least one content area of focus, based on the teaching assignment, developmental needs, and prior preparation.	
<b>13h</b>	Candidates articulate and sequence instruction with their colleagues at and across grade levels and subject matter.	
<b>16j</b>	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.	