STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

Career and Technical Education Initial Teacher Role Standards (adopted July 2019)

Standard 1	
1.1 Pedagogical knowledge for career and technical education teacher candidates	
Standard criteria	**How the standard is met and assessed**
I. Programs shall assure that candidates are provided with opportunities to learn the pedagogical knowledge and skills required for effective Career and Technical Education instruction including: A. Instructional strategies B. Classroom management C. Developing and implementing curriculum frameworks D. Unit/lesson planning E. Work-based learning	● Curriculum addresses pedagogical knowledge appropriate for Career and Technical Education instruction ● Activities enable teacher candidates to develop effective strategies for diversity, special needs at all learning levels ● Activities enable teacher candidates to learn leadership and employability skills ● Assessments provide opportunities for teacher candidates to demonstrate competencies
1.2 Content knowledge for career and technical education teacher candidates	
Standard criteria	**How the standard is met and assessed**
I. Programs shall assure that candidates are provided with opportunities to learn the competencies common to all CTE programs as defined in the CTE program standards: A. CTE Dual Credit B. Safety C. Career guidance D. Student leadership E. Extended learning activities F. Working with CTE advisory committees	● Teacher candidates demonstrate a knowledge of CTE program standards using a variety of methods such as; ○ Portfolios ○ Projects ○ Assessments ○ Presentations ○ Instructor observations

G. Work based learning	
Standard 2: Knowledge and skills	
2.1 Knowledge of subject matter and curriculum goals	
Standard criteria	**How the standard is met and assessed**
I. CTE teacher candidates positively impact students learning in their CTE content area which: A. Aligns with state program standards B. Integrates with core academic skills C. Reflects the history and philosophy of CTE education	● Candidates demonstrate the ability to use state CTE program standards to design a CTE course ● Candidates demonstrate the ability to assess, integrate, and align their subject matter content with applicable GLEs and core academic skills ● Candidates demonstrate knowledge of the history and philosophy of CTE and reflect it in their teaching practices
2.2 Instructional strategies and applications	
Standard criteria	**How the standard is met and assessed**
I. CTE teacher candidates positively impact student learning that is: A. Influenced by the use of multiple instructional strategies B. Intentionally planned C. Based on a variety of standards-based assessments D. Enhanced by the use of technology	● Teacher candidates demonstrate the ability to design lessons that personalize instruction and connect content to relevant life experiences and career opportunities ● Teacher candidates demonstrate the ability to intentionally use standard based planning to prepare students for entry level employment, post secondary articulation and/or industry certification
2.3 Knowledge of learners and their development in social contexts	
Standard criteria	**How the standard is met and assessed**
I. Evidence of CTE teacher candidates practice reflect	● ●

planning, instruction, and communication that is: A. Learner centered B. Classroom and school centered C. Family, community, and workforce centered D. Globally centered	● ● Teacher candidates demonstrate the ability to create a learning community ● Teacher candidates demonstrate the ability to connect effectively families, community, and the workforce
2.4 Understanding of teaching as a profession	
Standard criteria	**How the standard is met and assessed**
I. CTE teacher candidates follow policies and demonstrate professional responsibilities to positively impact student learning by: A. Adhering to state and district policies B. Using reflective, collaborative professional growth-centered practices C. Practicing legal and ethical behavior	● Teacher candidates demonstrate knowledge of professional responsibilities and policies ● Teacher candidates demonstrate knowledge of reflective, collaborative, and professional growth centered practice ● Teacher candidates demonstrate knowledge of professional, legal, and ethical behaviors

WAC 181-77A-165

General standards for all career and technical education teacher certification based on business and industry work experience.

In addition to the career and technical education teacher role standards as published by the professional educator standards board, all candidates shall demonstrate competence in the following standards:

(1) State learning goals - The teacher is able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment.

(2) Learning environments - The teacher is able to create and sustain safe learning environments which prepare diverse students for the workplace, advanced training, and continued education.
(3) Student characteristics and related instructional strategies - The teacher is able to identify the diverse needs of students and implement programs and strategies which promote student competency development and success.
(4) Personal and professional attributes - The teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.
(5) Partnerships - The teacher implements and maintains collaborative partnerships with students, colleagues, community, business, industry, and families, which maximize resources and promote student self-sufficiency.
(6) Law - The teacher understands school law and educational policy.
(7) Issues of abuse - The educator understands issues of abuse and emotional or behavioral distress in students as described in WAC 181-79A-200.
(8) Candidates shall also demonstrate knowledge and skills in the following areas:

(a) General and specific safety;
(b) Career and technical education teaching methods;
(c) Occupational analysis;
(d) Course organization and curriculum design;
(e) Philosophy of vocational education;
(f) Personal student development and leadership techniques.