

Advance CTE Research Request

CTE Teacher Preparation Standards (Prepared for Tennessee)

Request: *We are revising our state board of education-approved standards for our CTE teacher preparation pathways, including traditional academic pathways (such as agriculture, marketing, etc.) as well as our occupational preparation programs. Do your states have standards for these programs approved at the state level? If so, can you send me a link to them as we are researching best practices?*

The following states submitted responses: [Alabama](#), [Arizona](#), [Connecticut](#), [Kansas](#), [Kentucky](#), [Maryland](#), [Nebraska](#), [North Carolina](#), [North Dakota](#), [Oregon](#), [Pennsylvania](#), [Rhode Island](#), [South Carolina](#), [South Dakota](#) and [Wisconsin](#). To visit one state's response directly, click on that state's name in this section.

The relationship and overlap between policies related to teacher preparation, teacher certification and teacher training remain clear in the states' submissions. Most states have alternative certification policies, but not all states have institutions of higher education with CTE teacher preparation programs. It will certainly be interesting to see how these policies develop and continue to overlap in the future. If you haven't already, consider reading Advance CTE's 2016 [State of CTE report on increasing access to industry experts](#), which dives into alternative certification and preparation policies.

Alabama

We are in the process of rewriting ours for Alabama. I look forward to seeing what other states are doing as well!

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Arizona

Requirements are included in a separate PDF.

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Connecticut

In CT, we only have preparation programs for business education and technology education.

For business education, preparation programs align with the National Association for Business Teacher Education (NABTE) standards.

For technology education, preparation programs align with the International Society for Technology in Education (ISTE) standards.

Also, as required of all CT preparation programs, both of these programs must align with the Connecticut Common Core of Teaching (CCT) competencies.

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Kansas

The Kansas information can be found [here](#).

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Kentucky

[Here](#) is the link to our revised regulations for occupation-based CTE teacher certification.

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Maryland

.06 Certification in General Secondary Content Areas (Grades 7—12).

A. To receive certification in the areas of agriculture (agribusiness and renewable natural resources), biology, business education, chemistry, computer science, earth/space science, English, environmental science, family and consumer sciences, geography, history, marketing, mathematics, physical science, physics, speech communication, technology education, and theater, the applicant shall:

- (1) Complete one of the following options:
 - (a) Earn a bachelor's or higher degree from an IHE with a major in the certification area;
 - or
 - (b) Complete 30 semester hours or more of content course work taken at an IHE in the certification area;
- (2) Complete 21 semester hours of professional education course work taken at an IHE at the appropriate age or grade level including:
 - (a) At least one 3 semester hour course in each of the following:

- (i) Adolescent development;
 - (ii) Human learning;
 - (iii) Teaching methodology;
 - (iv) Inclusion of special needs student populations; and
 - (v) Assessment of students; and
- (b) 6 semester hours covering the following which may also be taken through CPDs:
- (i) Types of reading;
 - (ii) Use of reading assessment data to improve instruction;
 - (iii) Skills in reading including cognitive strategies in reading;
 - (iv) Reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student;
 - (v) Strategies for intrinsic and extrinsic motivation for reading;
 - (vi) Teaching students to learn from text by applying theories, strategies, and practices in daily classroom use including additional content in types of reading using authentic texts;
 - (vii) Skills in reading including processing of multimedia information and strategies to connect reading with study skills; and (viii) Reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts; and
- (3) Complete a teaching experience in one of the following ways:
- (a) A supervised experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification; or
 - (b) 1 year of satisfactory full-time teaching experience in a public or accredited nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification.
- B. In §A(1)(b) of this regulation:
- (1) A minimum of 50 percent of the required content course work shall be taken at the same institution; and
 - (2) A minimum of 12 semester hours of the required content course work shall be upper division course work.
- C. A minimum of 50 percent of the professional education course work required in §A(2) of this regulation shall be taken at the same institution.
- .15 Professional and Technical Education (Grades 7—12).
- A. To receive certification in professional and technical education (grades 7—12), the applicant shall complete one of the following options:
- (1) Option I: An applicant shall earn a bachelor's or higher degree in a state-approved career and technical program from an IHE.
 - (2) Option II:
 - (a) An applicant shall have a bachelor's or higher degree in the career area to be taught from an IHE; and
 - (b) An applicant shall meet the professional education course work required in §B of this regulation.
 - (3) Option III:

(a) An applicant shall earn an associate degree in the career area to be taught or a bachelor's or higher degree from an IHE, and provide official verification of 2 years of previous satisfactory occupational experience in the career area to be taught;

(b) The occupational experience in §A(3)(a) of this regulation shall be within 10 years prior to the issuance of the certificate and may include:

(i) Full-time, satisfactory teaching experience in the career area to be taught; and/or

(ii) Full-time, satisfactory occupational experience employment.

(iii) The applicant may substitute a Department-accepted, current industry recognized credential, a list of which is maintained by the Department, for 1 year of the occupational experience requirement; and

(c) An applicant shall meet the professional education course work required in §B of this regulation.

(4) Option IV:

(a) An applicant shall have a secondary school diploma or the equivalent, and official verification of 3 years of previous satisfactory occupational experience in the career area to be taught;

(b) The occupational experience in §A(4)(a) of this regulation shall be within 10 years prior to the issuance of the certificate and may include:

(i) Full-time, satisfactory teaching experience in the career area to be taught; and/or

(ii) Full-time, satisfactory occupational experience employment.

(iii) The applicant may substitute a Department-accepted, current industry recognized credential, a list of which is maintained by the Department, for 1 year of the occupational experience requirement; and

(c) An applicant shall meet the professional education course work as required in §B of this regulation.

B. Professional Education Courses.

(1) With the exception of an applicant under §A(1) Option I of this regulation, the professional and technical education applicant shall complete 12 credits of professional education course work, as provided by §B(2) of this regulation, from an IHE or through Department-approved Continuing Professional Development credits.

(2) The professional education course work shall include the following topics:

(a) Planning, delivering, and assessing instruction;

(b) Managing an effective classroom and minimizing risk;

(c) Differentiating instruction to accommodate special needs; and

(d) Providing reading, writing, and mathematics literacy instruction relevant to the career area.

C. The applicant shall be governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in the State in the career area to be taught.

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Nebraska

Nebraska's current rules on Teacher Certification, including CTE field and supplemental endorsements, can be found [here](#).

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North Carolina

Two things at play in North Carolina:

1. The NC CTE New Teacher Induction Program was designed to target the specific needs of new lateral entry CTE teachers, who may be subject matter experts (SME) in their respective fields, but have little experience and knowledge as to how to effectively deliver curriculum content to students in today's classroom while seamlessly navigating a myriad of administrative expectations. To that end, consultants from multiple CTE program areas collaborated to isolate the most common threats to retaining qualified teachers and reducing turnover. Focusing on three distinct areas, the current content of this course has proven to be a tremendous resource and lifeline for new teachers:

- a. Curriculum and Instruction
- b. Resources, Work-based Learning and Support
- c. The CTSO Experience

The attached blueprint includes the standards to which the content is aligned. This hybrid course (online and face-to-face) requires approximately 40 hours to complete but may be completed throughout the first three years of a teaching career.

2. Our Teacher Licensure Policies and Procedures may be located [here](#).

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North Dakota

[Here](#) is the link for CTE teacher certification requirements in North Dakota.

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Oregon

Licensure and preparation pathways are not authorized by the Department of Education in Oregon. We have a separate agency, [Teacher Standards and Practices Commission \(TSPC\)](#), which does both educator preparation program approval as well as licensure for all Oregon educators.

Prior to this last fall, there were courses that CTE teachers could take in order to hold an unrestricted CTE license. However, this fall the first CTE instructor program was approved by TSPC, through Clackamas Community College.

The legislative rules associated with CTE licensure in Oregon can be found [here](#).

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Pennsylvania

The following link shows the rubrics for our academic and vocational programs:

<https://www.education.pa.gov/Educators/Certification/BecomeAnEducator/Pages/Subject%20Specific%20Program%20Guidelines.aspx#.VQbpu37D-Uk>

Attached are our Certification Policies/Certification and Staffing Policy for Agriculture, Business Computer Information Technology (BCIT), Family and Consumer Sciences (FCS), Technology Education, Marketing and Vocational Education.

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Rhode Island

Our [CTE educator requirements are on page 5 & 6 of this document](#).

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South Carolina

The South Carolina Department of Education State Board of Education [Regulations](#) "Article 3. Certification" outlines the requirements for educator certifications.

Potential educators that have not served in public school settings before may apply for certification through various pathways. These pathways typically fall into the following categories:

- [Traditional Pathways](#) - Traditional pathways involve completing educator preparation programs through institutes of higher education.
- [Work-based Certification](#) - Work-Based pathways allow applicants to teach their vocation based on prior industry experience and licensure.

- [Alternative Pathways](#) (PACE) - Alternative pathways are designed for career changers that want to use their non-education based degree(s) and life experiences to assist public schools with critical need areas.

Once a pathway is complete and all necessary application materials are received at the Office of Educator Services, educators are issued a certification type and [Certification Field](#) that determine which classroom and service settings they are eligible to be employed for in a South Carolina public school.

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South Dakota

South Dakota's teacher certification rules can be found [here](#); the administrative rules and procedures we have in place governing teacher prep programs are [here](#) and [here](#). The administrative rules are board-approved.

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Wisconsin

Here are links to various ways teacher preparation is supported at the DPI in Wisconsin:

- Teacher Licensure program content guidelines
= <https://dpi.wi.gov/tepd/epg/guidelines> (scroll down for Ag...)
- Trades Specialist Pathway = <https://dpi.wi.gov/tepd/pathways/trade-specialist>
- Experience-based licensure/teacher preparation for CTE educators -
<https://dpi.wi.gov/tepd/pathways/experience-based-technical-vocational-subjects>

If you would like more information to help you with your research, I am sure that either Sharon Wendt or Sara Baird can help point you in the right direction.

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