| **Name of program:** CTE (Career and Technical Education) |
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| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **CTE (Career and Technical Education)** |
| **Courses** | **Assessments:** *For example: work samples, evaluations, course exams* | **Clinical Practices** |
| ***CTE:*** *Cultural Competency and Equitable Practice*The program integrates principles of cultural competency and equitable practice in each competency standard through the entire CTE program. | Please provide a narrative section for this item.  |
| ***CTE:*** *Oregon CTE and educational goals:*Candidates demonstrate the ability to apply and integrate the Oregon prekindergarten through grade 12 educational standards and goals and to understand the relation of the standards and goals to Career and Technical Education programs. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Learning Environments*Candidates demonstrate the ability to create and sustain safe learning environments that prepare diverse students for the workplace, advanced training, and continued education. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Student Characteristics*Candidates demonstrate the ability to identify the diverse needs of students and implement programs and strategies that promote student competency development and success. Candidates understand and demonstrate the ability to implement culturally responsive practices, including responsiveness to the instructional needs of: * Students from under-represented communities;
* Students from all socio-economic situations; and
* Students that require special education services.
 | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Human Development*Candidates demonstrate knowledge of the stages of human development as it relates to adolescent and older children. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Assessment*Candidates understand and demonstrate the ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learners’ decision making. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Curriculum*Candidates demonstrate the ability to plan instruction that supports every student to meet rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Instructional Strategies*Candidates understand and demonstrate the ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Personal and Professional Attributes*Candidates demonstrate the ability to model personal and professional attributes and leadership skills that reflect productive life and work roles. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Partnerships*Candidates demonstrate the ability to implement and maintain collaborative partnerships with students, colleagues, community, business, industry, and families, including related CTE extra-curricular activities and programs. | Courses | Assessments |  Clinical Practices   |
| ***CTE:*** *Law*Candidates demonstrate knowledge of school law and educational policy. |  |  |  |
| ***CTE:*** *Issues of Abuse:*Candidates demonstrate knowledge of issues related to abuse, including the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, and discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse. |  |  |  |