



Office of Educator Excellence

and

Office of Career and Technical Education

Program Requirements and Candidate  
Competencies for Career and Technical Education  
Teacher Preparation Programs

For Michigan State Board of Education approved **Educator Preparation Providers**  
prepare teachers of Career and Technical Education (CTE) (Revised February 2019)

## **Development of the Standards**

Since 2015, the Michigan Department of Education (MDE), in collaboration with Michigan's stakeholders, has been working to revise Michigan's teacher certification structure and improve the preparation of the educator workforce in Michigan. This is in direct alignment with MDE's Top 10 Strategic Education Plan.

This collaboration has led to the design of a structure that places students at the heart of the system. A key goal of this structure is deeper preparation of teachers to meet the unique needs of Career and Technical Education (CTE) students in each career cluster. This structure includes a focus on specialized knowledge about the students and content they will teach and defined clinical experiences and foundational coursework for each career cluster.

Standards for CTE Teacher Preparation were identified by stakeholder committees consisting of individuals with expertise in CTE professional knowledge and skills at the secondary and post-secondary levels. These standards were selected due to the primacy of importance to teacher preparation programs, the unique critical needs of each CTE career cluster, changing industry demands, alignment with MDE's Whole Child, and the Perkins V State Plan.

While the preparation standards for grade bands are critical for teacher preparation, they are not intended to address the specific needs of CTE students. Candidates seeking endorsement in CTE must engage in clinical experiences in a CTE setting (in accordance with Michigan's [Clinical Experiences Requirements](#)) that allow them to demonstrate proficiency in these standards.

As a direct result of the restructuring of CTE teacher preparation, the presentation of these teaching standards is more aligned and unified across all educator preparation programs in Michigan. In 2018 the stakeholder committees began work by reviewing Michigan's Standards for the Preparation of Teachers of Career and Technical Education, adopted by the State Board of Education (SBE), to determine whether they provided adequate guidance to prepare teachers to support students in all CTE classrooms across the state. The committee considered the question of whether to reaffirm existing Michigan teacher preparation standards, compose new standards, or adopt a national set of standards as Michigan's standards. The stakeholder committee composed new standards using a combination of the existing Michigan standards and the national set of standards.

The committee began by creating a framework for organizing the CTE standards. This framework allowed for the revision of the standards in such a way that they aligned with current industry standards and the unique needs of a CTE classroom, supported alignment with MDE's [Whole Child](#) and Equity focuses, and ensured a balance and integration of pedagogy and content through [Core Teaching Practices](#), all critical aspects of preparation of a strong well-prepared education workforce in CTE.

## **Participants in Standards Development**

Dr. Rick Benedict, Professor, Madonna University

Douglas Bush, Associate Superintendent for CTE, Gratiot-Isabella RESD

Linda Campbell, Departmental Analyst, Professional Educator Certification Services Unit,  
Office of Educator Excellence, MDE

Ron Conwell, Teacher, CTE Subject Area Coordinator, Clarkston Community Schools

Dr. F. Michael Ennis, Professor, Ferris State University

Valerie Felder, Office of Career Technical Education, MDE

Mark Forbush, Professor, Michigan State University; Office of Career Technical  
Education, MDE

Jarrad Grandy, Executive Director of Student Services, Oakland Schools

Sandra Jeannotte, District Special Education and CTE Administrator, Cheboygan Area  
Schools

Thomas Knight, Education Consultant, Office of Career Technical Education, MDE

Shawn Kolbus, Director, Career & Technical Education, Copper Country ISD

Konnie G. Kustron, JD, Program Coordinator and Professor, Eastern Michigan University

Dr. Sean Kottke, Manager, Educator Preparation Unit, Office of Educator Excellence,  
MDE

Joseph Lubig, Associate Dean, Northern Michigan University

Joanne Mahony, Manager, Office of Career Technical Education MDE

Dr. R. Adam Manley, Associate Professor, Workforce Education and Development,  
Western Michigan University

Joyce McCoy, CTE Director, Alpena Public Schools

Dr. Aaron McKim, Assistant Professor, Michigan State University

Deb Miller, Director of Education for Employment, Kalamazoo RESA

Dr. Karen L. Obsniuk, Dean, College of Education, Madonna University

Brian Pyles, Director, Office of Career Technical Education, MDE

Dr. Mark Pogliano, Principal and CTE Administrator, Jackson County ISD

Michelle Radcliffe, Executive Director of Career Development, Livingston ESA

Dr. Matt Raven, Professor, Michigan State University

Brian Sarvello, CTE & Middle College Director/Educational Consultant, Marquette-Alger  
RESA

Dr. GERALYN E. STEPHENS, Associate Professor, Clinical - Career and Technical Education,  
Wayne State University

Kathleen Szuminski, Assistant Superintendent for Career and Technical Education, Eaton  
RESA

## Michigan CTE Teacher Preparation Program Requirements and Competencies

### Program Requirements and Certificate Authorizations

1. [Recent and relevant work experience](#) for each Classification of Instructional Program (CIP) area, as defined by the Office of Career Technical Education (OCTE).
2. A minimum of 6 semester credits of coursework that addresses the competencies below.
3. Clinical requirements as delineated in the [Clinical Experience Requirements](#) guidance document. Thirty (30) student contact hours are required for initial CIP codes as well as for additional CIP codes.
4. A Standard CTE Certificate or CTE endorsement on a Standard Teaching Certificate authorizes a teacher to provide instruction in approved CTE programs in grades 9-12 and in career pathways programs in grades 6-12.

Competencies	Top 10 in 10 Alignment	Topical Alignment
<ol style="list-style-type: none"> <li>1. Teacher can describe the purpose and develop the needed components of a CTE advisory committee as referenced by the CTE advisory committee tool kit.</li> </ol>	Goal 1 Goal 3 Goal 6	Advisory Committee
<ol style="list-style-type: none"> <li>2. Teacher will create a plan to build effective relationships through partnering with local business, industry and postsecondary to enrich student learning opportunities.</li> </ol>	Goal 1 Goal 3 Goal 6	Advisory Committee
<ol style="list-style-type: none"> <li>3. Teacher demonstrates an understanding of current industry equipment, technology, and program curriculum needs based on workplace standards and advisory committee recommendations for the CTE Program.</li> </ol>	Goal 3 Goal 6	Advisory Committee
<ol style="list-style-type: none"> <li>4. Teacher can identify appropriate industry certifications to maximize student</li> </ol>	Goal 3 Goal 6	Career Development

employability.		
5. Teacher develops plans for program specific relationships with postsecondary which results in the creation of articulation agreements, dual enrollment and/or direct transcript credit with postsecondary partners.	Goal 1 Goal 6	Career Development
6. Teacher demonstrates a plan to help students develop and pursue career goals that align with their career pathway.	Goal 1 Goal 3 Goal 6	Career Development
7. Teacher can describe the need for developing student leadership and teamwork skills through program specific Career and Technical Student Organizations (CTSO) opportunities and other activities.	Goal 3	Leadership
8. Teacher demonstrates a knowledge of Perkins Legislation and CTE History. They can also explain current and changing patterns in CTE.	Goal 2 Goal 4	Perkins
9. Teacher can explain the CTE data reporting system(s) and the OCTE monitoring process.	Goal 3 Goal 7	Perkins
10. Teacher can list and identify local businesses, industry associations, agencies, and service organizations for the specific CTE program.	Goal 1 Goal 3 Goal 6	Professional Development
11. Teacher can describe the importance that professional trade and teacher organizations play in program specific professional development to improve instructional practice.	Goal 2 Goal 3 Goal 6	Professional Development

<p>12. Teacher adapts instruction and evaluation techniques to meet program standards and how they relate to: industry specific expectations, technical skills, soft skills, career options and advancement, employability skills, etc.</p>	<p>Goal 1 Goal 3 Goal 6</p>	<p>Program Design and Instruction</p>
<p>13. Teacher demonstrates the ability to manage the CTE program classroom environment to promote effective project-based learning.</p>	<p>Goal 3</p>	<p>Program Design and Instruction</p>
<p>14. Teacher demonstrates an understanding of the program specific state and national standards. i.e., National Career Clusters and Pathways, Michigan CIP specific segments, Program Instructional Design, and Gap Analysis.</p>	<p>Goal 3</p>	<p>Program Design and Instruction</p>
<p>15. Teacher demonstrates knowledge of program alignment to career and college readiness.</p>	<p>Goal 3</p>	<p>Program Design and Instruction</p>
<p>16. Teacher describes the need for individualized learning and how to effectively create flexibility for students and overlapping instructional timeframes.</p>	<p>Goal 3</p>	<p>Program Design and Instruction</p>
<p>17. Teacher can demonstrate academic integration in the CTE program with language arts, math, science and social studies.</p>	<p>Goal 3</p>	<p>Program Design and Instruction</p>
<p>18. Teacher develops program specific safety training for students and can construct an organized safety reporting plan using recent and relevant resources in compliance with state and federal guidelines.</p>	<p>Goal 4 Goal 6</p>	<p>Safety</p>

<p>19. Teacher demonstrates an understanding of the Perkins Special Populations definition and can identify and adapt instruction to fit student needs.</p>	<p>Goal 3 Goal 2 Goal 4</p>	<p>Special Populations</p>
<p>20. Teacher can identify what is considered appropriate behavior, dress and communication for a professional teacher.</p>	<p>Goal 2</p>	<p>Teacher Responsibilities</p>
<p>21. Teacher demonstrates an effective plan for promoting, marketing and recruiting CTE programs.</p>	<p>Goal 3</p>	<p>Teacher Responsibilities</p>
<p>22. Teacher demonstrates an understanding of how to facilitate successful student transitioning from the learning environment to business and industry.</p>	<p>Goal 1 Goal 3 Goal 6</p>	<p>Work-Based Learning</p>
<p>23. Teacher can explain and document all types of work-based learning strategies.</p>	<p>Goal 1 Goal 6</p>	<p>Work-Based Learning</p>
<p>24. Teacher can describe how to effectively include challenging relevant real-world related opportunities to support student work-based learning.</p>	<p>Goal 1 Goal 3 Goal 6</p>	<p>Work-Based Learning</p>