

**8710.8000 CORE SKILLS FOR TEACHERS OF CAREER AND TECHNICAL EDUCATION**

**FORM I-C MATRIX**

<b>Professional Education Program Evaluation Report (PEPER II)</b>	<b>MATRIX Form I-C</b>
<b>8710.8000 Core Skills for Teachers of Career and Technical Education</b>	Identify coding used to indicate placement or assignment of standards here: (example: K=knowledge, A= assessed, <b>A</b> = Final Assessment)

	IT 3100	IT 4830	IT 4837	IT 4847	IT 4850	IT 4858	IT 4859	IT 4970	ED 3140	HLTH 3400
Subpart 1. <b>Licensure requirements.</b> A candidate recommended for licensure in career and technical education shall complete the core skill area licensure requirements in subpart 2 as part of each career and technical education preparation program approved under part <a href="#">8700.7600</a> .										
Subp. 2. <b>Core skill areas.</b> A teacher of career and technical education has direct practical experience as an employee in an occupation within the scope of the licensure field and possesses the understandings and skills in career and technical education foundations, processes, and instructional design and teaching in items A to E.										
A. A teacher of career and technical education understands the philosophy and practice of the field in the secondary education system. The teacher must:										
(1) identify, apply, and evaluate the current state and federal legislation related to career and technical education;					K A	K A	K A			
(2) know how to involve advisory committees, labor, business, and community organizations in the delivery of a comprehensive career and technical education system;				K A	K A	K A				
(3) identify and analyze future demographic trends and their implications for career and technical education; and	K A	K A		K A	K A					
(4) provide instructional settings and programs, including classroom, laboratory, and work and community-based settings that are safe, equitable, and maintain appropriate behavioral norms and relationships among participants.			K A		K A	K A	K A	K A		
B. A teacher of career and technical education understands curriculum development and course construction. The teacher is able to:										
(1) design course content comprised of competency-based, contextual learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, personal and work attitudes, SCANS skills, technical skills including occupation-specific skills, and career exploration and development; and			K A			K A		K A		

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(2) develop a strategy for the inclusion of leadership development in such activities as student organizations in career and technical education.		K A								
C. A teacher of career and technical education understands safe and appropriate methods of instruction. The teacher can:										
(1) teach safe use of tools, equipment, materials, and processes in career and technical education learning environments;				K A			K A	K A		
(2) demonstrate career and technical education expertise including essentials of craftsmanship, visualization skills, spatial relationships, mechanical aptitude, and successful employment; and				K A				A		
(3) identify, develop, analyze, use, evaluate, and interpret a variety of assessment tools and measures that demonstrate student attainment of graduation, industry, and occupational skill standards.		K A	K A				K A			
D. A teacher of career and technical education understands career development theory and practice. The teacher can:										
(1) assist students in understanding the variety and nature of technical careers;	K A	K A								
(2) provide students opportunities to explore careers;	K A	K A						A		
(3) assist students in evaluating the potential of careers for them as individuals using sound decision-making processes;						K A				
(4) promote students' understanding of the importance of preparation for career change and the need for lifelong learning; and	K A	K A				K A				
(5) assist students in developing their job seeking and job keeping skills and their career portfolios.							K A			
E. A teacher of career and technical education understands management of special learning environments. The teacher can:										
(1) utilize fiscal, budgetary, purchasing, and inventory control practices to organize and equip special learning environments, including shops and community-based construction sites; and				K				K A		
(2) maintain laboratories and equipment to ensure a safe learning environment that provides for efficient use of student instructional time.							K A	K A		
Subp. 3. <b>Program requirements.</b> An institution applying to the Board of Teaching for approval to prepare teachers under parts <a href="#">8710.8010</a> to <a href="#">8710.8080</a> shall incorporate the requirements of this part in each preparation program.										