The provisional career-technical license may be obtained by an individual who holds a minimum of a high school diploma; who evidences five years of full-time work experience or the equivalent in the career field and who completes a minimum of four semester hours of an approved preservice career-technical education program. Upon completion of an additional six semester hours of coursework in the approved preservice preparation program, the initial provisional license shall be renewed one time. Upon completion of the approved preparation program of twenty-four semester hours, an examination prescribed by the State Board of Education, followed by an entry year program, and recommendation by the dean or head of teacher education at an institution approved to prepare career technical teachers, a professional license shall be issued for specific programs or taxonomies in the following occupation fields even though the baccalaureate degree is not held:

- Agriculture
- Business
- Family and Consumer Sciences
- Health Occupations
- Marketing
- Trade and Industry
Ohio Educator Licensure Standards for Career-Technical Education Route B Teacher Licensure

Introduction
The Ohio Educator Licensure Program Standards for the Career Technical Education Route B Teacher Licensure program were developed by an advisory committee after a thorough review of the following documents: National Association of Industrial and Technical Teacher Educators Standards, PRAXIS II and PRAXIS III (Educational Testing Service), Pathwise (Educational Testing Service), Ohio Performance-Based Teacher Licensure Standards, National Association for Business Teacher Education Standards, and National Family and Consumer Sciences Teacher Education Standards. The advisory committee consisted of representatives from public and private teacher preparation institutions of higher education and a consultant from the Ohio Department of Education.

We wish to acknowledge the following individuals who served on the advisory committee:

<table>
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<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
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<td>Leslie Brady</td>
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<td>Chris Zirkle</td>
<td>The Ohio State University</td>
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Performance-based standards
Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate’s progression through a program.

Licensure Rule 3301-24-05 (D) (7) (b)
The career-technical license, valid for teaching the subjects named in such license to learners ages eight and beyond and grades four and beyond. The career-technical license may be obtained by the following route: (b) the provisional career-technical license may be obtained by an individual who holds a minimum of a high school diploma; who evidences five years of full-time work experience or the equivalent in the career field and who completes a minimum of four semester hours of an approved preservice career-technical education program. Upon completion of an additional six semester hours of coursework in the approved preservice preparation program, the initial provisional license shall be renewed one time. Upon completion of the approved preparation program of twenty-four semester hours, an examination prescribed
by the state board of education, followed by an entry year program, and recommendation by the dean or head of teacher education at an institution approved to prepare teachers, a professional license shall be issued for specific programs or taxonomies in the following occupational fields even though the baccalaureate degree is not held: agriculture, business, family and consumer sciences, health occupations, marketing, and trade & industry.

**Subject Matter**
CTE Route B programs are not responsible for teaching or ensuring the subject matter expertise of the teacher candidate. The work experience requirements needed for teacher education licensure are identified in Ohio’s Teacher Education and Licensure Standards and further explained in the Guide for Licensing Candidates for Career-Technical and Adult Education in Ohio.

**State Standards**
On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing Interstate New Teacher Assessment and Support Consortium Standards (INTASC). The Ohio Standards for the Teaching Profession can be found at [www.ode.state.oh.us](http://www.ode.state.oh.us).

**Other requirements**
As specified in OAC 3301-24, institutions must provide documentation that the program includes:
- Programs require a minimum of a high school diploma;
- Candidates have a minimum of five years of full-time work experience or equivalent in the career field prior to admission into the preservice program;
- 3 semester credit hours of coursework in reading in the content area (or its equivalent); and
- Addresses Ohio Content Standards for career technical education route B teacher licensure.
### CAREER TECHNICAL EDUCATION ROUTE B TEACHER PREPARATION STANDARDS

**Standard 1. Candidates know and apply instructional strategies to promote student learning and extend opportunities for academic and career technical knowledge and skill development to all students.**

1.1 Candidates develop and implement instructional strategies which accommodate various learning styles, intelligences, and exceptionalities.

1.2 Candidates assess students’ prior knowledge in relation to current lessons and use that knowledge to design and deliver instruction.

1.3 Candidates seek work-based learning opportunities (e.g., job shadowing, internships, apprenticeships, field trips) that expand student learning.

1.4 Candidates design instructional strategies which provide experiential learning.

1.5 Candidates use a variety of instructional strategies to support the learning needs of all students and that enable students to reflect on their own learning goals.

1.6 Candidates create functional learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

1.7 Candidates stimulate student understanding of local, state, & federal laws regarding safety concerns; enabling them to recognize hazards in the workplace, while providing a positive school learning environment which serves as a safety model.

1.8 Candidates provide instruction that reinforces academic content standards, and design lesson plans based on the approved course of study.

**Standard 2. Candidates provide differentiated instructional methods which accommodate a diversity of learning styles, cultures, socioeconomic statuses, and exceptionalities in the classroom.**

2.1 Candidates demonstrate appreciation for all aspects of diversity.

2.1.1 Candidates support interactions that are developmentally and culturally appropriate.

2.1.2 Candidates promote elimination of harassment, including discussions of bias and stereotyping in school classrooms/labs and the workplace.

2.1.3 Candidates utilize connections and build upon the student’s individual experiences, prior learning, talents, culture, and family and community values, as a way of improving performance.

2.2 Candidates define legislative and institutional responsibilities when preparing students for work and/or continuing education.
2.3 Candidates recognize characteristics of students with disabilities and at-risk students in order to assist in identification, instruction, and intervention.

2.4 Candidates develop instructional strategies that address communication skills in preparation for high-skill, high-wage, and high-demand occupations.

2.5 Candidates demonstrate commitment to building technological skills necessary for an evolving workplace in a global society.

2.6 Candidates learn to function in a team; applying knowledge from other disciplines.

2.7 Candidates enhance learning by using a variety of materials and resources.

2.8 Candidates use authentic, contextual instructional approaches such as problem-based learning, project-based learning, and service learning that contribute significantly to students reaching specified learning goals.

2.9 Candidates integrate CTSO programs and activities to extend student learning.

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<tr>
<th>Standard 3. Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.</th>
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| 3.1 Candidates demonstrate proficiency in listening skills, written and verbal communication skills. |
| 3.2 Candidates collaborate with local job-sites and agencies to ensure student success. |
| 3.3 Candidates maintain effective communication with school and community partners for support of the program. |
| 3.4 Candidates recognize schools as institutions within the larger community context and can distinguish the operations of the relevant aspects of the system. |
| 3.5 Candidates define the factors in the students’ environment outside of school (e.g., family circumstances, health, economic conditions) which impact the students’ learning. |
| 3.6 Candidates uphold the laws related to student rights, and teacher responsibilities (e.g., equal education, IDEA, discipline codes, child-abuse reporting, and confidentiality). |
| 3.7 Candidates practice classroom management techniques, maximize time on task, and treat all students fairly and establish an environment that is respectful, supportive, caring and safe. |

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<tr>
<th>Standard 4. Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.</th>
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| 4.1 Candidates accurately define the characteristics, uses, advantages, and limitations of different types of student assessments, including but not limited to state value-added dimension reports and |
4.2 Candidates select, construct, and utilize assessment strategies and instruments appropriate to the learning outcomes being evaluated.

4.3 Candidates utilize a variety of formative and summative assessment techniques as part of the instructional process appropriate to the learning outcomes being evaluated.

4.4 Candidates reflect on their teaching practices; modify and adjust instruction as needed and consult with others for continuous improvement.

4.5 Candidates analyze and communicate the results of data related to student progress to students, parents, guardians, and colleagues.

**Standard 5. Candidates demonstrate commitment to professional growth, performance and involvement as an individual and as a member of a learning community.**

5.1 Candidates define major areas of research on teaching and of resources available for professional learning (e.g., literature, associations, colleagues, professional development activities).

5.2 Candidates embrace the value of an Advisory Council as a means of networking, exploring job experiences, and staying current on program trends.

5.3 Candidates demonstrate skills in reflection, assessment, and learning as an ongoing process.

5.4 Candidates identify professional colleagues within the school and in other arenas to support reflection and problem-solving as a means of improving methodology.

5.5 Candidates seek opportunities to positively impact teaching quality, school improvements and student achievement.

5.6 Candidates know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and abilities of students.

5.7 Candidates recognize the need for continuous professional growth after initial licensure through membership in professional organizations, developing an Individual Professional Development Plan (IPDP), and engaging in other educational opportunities.
Standard 6. Candidates understand how to manage the instructional program.

6.1 Candidates prepare an appropriate program design, and develop and implement marketing strategies that promote their program.

6.2 Candidates demonstrate the use of innovative ideas when updating, revising, and modifying their program.

6.3 Candidates incorporate technology in planning units and in delivery of instruction.

6.4 Candidates participate in program evaluation; assess and utilize data as part of the process.