Some of the report’s findings include:

- Only two states and one territory have CTE standards that are fully aligned between secondary and postsecondary systems.
- Nearly all states have programs of study, even though few have statewide postsecondary standards to which these programs of study are aligned.
- There is a significant difference between states’ current CTE standards and the Common Career Technical Core.

The CCTC aren’t intended to replace existing state standards (though they can), but are—instead—either meant to supplement existing occupation-specific standards or serve as an “anchor” for the state CTE standards. Standards are clear expectations of what students should know and be able to do at the end of a CTE program or course.

States take a wide range of approaches in implementing standards for their CTE programs. In total, 46 states offer statewide CTE standards at the secondary level (along with another three U.S. territories), 13 offer statewide CTE standards at the postsecondary level (plus two U.S. territories), and the same 13 states require CTE standards at both the secondary and postsecondary level.

Most every state has begun to use The National Career Cluster Framework as a way of organizing CTE programs and standards, typically using it as a framework for their existing CTE programs. The majority of states have CTE standards that fall under most of the 16 Career Clusters. The 16 Career Clusters are:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
• Education & Training
• Finance
• Government & Public Administration
• Health Science
• Hospitality & Tourism
• Human Services
• Information Technology
• Law, Public Safety, Corrections & Security
• Manufacturing
• Marketing
• STEM
• Transportation, Distribution & Logistics

The CCTC process was driven by some key assumptions, including that they are for states, by states. While it is a state-driven decision to adopt the CCTC, common CTE benchmarks are key for comparability and the exchange of best practices. They provide the core expectations across different delivery systems and approaches, while focusing on foundational concepts and skills for each Career Cluster and Career Pathway.

The National Board for Professional Teaching Standards has created ten standards for CTE teachers: each describing an important facet of an accomplished teaching practice. These standards serve as the basis for National Board Certification in CTE.

**Standard I: Knowledge of Students**

Accomplished teachers value their students’ various learning styles and stages of development, and they create learning environments that differentiate instruction to meet them.

**Standard II: Responding to Diversity**

Accomplished teachers use inclusive teaching practices and advocate to ensure that all students receive a quality career and technical education.

**Standard III: Knowledge of Content**

Accomplished teachers utilize their knowledge and pedagogical skills to develop curricular objectives, design instruction, and facilitate student success within industry.

**Standard IV: Learning Environments and Instructional Practices**

Accomplished teachers design contextualized learning environments that foster critical thinking, creativity, leadership, teamwork, and communication skills.

**Standard V: Assessment**

Accomplished teachers design assessments that allow students to provide an authentic demonstration of their knowledge and skills.

**Standard VI: Postsecondary Readiness**

Accomplished teachers facilitate career exploration so students can make informed career decisions that match their interests and aptitudes.

**Standard VII: Program Design and Management**

Accomplished teachers design quality programs aligned with industry demands that sustain meaningful educational experiences for their students.

**Standard VIII: Partnerships and Collaborations**

Accomplished teachers collaborate with family, education, industry, and community partners to help students plan, develop, and achieve their career goals.
**Standard IX: Leadership in the Profession**

Accomplished teachers collaborate with stakeholders within their schools and communities to improve instruction, promote student learning, and advocate for their fields of expertise.

**Standard X: Reflective Practice**

Accomplished teachers reflect analytically throughout the instructional process, using multifaceted feedback to increase the efficacy of their teaching.

The majority of future careers will most likely require some type of postsecondary credential or degree. To make CTE as useful as possible, progress will need to be made toward common standards within states, and ideally across states.