

Career & Technical Education (CTE) Teacher Preparation Program

Course descriptions, delivery method, objectives, and clock hours

	Classes	Delivery Method	Clock Hours
CNCTE 04	Introduction – CTE Teacher Preparation Program	Face-to-Face†	6 hours
CNCTE 05	Instructional Strategies - Introduction	Face-to-Face†	30 hours
CNCTE 06	Course Organization and Curriculum Development	Blended*	30 hours
CNCTE 07	Student Leadership/Development	Blended*	30 hours
CNCTE 08	CTE History and Philosophy	Blended*	30 hours
CNCTE 09	Occupational Analysis and Skills Standards	Blended*	20 hours
CNCTE 10	School Law	Blended*	30 hours
CNCTE 17	Diversity - CTE Classroom	Blended*	30 hours††
CNCTE 11	Safety - CTE Classroom	Blended*	10 hours
CNCTE 12	Child Abuse Issues	Blended*	10 hours
CNCTE 13	Using Technology - CTE Classroom	Face-to-Face†	10 hours
CNCTE 14	Field Experience	Arranged**	40 hours
CNCTE 15	Culminating Project - CTE	Arranged**	6 hours
CNCTE 16	Work Based Learning	Blended*	30 hours (optional for initial certification)
		Total	312 hours (282 hours – without Work Based Learning)

Key	
Hybrid*	Instruction that combines Zoom meetings with computer-mediated activities.
Arranged**	This class has times arranged between the instructor and the teacher candidate.
Face-to-Face†	All face-to-face classes will be conducted online via Zoom until further notice.
30 hours††	Class will be expanded to 30 clock hours starting Fall 2021

CNCTE 04 Introduction – CTE Teacher Preparation Education

Face-to-Face 6 clock hours

This first course in a series of Career Technical Education (CTE) courses provides participants the opportunity to hear and learn first-hand the process of transitioning from business/industry to the CTE classroom/laboratory in a high school/skills center setting. The process for certified teachers to add a CTE endorsement will also be reviewed. Certification requirements from the Office of the Superintendent of Public Instruction (OSPI) will be reviewed and explained. Participants will begin developing a professional portfolio to complement a school district's evaluation process and to meet certification requirements: documented work hours, finger printing, background check, basic skills assessment.

Three audiences participate in the program:

1. Individuals transitioning from business/industry seeking to teach CTE in a classroom/laboratory - grades 7-12.
2. Current teachers holding conditional CTE certificates who need to add the CTE endorsement.
3. Certified teachers who need to add a specific CTE endorsement.

Upon successful completion of this course, the teacher candidate will be able to:

- Articulate components and requirements of the Career Technical Education (CTE) Teacher Preparation Program at Olympic College.
- Explain the role of local and state agencies in preparing CTE Teachers:
 - Office of Superintendent of Public Instruction (OSPI)
 - Professional Educators Standards Board (PESB)
 - Olympic College
 - Local School Districts and school boards
- Navigate the Office of Superintendent of Public Instruction (OSPI) website to find current information on programs and the certification process.
- Identify at least two distinctive elements of CTE courses and programs.
- Decipher commonly used educational acronyms. (See list on CTE Teacher Preparation website.)
- Initiate development of a professional portfolio as an integral part of a district's evaluation process, OSPI certification and your culminating project.

Suggested contents:

- Writing samples from your courses.
- State forms to verify competencies required by OSPI for certification.
 - Worksite Learning Course Completion – Form 4075W
 - Specific Safety Documentation – Form 4075S
 - Child Abuse Issues Verification Course Completion – Form 4020G
- Verification of Work Experience – Form 4075V
- Lesson Plans.
- Presentations from your courses.
- Basic Skills Assessment documentation.
- Attain official admittance into the CTE Teacher Preparation Program as required by the Professional Educator Standards Board (PESB)

CNCTE 05 Instructional Strategies - Introduction

Face-to-Face 30 clock hours

This course provides tools and strategies for effective teaching and learning in a career and technical education classroom or lab setting. Students will learn the framework for designing lessons that personalize instruction and connect content to relevant life experiences and career opportunities. The teacher will intentionally use standards-based planning to prepare students for entry level employment, post-secondary articulation and/or industry certification. The course will use technology to enhance learning.

Upon successful completion of this course, the teacher candidate will be able to:

- Complete a self-survey of the characteristics recognized as being desirable in effective career/technical education teachers.
- Create a plan to develop appropriate elements of classroom culture, considering mutual respect, a community of support and acceptance of individual differences
- Be aware of the signs of child abuse and understand the procedure for reporting suspected child abuse in accordance with school policies.
- Describe elements of level 3 and 4 classroom design, based on the appropriate TPEP Framework. Include design elements for an on-line classroom set up. Address working safely and productively with para educators
- Use knowledge of learners' style and rate to plan differentiated lessons to meet student needs for intervention/enrichment.
- Use an understanding of elements of a cognitive taxonomy such as Blooms or Webb's Depth of Knowledge, and the essential characteristics of the cognitive, affective and psychomotor domains of learning to plan for writing whole class and small group Student Growth Goals
- Identify CTE course frameworks/standards and state their relationship to academic standards and lesson planning and 21st Century Skills.
- Use of principles of learning to plan and teach a model lesson
- Use the essential elements of lesson design to create a model lesson plan
- Give examples of when to use formative and summative assessment to enhance student learning. Model the use of a rubric as opposed to a checklist
- Develop and teach a lesson plan for a job-skill demonstration using the identified instructional design process
- Analyze mini teaching demonstrations of self and classmates using a rubric
- Acknowledge the first people who inhabited the regions where class members currently live and teach. Acknowledge, plan for, and honor cultural differences exhibited by students who identify as native.

CNCTE 06 Course Organization and Curriculum Development

Blended

30 clock hours

Participants will acquire foundational knowledge on how a CTE course is developed, to include: analysis and identification of industry skills standards, program of study, equivalency credits and a course syllabus in a high school/skills center. Participants will demonstrate essential skills of navigating the OSPI website to develop a curriculum framework in their program area including knowledge and application of CTE State Standards, CIP Codes, career clusters, the CTE Program Approval process and the role/function of advisory committees along with how to work effectively with such volunteer groups.

Upon successful completion of this course, the teacher candidate will be able to:

- Describe the occupational analysis process and how it relates to course content.
- Describe and review Industry Skill Standards as related to course development.
- Identify and describe the components of a Program of Study (POS) and Dual Credit (college credit provided to students from courses articulated with college).
- Review the components in developing a program/course following the Office of Superintendent of Public Instruction (OSPI) including CTE program standards.
- Describe the role of equivalency credit in the high school curriculum to meet graduation requirements.
- Develop an OSPI curriculum framework to include CIP codes, career clusters, contact hours, performance assessments, performance expectations and alignment with Common Core Standards and 21st Century Skills for a minimum of three standards.
- Describe and develop a course syllabus.
- Attend an advisory committee meeting and document the experience.
- Describe the teacher's role related to Para-educators.
- Awareness of teacher's role related to Since Time Immemorial (STI).
- Explain the importance of Social Emotional Learning and discuss the teacher's responsibility to recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support related to Social Emotional Learning (SEL).
- Describe the teacher's role related to Teacher Evaluation Program (TPEP).
- Identify in writing, responsibilities of educators to report abuse and/or provide assistance to students who are victims of abuse.

CNCTE 07 Student Leadership/Development

Blended 30 clock hours

This blended delivery course focuses on the required CTE student participation in a Career Technical Student Organization (CTSO) or appropriate extended leadership activities within CTE classes. Current research on adolescent brain development and the corresponding relationship to teaching and learning will be reviewed along with the Social Emotional Learning Standards and how the integration into student leadership curriculum development. In addition, participants will become familiar with all existing CTE youth organizations, the state advisor and contact process, and the 21st Century Skills component of course frameworks.

Upon successful completion of this course, the teacher candidate will be able to:

- Describe and identify adolescent brain development as related to teaching and learning.
- Identify the Social Emotional Learning state standards and integrate those standards into student leadership curriculum.
- Describe the instructor's role as it pertains to para educators and student leadership development.
- Describe the instructor's role as it pertains to the roles and responsibilities related to child abuse.
- Develop awareness of the teacher's role as related to Since Time Immemorial and where it may be integrated into the leadership curriculum.
- Name and describe all CTE youth organizations, the state advisor and contact process.
- Participate in six (6) hours of CTSO activities at the local/regional or state level – document by sign-off from a CTE director.
- Prepare two (2) lesson plans that include age appropriate leadership activities for all students.
- Complete the 21st Century Skills Leadership Template required by OSPI as a part of course frameworks.
- Create a public service announcement (PSA) to encourage student membership in your CTSO that prepares students for leadership in the workforce locally, nationally and globally.

CNCTE 08 CTE History and Philosophy

Blended

30 clock hours

This course explores the historical foundations on which today's Career and Technical Education (CTE) principles and philosophies are built, from pre-and early 1900's when it was called 'vocational education.' It also looks at key vocational education leaders such as Charles Prosser and Carl Perkins, societal influences, national and state legislative and funding issues, Smith-Hughes Act and the Carl Perkins acts as well as current initiatives.

Upon successful completion of this course, the teacher candidate will be able to:

- **Design** a document that highlights key historical events and key philosophies that led to the development of modern-day Career and Technical Education.
- **Review** and explain past and present federal and state educational legislation and discuss their influence on the funding of CTE.
- **Assess** and discuss the relationships between Prosser's Theorems and current CTE standards and practices.
- **Evaluate** and discuss the role of *Common Core State Standards* in education.
- **Evaluate** the *21st Century Skills* and **discuss** why CTE teachers are required to incorporate them in lesson planning.
- **Write** a personal philosophy statement of CTE and workforce education which will be included in a professional portfolio.
- **Summarize** *Since Time Immemorial* legislation and **speculate** how they might partner with a tribe.

CNCTE 09 Occupational Analysis and Skills Standards

Blended 20 clock hours

Examine current labor market information and skills standards for program development and student's programs of study leading to certification. Discover resources and tools for classroom use to investigate and research information related to career connections matching student's interests and attitudes.

Upon successful completion of this course, the teacher candidate will be able to:

- Differentiate between a job and a career.
- Define career clusters and job classifications.
- Analyze current labor market trends and determine the effect on career connections and program development.
- Develop skills to assist students to analyze an occupation based on the student interests and skills.
- Articulate the role of a school guidance and/or career counselor as related to CTE based on an interview with a counselor
- Become familiar with the resources available through a Work Source Office.
- Investigate Skills Standards relationship to specific program areas
- Become familiar with resources for career exploration
- Identify resources on the WEB for job and career searches
- Identify the 4 C's
- Differentiate between soft and hard skills
- Identify 21st Century Skills and articulate the effect on preparing students to enter the workforce

CNCTE 11 Safety - CTE Classroom

Blended 10 clock hours

This course emphasizes the establishment and maintenance of a safe learning environment and the ability to teach safety skills in a career technical environment—classroom and shop. Participants will be introduced to resources available from OSPI, the Department of Labor and other local/state/federal private and public agencies.

Upon successful completion of this course, the teacher candidate will be able to:

- Demonstrate knowledge and application of appropriate safety standards to establish and enforce industry standards appropriate to a safe learning environment—classroom or laboratory.
- Write safety guidelines appropriate for posting in the classroom and including in the course syllabus.
- Initiate process of obtaining resources from varied agencies and labor unions.

CNCTE 10 School Law

Blended

30 clock hours

This course is about the law that affects what goes on in classrooms and schools every day. You will be introduced to the basic legal framework found within the public-school system pertaining to students, employees, and parents.

By understanding attendance, FERPA, students with special needs, student discipline, student rights and free speech, local, state and federal statutory rights of students and teachers, and collective bargaining, you will gain a broad understanding of the diverse school population.

Upon successful completion of this course, the teacher candidate will be able to:

- Describe the structure of the court system as it relates to litigation schools may be involved with.
- Describe the process through the State Supreme Court and the US Supreme Court; what kinds of cases usually go to each.
- Identify a minimum of three resources that a teacher may check, in order to get information pertaining to school law.
- Define negligence and torts and discuss the basis for a tort.
- Identify common risk areas that might lead to a lawsuit.
- Identify and discuss key components of FERPA, providing examples that might be considered a breach of FERPA laws.
- Discuss the responsibilities of the school staff, student, and parent/guardian, under the HIB laws (Harassment, Intimidation, and Bullying).
- Research court cases that relate to Student Rights and/or Discipline; be able to discuss the results of the case, how did the courts rule and why?
- Through individual research, students will create their own Students with Disabilities Resource guide, paying specific attention to State and Federal laws around SPED.
- Explain the importance of Social Emotional Learning and discuss the teacher's responsibility to recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support related to Social Emotional Learning (SEL).
- Familiarize themselves with their own district's Collective Bargaining Agreement and be prepared to discuss key elements that are of interest to them. Describe the teacher's role related to Teacher Evaluation Program (TPEP).
- Describe recent legislation around School attendance, including the process their district has in place for holding a Community Truancy Board.
- Analyze the important role that a para educator will have in your classroom. Discuss the types of activities they will do and the teacher's role in directing, supervising, and evaluating Para educators.

CNCTE 17 Diversity - CTE Classroom

Blended 30 clock hours

Teacher candidates will examine diversity issues (e.g., race, culture, gender, socio-economic factors, intellectual and physical capabilities) as well as their own beliefs & practices in order to create a learning environment in which all students feel welcomed, safe, and respected.

Upon successful completion of this course, the teacher candidate will be able to:

- Develop a personal definition of diversity and explain how that definition has or will affect their teaching and their students' learning.
- Articulate how they create or will create an inclusive learning atmosphere in which all students will feel welcome and engaged in learning.
- Discuss how their philosophy of education incorporates beliefs about creating an inclusive learning classroom.
- Formulate a lesson plan that incorporates multiple intelligences /learning styles and identify those MI's/learning styles.
- Select and report on at least one current educational leader whose expertise is in the field of diversity or a related area.
- Identify basic Special Education terminology and demonstrate a basic working knowledge and understanding of Special Education laws/terms, educational services and instructional responsibilities.
- Articulate their beliefs about how standards impact or influence teachers' expectations for special education students.
- Create a lesson plan that demonstrates scaffolding and/or differentiating instruction OR analyze a given article or video clip about scaffolding and/or differentiating instruction.
- Create a current diversity profile (number of students on free or reduced lunch, percentage of students having IEP's, ethnicity and gender breakdown, etc.) of a WA middle or high school or a WA school district and discuss how this information is helpful to teachers.
- Analyze and report on Since Time Immemorial curriculum, history and legislation and formulate one or more ideas about how they might partner with a tribe.
- Explain how meeting the diverse needs of students fits in with WA State's current teacher evaluation system (TPEP).
- Explain the importance of the State's Cultural Competency Standards and why knowledge of them is important.
- Evaluate and discuss the main tenants and importance of Social Emotional Learning.

CNCTE 12 Child Abuse Issues

Blended

10 clock hours

Participants will learn the basics of child abuse and/or neglect reporting: physical abuse, neglect, sexual abuse, medical neglect, emotional neglect/abuse, sexual exploitation and other forms of mistreatment and their effects on the child.

Upon successful completion of this course, the teacher candidate will be able to:

- Analyze the skill standards relating to recognition, initial screening, and response to emotional or behavioral distress in students. This includes indicators of possible substance abuse, violence, and substance abuse.
- Research the issue of commercial sexual abuse and sexual exploitation of a minor
- Research the effects of trauma and its impact on student learning, as well as, the importance of holistically addressing the whole child.
- Identify in writing, responsibilities of educators to report abuse and/or provide assistance to students who are victims of abuse.
- Explain the importance of Social Emotional Learning (SEL). Discuss the teacher's responsibility to recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support related to Social Emotional Learning.
- Identify signs of abuse, to include physical, emotional, sexual, neglect and substance abuse.
- Describe the impact of all types of abuse on the behavior and learning abilities of students and provide an example of methods you may use to teach students about identifying and preventing abuse.
- Awareness of teacher's role related to Since Time Immemorial (STI): Tribal Sovereignty in Washington State.

CNCTE 13 Using Technology in the Classroom

Face-to-Face 10 clock hours

Using a teaching station equipped with a computer, input devices and projectors, participants will learn basic knowledge and skills for presenting classroom resources in a professional manner to enhance teaching and student learning.

Upon successful completion of this course, the teacher candidate will be able to:

- Demonstrate the ability to teach lessons using today's technology, including but not limited to GSuite for Education, Office 365 for Education, presentation tools, various video and paper projection systems, and online resources.
- Investigate school policies about social media and instruction
- Explain appropriate and ethical use of technology in teaching and learning

CNCTE 14 Field Experience

Arranged 40 clock hours

Participants will observe, assist and teach under the direction of a certified CTE teacher in their program area.

Note: This course may be waived if recommended by their CTE Director and approved by the Program Administrator at OC.

Upon successful completion of this course, the teacher candidate will be able to:

- Observe and document student learning and teacher behaviors in your V-code program area
- Demonstrate your best teaching on two different occasions (mini units at least 30 minutes in length to a minimum of five students) for an observer who will provide feedback
- Write a reflection paper of this field experience

CNCTE 15 Culminating Project - CTE

Arranged

6 clock hours

This culminating course allows the participant to share their process of becoming a certified CTE teacher and to celebrate program completion with others. Participants will review their individual path to CTE certification--occupational experience and key learnings from CTE courses. This course serves as a measure of the teacher candidate's ability to present information about CTE programs to varied audiences.

Upon successful completion of this course, the teacher candidate will be able to:

- Present a portfolio of personal and occupational experiences to an appropriate audience of 2 or more individuals: CTE Directors, general advisory councils, advisory committees, department colleagues, business and industry representatives, etc. (This is my journey to becoming a CTE Teacher----)
- Review and report on goals established in the initial class.
- Share an experience that validated the career change from business/industry to CTE teaching.
- Articulate critical components of CTE in participant's school setting

CNCTE 16 Work Based Learning

Blended 30 clock hours

This is an additional endorsement for teachers desiring to coordinate work-based learning activities. Teachers are required to hold or be obtaining a CTE certificate for this endorsement.

Work Based learning activities extend the classroom into the workplace, connecting acquired knowledge and skills to a student's future employment. This course enables participants to learn and apply school-to-work partnerships in a work-based learning setting including all legal issues and requirements coupled with relationship building; work site observations, cooperative work experiences, field trips, and other learning experiences utilizing an actual workplace.

Upon successful completion of this course, the teacher candidate will be able to:

- Create appropriate documents to support student learning activities in all elements of a work-based learning program.
- Demonstrate and explain to varied audiences the rules and regulations surrounding labor standards and minor work regulations from a state and federal standpoint.
- Collaborate with parents and/or guardians, employers, and all school personnel to support student success in work-based learning activities.
- Develop partnerships with the community and employers to enhance CTE classrooms with actual work-based learning opportunities including but not limited to work-site observations, field trips, and internships.
- Discuss the types of activities para educators will do in your classroom and the teacher's role in directing, supervising, and evaluating them.
- Describe the teacher's role related to Teacher Evaluation Program (TPEP).
- Explain the importance of Social Emotional Learning and discuss the teacher's responsibility to recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support related to Social Emotional Learning (SEL).
- Discuss the teacher's role in protecting students and empowering them to advocate for their own personal safety while out on the job site.
- Compare and contrast the treaty provisions, for Tribal Sovereignty in Washington State, that provide for adequate housing, nutrition, healthcare, education, etc. and discuss how work-site learning can benefit students from the tribes.