

Career Technical Education Teacher Certificate Program Course descriptions, delivery method, objectives and clock hours

Classes	Delivery Method	Clock Hours
CNPRF 004	Introduction to Career and Technical Teacher Education	Face-to-Face 6 hours
CNPRF 005	Introduction to Classroom Instructional Strategies	Face-to-Face 30 hours classroom + 6 hours observation
CNPRF 006	Course Organization and Curriculum Development	Blended* 30 hours
CNPRF 007	Personal Student Development and Leadership Techniques	Face-to-Face 30 hours classroom + 6 hours observation
CNPRF 008	History and Philosophy of Career Technical Education	Blended* 30 hours
CNPRF 009	Occupational Analysis and Skills Standards	Blended* 20 hours
CNPRF 010	School Law*	Blended 10 hours Changed to 30 hours August 2017
CNPRF 017	Diversity in the Classroom*	Blended 10 hours
CNPRF 011	Safety in the CTE Classroom	Blended 10 hours
CNPRF 012	Role and Responsibility of the CTE Teacher as Related to Child Abuse	Blended* 10 hours
CNPRF 013	Using Technology in the Classroom	Face-to-Face 10 hours
CNPRF 014	Field Experience in Your Program Area	Program Specific CTE Classroom*** 40 hours
CNPRF 015	Culminating CTE Teacher Project	Face-to-Face*** 6 hours
CNPRF 016	Work-based Learning--Coordination Techniques	Blended* <u>30 hours</u> (Optional for initial certification)
Total		292 hours

Key:

Blended*

Instruction that combines face-to-face classroom methods with computer-mediated activities.

This class has times arranged between the instructor and the teacher candidate.

*

Updated December 2014. The School Law and Diversity course was divided into two 10-hour courses at the recommendation of the instructors and approved by the advisory committee.

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CNPRF 004 Introduction to Career and Technical Teacher Education--Teacher Certification Program
Required first class
Face-to-Face 6 clock hours 2 sessions--3 hours each

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.

Participants will be able to

- Articulate components and requirements of Career Technical Education (CTE) Teacher Certification Program
- Describe and identify state standards for CTE programs and Common Core State Standards as related to course development
- Navigate the OSPI website to find critical information on programs and the certification process
- Initiate development of a professional portfolio as an integral part of a district's evaluation process
- Develop professional goals consistent with desiring to become a CTE teacher
- Indicate why CTE teaching is a career goal in a written paper
- Document 6000 hours of work experience in business/industry to match the area of CTE specialty certification
- Begin the process to obtain background check and fingerprinting clearance
- Begin the process to document basic skills in writing, reading and math
- Identify a mentor for follow-up resources

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CNPRF 006 Course Organization and Curriculum Development Blended 30 clock hours

Participants will acquire foundational information on how a CTE course is developed from an occupational analysis and identification of industry skills standards to an integral part of a program of study with 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.

Participants 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 Tech Prep
- Review the components in developing a program/course following OSPI requirements
- 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 class syllabus
- Attend an advisory committee meeting and document the experience

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CNPRF 008 History and Philosophy of Career Technical Education Blended 30 clock hours

This course explores the history, philosophy, legislation and organizational/curricular structure of career and technical education by examining state and federal legislation and critical reports: Morrill Act 1862, Smith Hughes Act 1927, Prosser's Theorems 1925, Manpower Development 1962, Public Law 94-482, Perkins' Acts reauthorizations, School-to-Work, Common Core State Standards, 21st Century Skills, House Bill 1209 – Education Reform in WA, A Nation at Risk, etc.

Participants will be able to

- Develop and explain, using an illustrated time line, the evolution of Vocational Education in 1918 to the present time Career Technical Education from a state and federal perspective
- Write a personal philosophy statement to be included in portfolio
- List and define Prosser's theorems
- Identify and discuss the role of Common Core State Standards in the educational setting
- Define 21st century skills and why CTE teachers need to incorporate them in lesson plan

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CNPRF 009 Occupational Analysis and Skills Standards Blended 20 clock hours

This course examines labor market information to discover key characteristics of jobs; purposes, task characteristics, task duties, and necessary skills. Participants will complete an occupational analysis using available labor market information to assist in determining critical job skills components to include in a high school/skills center program/course.

Participants will be able to

- Analyze labor market information to support offering or revising a competency based CTE class
- Develop broad areas of instructional content for a CTE class based on labor market analysis
- Research Skills Standards as related to a specific program area
- Document participation in a local advisory committee meeting
- Document visit to a local Work Source office

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CNPRF 010 School Law*
Blended 10 clock hours

Participants will be introduced to the basic legal frameworks found within the public school system pertaining to students, employees, and parents: attendance, FERPA, students with special needs, student discipline, and student free speech rights, local, state and federal statutory rights of students and teachers, collective bargaining.

Participants will be able to

- Recognize and apply legal rights and responsibilities as an instructor in a K-12 school system

CNPRF 017 Diversity in the Classroom*
Blended 10 clock hours

Participants will develop a broad understanding of the diverse school population and the related cultural and behavioral issues.

Participants will be able to

- Define diversity and explain how that definition has or will affect their teaching and their students' learning
- Articulate how they do or will create an inclusive learning atmosphere in which all students will feel welcome and engaged in learning
- Discuss and share how their philosophy of education incorporates their beliefs about creating an inclusionary classroom
- Explain their understanding of basic Special Education terminology and what Special Education services may be available in a high school or district
- Obtain data about diversity numbers for their class or their school, i.e., number of students on free or reduced lunch, percentage of students having IEP's, ethnicity breakdown

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**CNPRF 012 Role and Responsibility of the CTE Teacher as Related to Child Abuse
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.

Participants will be able to

- Identify in writing the responsibilities of teachers to report abuse or provide assistance to students who are victims of abuse
- Describe and apply basic educational policies: FERPA, student free speech rights, student discipline, students with special needs, local/state/federal statutory rights of teachers, and such additional policies as determined appropriate.

**CNPRF 013 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.

Participants will be able to

- Demonstrate the ability to teach lessons using today's technology, including but not limited to Power point, various DVD, video and paper projection systems, and You tube
- Investigate school policies about social media and instruction
- Write a policy about the use of social media in your classroom
- Explain appropriate and ethical use of technology in teaching and learning

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CNPRF 014 Field Experience in Your Program Area Program Specific CTE Classroom 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.

Participants will be able to

- Observe and document student learning and teacher behaviors in a minimum of three different CTE classrooms within your 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

CNPRF 015 Culminating CTE Teacher Project Face-to-Face 6 clock hours

This culminating course allows the participant to share their process of becoming a certified CTE teacher. Participants will also provide documentation for CTE certification and enhance their ability to present information about CTE programs to varied audiences.

Participants will be able to

- Present a portfolio to area CTE directors and/or other appropriate audiences; general advisory councils, advisory committees, etc.
- 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

