

Career and Technical Education Teacher Certificate

(Grades 7 through 12)



Teacher Candidate Guide



Teacher Candidate Guide

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*Earn your CTE Washington Teaching Certificate
at Olympic College!*

For current course enrollment information, visit:

<http://www.olympic.edu/programs-classes/workforce-development-and-basic-studies/cte-teacher-certificate-program>

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Questions and Answers

What is career and technical education certification?

In Washington State, those who want to teach career and technical education classes in middle school or high school are required to hold a CTE Teacher Certificate.

There are two routes to CTE certification:

1. Business, Industry and Military route (offered at Olympic College)
2. College or university route

Requirements for certification are:

3. Extensive professional experience (6,000 documented hours of paid occupational experience in a specialty or sub-category area)
and
4. Completion of a CTE Teacher Certificate Program.

The program is based on the requirements in the Washington Administrative Code WAC 181-77-041. To learn more about the process at the Office of the Superintendent of Public Instruction (OSPI), visit their website at <http://www.k12.wa.us/certification/CTEMain.aspx>

What is career and technical education?

Career and technical education is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education offered in grades 7 through 12.

Why select Olympic College for your CTE certification?

Olympic College's program is designed to give individuals independence in completing the program as courses are scheduled with the working professional in mind.

Courses are blended and a combination of face-to-face and online formats.



Areas of Career and Technical Certification

The career and technical teaching certificate authorizes service as a teacher in the school district(s) or skills center(s) and shall be issued in a broad category* and/or in a specific subcategory in one of the following pathways:

- [Agriculture and Science Pathway Diversified Occupations](#)
- [Business and Marketing Pathway Health and Human Services Pathway](#)
- [Work-Based Learning Technology and Industry Pathway](#)

Broad Categories (Available through the college/university route): Agriculture Education Marketing Education (V010000), Business Education Technology Education (V078000), Family and Consumer Sciences Education (V2000002), CTE Technical Education (V210100)

Subcategories (Specialty Areas available through the business and industry route): Each subcategory/specialty area is listed with the CIP (Classification of Instructional Programs) code, which consist of the letter "V" followed by a six-digit number.

Business and Industry Route Subcategory Specialty Areas

- | | |
|---|---|
| Accounting and Related Programs (V520300) | Food Production and Services (V120505) |
| Agribusiness (V010101) | Food Science Dietetics and Nutrition (V190504) |
| Agriculture Food Science (V011001) | Forensic Technology (V430100) |
| Agricultural Mechanics (V010201) | Health Diagnostic Careers (V510900) |
| Agricultural Production (V010300) | Health Informatics Careers (V510700) |
| Aircraft Technician (V470608) | Health Science Biotechnology (V261202) |
| Aquaculture (V010303) | Health Support Services Careers (V510710) |
| Auto Body Repair (V470603) | Health Therapeutic Careers (V510800) |
| Automotive Technology (V470600) | Horticulture (V010601) |
| Aviation Occupations (V490100) | Hospitality, Recreation and Tourism (V310101) |
| Banking Support Services (V520895) | Housing, Interiors and Furnishings (V190601) |
| Biomedical Science (V260102) | JROTC (V280300) |
| Building Maintenance Technician (V460401) | Legal Administrative Services (V520403) |
| Business Management (V5210100) | Lodging Management (V520902) |
| Career Choices (V600092) (Must also be certified for Worksite Learning) | Marketing Management (V521401) |
| Careers in Education (V200212) | Manufacturing Technology (V151000) |
| Chemical Technology (V410301) | Material Engineering (V141801) |
| Commercial Design/Applied Art (V500400) | Medical Administrative Services (V520404) |
| Communication Technologies (V100100) | Nursing Assisting (V511611) |
| Computer Applications & Related Programs (V521206) | Natural Resources (V030101) |
| Computer Technology (V470110) | Personal Care Services (V310510) |
| Construction Trades (V460200) | Precision Metal Worker (V480100) |
| Consumer Services (V190403) | Publishing (V091001) |
| Cosmetology (V120403) | Refrigeration/Air-Conditioning/Heating (V470201) |
| Criminal Protective Services (V430100) | Sign Language Interpreter (V510205) |
| Culinary Arts (V200493) | Sports Medicine (V510709) |
| Dental Assisting (V510601) | Stage Design Technician (V500502) |
| Drafting (V480101) | STEM Technology (V141000) |
| Early Childhood Education and Services (V190708) | Textiles and Apparel (V190901) |
| Educational Para Pro (V200206) | Translation and Interpretation (V160403) |
| Electrical and Electronic Equipment Repair (V470101) | Veterinarian Assistant (V510808) |
| Electrician (V460302) | Water Transportation/Worker (V490300) |
| Engineering (V143501) | Worksite Learning (V600097) (Must also hold a CTE Teaching Certificate) |
| Entrepreneurship (V080301) | |
| General Sales Operations (V080706) | |
| Global Health (V512210) | |
| Family and Community Services (V190707) | |
| Fashion Merchandising (V080102) | |
| Fire Service (V430203) | |
| Floriculture (V010603) | |

Source:
<http://www.k12.wa.us/certification/CTE/pubdocs/BandIRouteSubcategorySpecialtyAreas.pdf>



CTE Course Details

	Course	Format	Clock Hours	Cost	Required*
CNPRF 004	Introduction to Career Technical Education-- Teacher Certification Program	Face-to-Face	6 hours	\$59	Yes
CNPRF 005	Introduction to Classroom Instructional Strategies	Face-to-Face	30 hours**	\$275	
CNPRF 006	Course Organization and Curriculum Development	Blended	30 hours	\$275	
CNPRF 007	Personal Student Development and Leadership Techniques	Face-to-Face	30 hours**	\$275	Yes
CNPRF 008	History and Philosophy of Career Technical Education	Blended	30 hours	\$275	Yes
CNPRF 009	Occupational Analysis and Skills Standards	Blended	20 hours	\$185	Yes
CNPRF 010	School Law	Blended	10 hours	\$95	
CNPRF 017	Diversity in the Classroom	Blended	10 hours	\$95	
CNPRF 011	Safety in the CTE Classroom	Blended***	10 hours	\$95	Yes
CNPRF 012	Role and Responsibility of the CTE Teacher as Related to Child Abuse	Blended***	10 hours	\$95	
CNPRF 013	Using Technology in the Classroom	Face-to-Face	10 hours	\$95	
CNPRF 014	Field Experience in Your Program Area	Face-to-Face	40 hours	\$365	
CNPRF 015	Culminating CTE Teacher Project	Face-to-Face	6 hours	\$59	Yes
CNPRF 016	Work Based Learning--Coordination Techniques	Blended	30 hours	\$275	Not required for initial certification

*** This class has hours arranged between the instructor and the teacher candidate.

** +6 observation hours

Current teachers who wish to waive a class must receive a recommendation from their current CTE Director, present documentation of PESB-approved course completion or have documented experience. Waiver requests/recommendations must be approved by Olympic College. Waivers for teacher candidates from business/industry may be issued on a case-by-case basis in accordance with WAC 181-77-041.



Olympic College Career and Technical Teacher Certificate Course Descriptions

Olympic College's course of study covers all the required competencies delineated in the Washington Administrative Code (WAC 181-77-041.)

CNPRF 004 Introduction to Career Technical Education—Teacher Certification Program

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, fingerprinting, background check, basic skills assessment.

CNPRF 005 Introduction to Instructional Strategies

Face-to-Face, 30 clock hours classroom/6 clock hours observation

This energetic course will engage participants in the basics of teaching and learning: characteristics of quality instructors, elements of classroom climate, learner's style and rate and the impact on lesson planning, Bloom's cognitive taxonomy, classroom management, CTE course frameworks/standards and the relationship to academic standards and lesson/unit planning, Common Core Standards and 21st Century Skills, learning principles, lesson design, and testing/measurements using performance-based measurements of student work. Participants will develop and teach a mini-lesson plan of a job skill and analyze teaching demonstrations of classmates using a rubric.

CNPRF 006 Course Organization and Curriculum Development

Blended, 30 clock hours

Participants will acquire foundational information on how a 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 effectively work with such volunteer groups.

CNPRF 007 Personal Student Development and Leadership Techniques.

Face-to-Face, 30 clock hours classroom/6 clock hours observation

This course focuses on the required student participation in a career technical student organization (CTSO) or appropriate leadership activities within CTE classes. Participants will review current research on adolescent brain development and the corresponding relationship to teaching and learning. In addition, participants will become familiar with all existing CTE youth organizations, the state adviser and contact process, and the 21st Century Skills component of course frameworks. Participants will also research the various roles and responsibilities of a career guidance system.

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, and 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.



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.

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.

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. (Note: In Dec. 2014, the School Law and Diversity course was divided into two 10 hour blended courses at the recommendation of the instructors and approved by the advisory committee.)

CNPRF 011 Safety in the 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.

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.

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.

CNPRF 014 Field Experience in Your Program Area

In a CTE Classroom, 40 clock hours

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

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.

CNPRF 016 Work Based Learning – Coordination Techniques

Blended, 30 clock hours

An additional endorsement for teachers desiring to coordinate work based learning activities. Teachers are required to hold or to be obtaining a CTE certificate for this endorsement. This course enables participants to learn and apply school-to-work partnership 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 work place.



Registration, Program Policies, Waivers

How to register

Visit the Certificate link on the following site to register for the CTE Teacher Certificate courses:

<http://www.olympic.edu/programs-classes/workforce-development-and-basic-studies/cte-teacher-certificate-program>

Program policies

Waivers

The CTE Advisory Committee has established guidelines for the waiver of classes in Olympic College's CTE program. The policies avoid redundancy in coursework while providing top quality training for teachers with excellent skills.

To consider a class waiver, the College requires that course competencies must be met through demonstration of either a CTE Director-supervised field experience and/or through coursework documented on an official transcript from an accredited post-secondary institution. (See the *Course Waiver Request Procedure* included in this Guide for detailed information.)

Incompletes and course retake policy for teacher candidates who do not complete course work

Should a teacher candidate enrolled in one of the non-credit CTE classes at OC fail to attain the delineated course outcomes/competencies as outlined per course, the instructor may indicate that that person did not pass and will need to retake the class. The decision of whether a teacher candidate satisfactorily completes a given class (and designated competencies) rests solely with the professional judgment of the course instructor.

If a CTE class has any mandatory "in person" meeting times, full participation at these class sessions is required to complete the competencies for the class. If time is missed, the teacher candidate will need to retake the class. All mandatory dates and times will be given to the teacher candidate prior to registering for the class.

Retaking a CTE Class: Retaking a class will be when that class is next offered (classes are usually scheduled to be offered once per year, depending on the course.) Teacher candidates who fail to complete a class on time will be required to retake that class until all requirements are satisfactorily met.

Special Note: Instructors are compensated on the basis of contact hours in a given class and are not obligated to work with a teacher candidate who does not satisfactorily complete the course work (or demonstrate the competencies) beyond that given class schedule.



Washington Administrative Code 181-77-041

Requirements for candidates seeking career and technical education certification on the basis of business and industry work experience. Candidates for certification who have not completed approved programs set forth in WAC 181-82-322 shall complete the following requirements in addition to those set forth in WAC 181-79A-150 (1) and (2) and 181-79A-155 (1) and (2).

(1) Initial

- (a) Candidates for the initial certificate shall provide documentation of paid occupational experience in the specific career and technical education subcategory for which certification is sought.
 - (i) Three years (six thousand hours) is required.
 - (ii) One year (two thousand hours) must be within the past six years.
 - (iii) If all or part of the two thousand hours is more than six years old, an additional three hundred hours of recent (occurring in the last two years) occupational experience is required.
- (b) Candidates for the initial certificate shall complete a professional educator standards board approved program under WAC 181-77A-029 in which they demonstrate competence in the general standards for all career and technical education teacher certificate candidates pursuant to WAC 181-77A-165, which include but are not limited to knowledge and skills in the following areas:
 - (i) General and specific safety;
 - (ii) Career and technical education teaching methods;
 - (iii) Occupational analysis;
 - (iv) Course organization and curriculum design;
 - (v) Philosophy of vocational education;
 - (vi) Personal student development and leadership techniques.
- (c) Candidates for the initial certificate shall also demonstrate knowledge and skills in the following areas:
 - (i) School law;
 - (ii) Issues related to abuse as specified in WAC 181-77A-165(7).
- (d) In addition, candidates for initial certification in career choices or coordinator of worksite learning shall demonstrate competency in knowledge and skills described in WAC 181-77A-180.

(2) Initial renewal. Candidates for renewal of the initial certificate must complete three quarter hours of credit or thirty clock hours of career and technical education educator training in the subject matter certified to teach since the initial certificate was issued or renewed.

(3) Continuing.

- (a) Candidates for the continuing certificate shall have in addition to the requirements for the initial certificate at least nine quarter hours or ninety clock hours of career and technical education educator training in the career and technical education subject matter to be certified completed subsequent to the issuance of the initial certificate.
- (b) Candidates for the continuing certificate shall provide as a condition for the issuance of a continuing certificate documentation of two years of teaching/coordination in the career and technical education subject matter certified to teach with an authorized employer—i.e., school district(s) or skills center(s).

(4) Continuing certificate renewal.

- (a) Candidates for renewal of the continuing certificate shall complete since the previous continuing certificate was issued one of the following:
 - (i) Six quarter hours or sixty clock hours of career and technical education educator training;
 - (ii) Three quarter hours or thirty clock hours of career and technical education educator training and three quarter hours or thirty clock hours of technical education/upgrading;
 - (iii) Three quarter hours or thirty clock hours of career and technical education educator training and three hundred hours of occupational experience.



Program Oversight

The Program Education Advisory Committee (PEAC) membership is comprised of experienced career and technical education (CTE) professionals from around the region. These experienced CTE teachers and administrators provide program oversight, ensure program quality, conduct program reviews, and suggest improvements. The PEAC is required by the Professional Board of Standards which identifies quality elements.

Constituency represented	Name, title, address	Phone / E-mail
CTE Director K-12	Linda Hupka Director of CTE & STEM Education Bremerton School District 134 Marion Avenue N Bremerton, WA 98312	linda.hupka@bremertonschools.org Office: (360) 473-1019 Cell: (360) 337-0402
CTE Director K-12	Sara Hatfield Director of CTE South Kitsap High School 425 Mitchell Ave. Port Orchard, WA 98366	hatfield@skitsap.wednet.edu
CTE Instructor K-12 Graduate of a Business/Industry Teacher Prep Program	Nora Zollweg Marketing & Student Outreach Coordinator and JAG Specialist West Sound Tech 101 National Avenue N Bremerton, WA 98312	nora.zollweg@bremertonschools.org (360) 473-0559
Prof Tech Instructor Olympic College	Barbara Parker Medical Assisting Instructor Olympic College 1600 Chester Ave., HOC Bldg., Rm. 118 Bremerton, WA 98337	bparker@olympic.edu (360) 475-7679
Prof Tech Adviser Olympic College	Steve Quinn Educational Adviser Olympic College 1600 Chester Ave., HSS Bldg., Rm. 203G Bremerton, WA 98337	squinn@olympic.edu (360) 475-7345
Prof Tech Administration	James Funaro Director, Poulsbo Campus/ Tech Prep Olympic College 1000 Olympic College Way NW Poulsbo, WA 98370	jfunaro@olympic.edu (360) 394-2706
Olympic College Workforce Development	Deborah Welsh Director of Worker Retraining & Program Development Olympic College 1600 Chester Ave., CSC Bldg., 4 th Floor Bremerton, WA 98337 Mo Anduiza, Research Analyst Workforce Development Olympic College 1600 Chester Avenue, CSC Bldg., Rm. 419 Bremerton, WA 98337	(360) 475-7849 manduiza@olympic.edu



Course Waiver Request Procedure CTE Teacher Certificate Program

With proper documentation, teacher candidates may have up to six courses waived as a part of the Olympic College Business and Industry Route CTE Teacher Certification Program. Teacher candidates with degrees in education are likely candidates for course waivers. Teacher candidates must complete a minimum of six courses in the CTE Teacher Certificate Program at Olympic College to be considered as a CTE Program Completer.

The District CTE Director or Olympic College Program Administrator

1. Recommends in writing possible courses to be waived by reviewing each teacher candidate's documentation showing proof of mastery of course competencies. Copies of transcripts from the college/university or clock hour forms from other providers documenting coursework are required.
2. Forwards his/her recommendation and appropriate documentation requesting the course waiver(s) to the Olympic College Program Administrator.

The Olympic College Program Administrator

1. Reviews the recommendation for compliance with course competencies.
2. Convenes a subcommittee of the Professional Educators Advisory Committee.
3. Provides in writing the recommendation of the subcommittee to the teacher candidate and the district CTE Director.
4. Indicates courses waived in teacher applicant file.

A teacher candidate must complete a minimum of six courses in the CTE Teacher Certification Program at Olympic College.

Courses that may be waived with appropriate documentation:

Introduction to Classroom Instructional Strategies
Course Organization and Curriculum Development
Role and Responsibility of the CTE Teacher as related to Child Abuse
(Needs to be within the last five years)

Introduction to School Law
Diverse Needs of Students
Using Technology in the Classroom
Field Experience –

- **Requires completion of CTE Evaluation rubric by CTE Director, and**
- **Annual District Evaluation form**

Courses with matching curriculum from another approved provider of Plan II Business and Industry

Further information: Marcus Lane (360)475.7807 or Mourine Anduiza (360)475.7237
mlane@olympic.edu manduiza@olympic.edu
Olympic College
1600 Chester Ave.
Bremerton, WA 9833



Transcript Review Request

Career and Technical Education Teacher Certification Program

(Completed by teacher candidate)

Name _____ Date _____

Address _____ City, State, ZIP _____

Home Number _____ Work Number _____ Cell _____

E-mail _____

Complete all portions and attach transcripts. If the course title does not provide sufficient information to determine equivalence, you may be asked to provide additional documentation to assist in the review process, such as a catalog description or course syllabi.

Check If Requesting Waiver	OC Course Title	Equivalent Course Title	Year Taken	College/ University	Number of Credits/Clock Hours	Transcript Attached
	Introduction to Instructional Strategies					
	Course Org & Curriculum Development					
	RR – Child Abuse					
	School Law					
	Diversity - Schools					
	Field Experience					
	Using Tech in the Classroom					

By signing this Transcript Review Request Form, I attest that the above information is true and accurate to the best of my knowledge.

Signature _____ Date _____

Course Waiver Request CTE Teacher Certificate Program

Date _____

To: CTE Director and/or Subcommittee of the CTE Teacher Program Advisory Committee,
Olympic College

Subject: Request to waive a course(s) in the Olympic College CTE Teacher Preparation program

For: _____
(Teacher candidate)

I have reviewed waiver request and the documentation and transcripts for the above teacher candidate and recommend the following:

Waive	Do not waive	Course
_____	_____	Course Organization and Curriculum Development
_____	_____	Diversity in the Classroom
_____	_____	Introduction to Instructional Strategies
_____	_____	Role and Responsibility of the CTE Teacher as Related to Child Abuse (Coursework needs to be within the last five years.)
_____	_____	School Law
_____	_____	Using Technology in the Classroom
_____	_____	Field Experience – (Requires completion of CTE rubric by CTE Director and the District’s annual evaluation form.)

_____ has been teaching in our District for the past
(Teacher Candidate) _____ years (2000 hours equals one year.)



Career and Technical Education Teacher Preparation Program Practicum Evaluation Cover Sheet

Teacher Candidate _____

Teacher Candidate Certification Number _____

School District _____

Mentor Teacher _____

Observer/CTE Director _____

The attached *Practicum Evaluation Form* indicates the level of competency demonstrated by the teacher candidate. The skills are those approved areas of competency for the general and specific skills for certification as required by the Washington Administrative Code 181-77A-165 and 181-78A-270.

The following criteria were used in the evaluation of the teacher candidate's skills in each of the listed areas:

- A rating of
- 1 Means the teacher candidate does not have this competency at this time.
 - 2 Means the teacher candidate has some difficulty demonstrating this competency.
 - 3 Means the teacher candidate has done a satisfactory job of demonstrating this competency.
 - 4 Means the teacher candidate has done a good job of demonstrating this competency.
 - 5 Means the teacher candidate has done an excellent job of demonstrating this competency.

Observer/CTE Director - printed name and signature

Date

Career and Technical Education Teacher Preparation Program Practicum Options

OPTION A After completing all required courses in the CTE Teacher Preparation Program sequence, enroll in and successfully complete the following course

Course Title	Field Experience
	In your program area in a CTE classroom – 40 hours
Course Number	CNPRF 014
Clock hours`	40
Cost	\$365
Description:	Participants will observe, assist and teach in a CTE Classroom under the direction of a veteran certified CTE teacher in their program area. The participant will be observed in alignment with the standards on the Practicum Evaluation Form by an Observer approved by Olympic College.

OPTION B Only available to candidates in a current teaching position for one school year in a grade 7-12 CTE setting

In lieu of enrolling in the Field Experience course, submit the following documentation to the Olympic College Program Administrator:

1. Original Practicum Evaluation Form and Cover Sheet completed and signed by your school district CTE Director indicating satisfactory demonstration of all competencies; AND
2. Copy of an annual current satisfactory teaching evaluation by your supervisor.



CTE Teacher Preparation Program, Olympic College

Classroom Management and Discipline	Evaluation					
<i>The teacher candidate must demonstrate ability to manage the physical environment and human dynamics of the classroom by:</i>	1	2	3	4	5	Comments
1. Maintaining a positive, effective environment.						
2. Managing the physical environment of the classroom to meet instructional social and physical concerns.						
3. Maintaining instructional momentum.						
4. Motivating students.						
5. Knowing and applying alternative forms of corrective action to classroom behavior.						
6. Supporting verbal communication with nonverbal communication.						
7. Handling transitions effectively.						
8. Monitoring the classroom effectively.						
Additional observations:						

Instructional Design and Methodology	Evaluation					
<i>The teacher candidate must demonstrate ability to design and manage the instructional and physical environment as well as the human dynamics of the classroom by:</i>	1	2	3	4	5	Comments
1. Designing and implementing an instructional unit that focuses on technical content and the appropriate Washington State EALRs.						
2. Consistently designing, planning, implementing and evaluating an effective lesson using the essential elements of a lesson plan design.						
3. Designing and implementing instructional activities that are logical, sequential, and purposeful.						
4. Designing and implementing alternative instruction activities to meet individual student needs						
5. Designing and implementing alternative models of instruction.						
6. Designing and implementing questions that are balanced between fact and thought.						
7. Using audiovisual materials, the computer, and other technological development for instruction.						
Additional observations:						



Testing, Evaluation and Record Keeping	Evaluation					
<i>The teacher candidate must demonstrate ability to use both formative (on-going) and summative (final) evaluation techniques in order to evaluate and assess programs, students, and his/her own teaching by:</i>	1	2	3	4	5	Comments:
1. Assessing student basic-skills level in content areas.						
2. Evaluating student performance.						
3. Assessing student basic skills (essential learning) and identifying content area competencies and applications.						
4. Evaluating instructional units' effectiveness.						
5. Following the prescribed course of study.						
6. Maintaining and rendering appropriate records and reports.						
Additional observations:						

Special Populations and Needs	Evaluation					
<i>The teacher candidate must demonstrate ability to work effectively with student from diverse cultural backgrounds as well as students with disabilities and disadvantages by:</i>	1	2	3	4	5	Comments:
1. Showing an understanding of the various values, lifestyles, history and contributions of various identifiable subgroups of society.						
2. Recognizing and dealing with dehumanizing biases of sexism, racism, prejudice and discrimination.						
3. Meeting the needs of exceptional students requiring special instruction, referrals or formal assessment.						
4. Working effectively with students from diverse populations.						
<p>Additional observations:</p>						

School, Home, and Community	Evaluation					
<i>The teacher candidate must demonstrate ability to integrate education policies with the school, home, and community by:</i>	1	2	3	4	5	Comments:
1. Participating in the designing activities that involve parents in the learning process of their children.						
2. Using community resources to enhance the school program.						
3. Working cooperatively with students, parents, colleagues, and community members in a professional manner.						
4. Applying the knowledge of school law to practices involving the school, home and community.						

Additional observations:



Professionalism	Evaluation					
<p><i>The teacher candidate must demonstrate ability to work effectively with student from diverse cultural backgrounds as well as students with disabilities and disadvantages by:</i></p>	1	2	3	4	5	Comments:
1. Being prepared in the theory and knowledge of the principles and methods of teaching.						
2. Being committed to education as a professional						
3. Demonstrating awareness of his or her limitations and strengths, and evaluating for continued professional growth.						
4. Communicating a caring, patient attitude and personal commitment to educating students.						
5. Demonstrating an understanding and commitment to each student.						
6. Being knowledgeable of content area or specialization.						
7. Incorporating current education research into design, implementation, and evaluation of instruction.						
8. Using oral skills correctly and effectively.						
9. Using written skills correctly and effectively.						
10. Consistently demonstrating energy and enthusiasm in his/her teaching.						
<p>Additional observations:</p>						

Student Leadership, Work-based Learning, and Advisory Committee	Evaluation					
<i>The teacher candidate must demonstrate ability to implement and maintain collaborative partnerships with students, colleagues, community, business, industry, and families which maximize resources and promote student self-sufficiency by:</i>	1	2	3	4	5	Comments
1. Identifying the student Leadership curriculum for all students in the program						
2. Implementing the student leadership curriculum for all students in the program						
3. Developing the work-based learning component in the program						
4. Implementing the work-based learning activities for all students						
5. Establishing the industry/business partnerships for your program						
6. Establishing a functional advisory committee						
Additional observations:						

Become a Career and Technical Education (CTE) Certified Teacher (Grades 7 through 12)

For teachers who...

- Hold a current CTE conditional or probationary certificate
- Have a teaching certificate and desire a CTE endorsement

For business and industry employees and current/retired military service members who...

- Have an interest in teaching CTE in grades 7 through 12

The certificate program is:

- Comprised of 272 clock hours and 12 arranged observation hours
- Reasonably priced at less than \$2600 for the entire program
- Instructed by local, retired and experienced CTE directors

Check out the course schedule and register!

<http://www.olympic.edu/programs-classes/workforce-development-and-basic-studies/cte-teacher-certificate-program>

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***Start today on a new career path!
Teach others the knowledge and skills of your job!***