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

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

Total: **272 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.
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 the desire 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.
CNPRF 005  Introduction to Classroom Instructional Strategies  
Face-to-Face  
30 clock hours classroom + 6 hours observation

This energetic course will engage participants in the basics of teaching and learning: characteristics of quality instructors, elements of classroom climate, the learner’s style 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.

Participants will be able to

- List and define in writing ten characteristics recognized as being desirable in skilled career technical education teachers.
- Distinguish between appropriate and inappropriate elements of classroom climate.
- Discuss in writing how a learner’s style and rate is related to lesson planning.
- List, define, identify in writing and demonstrate the six elements of Bloom’s cognitive taxonomy, and the essential characteristics of the affective and psychomotor domains of learning.
- Identify strategies for effective classroom management.
- Identify CTE course frameworks/standards and state their relationship to academic standards and lesson/unit planning; Common Core Standards and 21st Century Skills.
- List, define, identify in writing and demonstrate the use of principles of learning.
- List, define, identify in writing and demonstrate the ten essential elements of lesson design.
- Name and define six characteristics of a good test, write sample questions for simple tests, use performance-based measurements of student learning and develop a rubric for scoring tests.
- 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.
Career Technical Education Teacher Certificate Program
Course descriptions, delivery method, objectives and clock hours

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.
CNPRF 007  Personal Student Development and Leadership Techniques  
Face-to-Face  30 clock hours classroom + 6 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.

Participants will be able to
- Describe and identify adolescent brain development as related to teaching and learning.
- Name and describe all CTE youth organizations, the state adviser and contact process.
- Participate in six hours of CTE youth organization activities at the local/regional or state level. Document by sign off from a CTE director.
- Prepare two lesson plans that include leadership activities for all students.
- Complete the 21st Century skills matrix required by OSPI as a part of course frameworks.
- Articulate the role of a school guidance and/or career counselor as related to CTE based on an interview with a counselor.
- Recognize and articulate the need and processes to work cooperatively with parents, community, and colleagues to prepare students for the workforce both locally, nationally and globally.
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.

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

- Document participation in a local advisory committee meeting.
- Document visit to a local Work Source office.

CNPRF 010  School Law
Blended  30 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
- Identify and discuss negligence/ torts
- 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
- Discuss negligence and torts, including 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 develop their own Students with Disabilities Resource guide, paying specific attention to State and Federal laws around SPED
- Familiarize themselves with their own district’s Collective Bargaining Agreement and be prepared to discuss key elements that are of interest to them
Career Technical Education Teacher Certificate Program
Course descriptions, delivery method, objectives and clock hours

- Describe recent legislation around School attendance, including the process their district has in place for holding a Community Truancy Board

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.
- Create a current diversity profile of a Washington high school or a Washington school district and discuss how this information is helpful to classroom teachers.
- Create a sample CTE lesson plan or unit that demonstrates how they would scaffold and/or differentiate instruction in a course they teach currently or one they might teach.

*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.
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.

Participants 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.

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

students with special needs, local/state/federal statutory rights of teachers, and such additional policies as determined appropriate.

- Identify signs of abuse, to include: physical, emotional, sexual, neglect and substance abuse
- Describe the impact of abuse on the behavior and learning abilities of students
- Describe methods for teaching students about abuse of all types and their prevention

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 PowerPoint, various DVD, video and paper projection systems, and YouTube.
- 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.

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

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

- 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.
CNPRF 016  Work-based Learning – Coordination Techniques  
Blended  30 clock hours

This is 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 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 work place.

Participants 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 paid internships.