

3 Year CTE Credential Requirements (issued after 8/31/2010)

Individuals must satisfy all of the following requirements:

Three years of work experience directly related to each industry sector to be named on the credential.

One year equals a minimum of 1000 clock hours and the experience may be full-time or part-time, paid or unpaid. See Terms and Definitions for additional information regarding the experience requirement.

High school diploma requirement by one of the following methods:

- Possess a high school diploma
- Possess a diploma based on passage of the GED Test
- Possess the foreign equivalent of a high school diploma

Verification, signed by the Commission-approved program sponsor, that the applicant has been apprised of the requirements for both the preliminary and clear credentials, including the requirements of the program of personalized preparation

Completed application (form 41-4)

Completed LiveScan receipt (41-LS), verifying fingerprints have been taken and fees have been paid, unless fingerprint clearance is already on file with the Commission

Application processing fee

Recommendation by a Commission-approved CTE program sponsor

Fee Schedule 2011-2012

Consultation (3 year Credential Application, Early Orientation and Module Requirements)	\$75
Credential Packet-5 year Credential	\$25
Computer Skills Test	\$75
CPR-Outside Provider	Fee varies
Live Scan-Outside Provider (no fingerprint cards accepted)	Fee varies
Module Equivalency Waiver Fee (per equivalency granted)	\$75
Module Refund Charge	\$50
Annual Registration Fee (Subject to change per District policy)	\$30
Initial Level (3 year credential)/Level 1 Compliance Letter to Employing School District	\$55
U.S. Constitution Test (different provider)	\$50

Additional Fees

	MetroED	CTC
Preliminary Credential Filing (1, 3 or 5 year)	\$55	\$55
One-Year Extension for Initial/Level 1 Filing	\$55	\$55
Application for Professional Clear	\$75	\$55
Renew Professional Clear-Must be done on the CTC website (subject to change)		\$55



**MetroED
LEA**

Course Descriptions and Fee Schedule

Contact Information

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**Commission Approved
Program Sponsor**

Now accepting MasterCard/VISA for payments to MetroED.

Modules for 3 year CTE Credential (issued after 8/31/2010)

EARLY ORIENTATION

(offered by CTE TEACH on
www.cteonline.org)

Candidates must complete the Early Orientation (EO) course within thirty days of submitting their credential application. The Commission requires that the LEA recommends revocation of the credential if the EO is not completed within 30 days of the first teaching assignment. The EO is required prior to enrolling in Initial level modules.

The online modules represent **20 hours** of Early Orientation coursework. The content presented is to help ensure your success as a classroom teacher, so the expectation is that all videos and readings will be given considered attention.

COURSE DESCRIPTION - Initial Level

Foundations of Career Technical Education

EDUC 385D

Prerequisite: Early Orientation or consent of the LEA Program Coordinator
This course examines the history of career technical education and its evolution to current CTE programs. Candidates broaden their professional perspective and develop a better understanding of education policies, teaching practices, and education theories.

Instructional Strategies for Career Technical Education

EDUC 385B

Prerequisite: Early Orientation or consent of the LEA Program Coordinator

This course is a study of instructional strategies that are consistent with theories of pedagogy and learning including activities and materials for adolescent and adult learners with diverse needs, skills, and abilities. Key points that are emphasized include planning for learning, providing clear instruction, maintaining an effective classroom environment while integrating technology.

The course includes language acquisition, appropriate techniques for teaching EL students. Additional skills emphasized include strategies to encourage interaction between different language groups and incorporating assessment data into instructional planning.

Curriculum Design and Assessment for Career Technical Education

EDUC 385C

Prerequisite: Early orientation or consent of the LEA Program Coordinator
This course provides in depth instruction in curriculum and instructional planning and effective assessment techniques. Candidates learn ways to develop lessons that engage all students with regard to learning skills, abilities and special needs.

Both formative and summative evaluation methods will be examined; and students will have an opportunity to observe and develop evaluation methods to ensure student success.

Additional Required Courses:

Module 1D - (see course description under 5 year credential Level 1)

Module 4 - (see course description under 5 year credential Level 1)

Community/Heart Saver CPR - (see description under 5 year credential Level 1)

COURSE DESCRIPTION - Advanced Level

Portfolio for Career Technical Education

EDUC 385E

Prerequisite: Completion of the Initial Preparation program

This advanced preparation course gives the student the opportunity to provide Portfolio Demonstrations of advanced competencies. Students will have the chance to demonstrate application of the skills obtained in the initial preparation while building upon their skills obtained in Initial Preparation Program. This personalized preparation course is designed to help certificated personnel develop, or improve upon, instructional skills as well as renew professional perspectives with which to increase their effectiveness as CTE educators.

Modules for 5 year Credentials: Adult, CTE, Special Subjects Level 1

Module 1 Essential Instructional Skills

MUST BE TAKEN FIRST

This course provides a foundation for the new teacher: formulating model lessons, class management techniques, and establishing your teaching personality. Topics include diversity of student needs, using different modalities, group behavior dynamics, and strategies for building classroom success and confidence.

Module 1A Instructional Practices for ESL***

This course provides an overview of effective strategies and skills for teaching English Language Learners. These will involve building on the teacher's existing strengths, while providing guidance through second language acquisition and Adult ESL Model Program Standards.

Module 1B Instructional Practices For Older Adult Subjects***

This course reviews effective strategies and skills in teaching older adults. Emphasis is given to the psychosocial dimensions and special needs of aging. Model Program Standards and community resources are specifically addressed.

Module 1C Instructional Practices for Adults with Disabilities Subjects***

This course reviews effective strategies and skills in teaching adults with special challenges. Topics include: an inventory of disabilities, causes, limitations, legalities, and designing lessons to accommodate various special needs.

Module 1D Computer Skills Training for Teachers

NOT designed for beginners. (Must pass computer skills assessment in first meeting.) This course is designed to enhance computer literacy, in order to fulfill credential requirement in the areas of MS Office, keyboard and mouse manipulation. MS Word, MS Excel, MS PowerPoint and Windows will be covered. **(Bring thumb drive on first day)** **Note: This course is also required for the new 3 Year CTE credential.**

Computer Skills Test (Option)

This is a hands-on test, which may be taken in lieu of the Computer Skills module, to determine your ability to use a computer in an instructional setting. Call 723-6488 for test appointment. (1 hour).

Module 2 Student Characteristics

This course provides skills for teaching diverse populations. Goals, objectives, and lessons focus on learning theory, and address students' race-ethnicity, cultural identity, acculturation, and economic status. Teaching strategies incorporate the psychosocial dimensions of adolescent and adult developmental stages.

Module 3 Vocational Classroom Techniques**

This course provides strategies and skills for teaching vocational curriculum. These involve using a strength-based approach that integrates academic and vocational skills. Instructional techniques address the need to provide appropriate challenges, to build self-esteem, while motivating and sustaining student interest.

Module 4 Health Education Overview

This course provides an overview of health information and issues for the classroom teacher. Topics include: nutrition, common health problems, alcohol/drug abuse, and child/aging abuse. Special focus is on the teacher's responsibilities and local health resources. **Note: This course is also required for the new 3 Year CTE credential.**

Community/Heart Saver CPR

Please contact your local American Red Cross or American Heart Association for course information. To fulfill the State of California teaching requirement for a teaching credential, CPR requirements must cover the needs of infants, children, and adults.

**** Modules 3 and 8 are not required for the Adult Credential**

*****Required for the Adult Credential only-if listed on the Credential**

Modules for 5 year Credentials: Adult, CTE, Special Subjects Level 2

Module 5 Independent Study/ Supervised Field Projects

*Pre-requisite: You must be teaching, NOT substituting to complete project.

This course will have participants develop, implement, evaluate and enhance an instructional program, unit of curriculum or a special project related to the area of instruction authorized by the credential or the requirements of the personalized preparation program.

Module 6 Student Achievement

This course provides enhancement of communication skills, evaluation modalities, and counseling/guidance strategies. Topics include: student diversity, adolescent/adult psychosocial development, individual needs in group process, promoting student progress and teacher effectiveness, and providing students with both security and challenge.

Module 7 Adult & Vocational Programming

This course provides an overview of adult and vocational instructional strategies and programs. Topics include: instructional technologies, academic-vocational integration, appropriate learning modalities, and structures of educational, legislative, and career path programs. Adult and vocational education statutes are specifically addressed.

Module 8 Vocational Education Principles & Practices

This course addresses the needs of vocational classrooms and programs. Topics include: student recruitment/placement, program management/growth, addressing student diversity, and the systemic development of vocational education programs. Special focus is on developing a model individualized project. **

Modules for Supervision and Coordination Credential (continued)

director and Board of Education, writing grant applications, coordinating WASC accreditation, publicizing programs, observing classroom teaching, and "other duties as assigned."

Courses: Each course, Module 9 (Fall) and Module 10 (Spring) meet a total of 4 sessions, spread throughout the semester, meeting approximately every 2 - 6 weeks.

Between class sessions, class members perform a supervision/coordination/mid-management type project under the supervision of their department chairs or principals/directors. During each course, the candidates will design and complete a project in each of the following areas:

- Planning, Organization, and Management of • Designated Subjects Programs.
- Personnel Policy Development and Administration of • Designated Subjects Programs
- Fiscal/Regulatory Concepts Related to Designated • Subjects Programs

Upon completion of both the Module 9 and Module 10 course, and passing the CBEST test, the candidate may apply for the S&C Credential. The full time adult/career tech/vocational credential must also be maintained in order for the S&C credential to be in effect. It is renewed every five years. It does not currently require professional growth.

Modules for Supervision and Coordination Credential

This is a mid-level management credential specifically for adult/career technical/career technical education. It allows the holder to serve as a coordinator, department chair, lead teacher, even, with the approval of the Board of Education, as vice principal of the designated subjects programs. It is occasionally used in some district level positions for coordination of programs. It also allows the holder to be paid on an administrative or special salary schedule (according to district policy).

Holders often perform duties such as designing the curriculum, course of study for an entire department, scheduling courses, managing the program budget, recruiting and recommending teachers to the principal or