



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

CTE Credentialing in Linked Learning Programs of Study

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Introductions:

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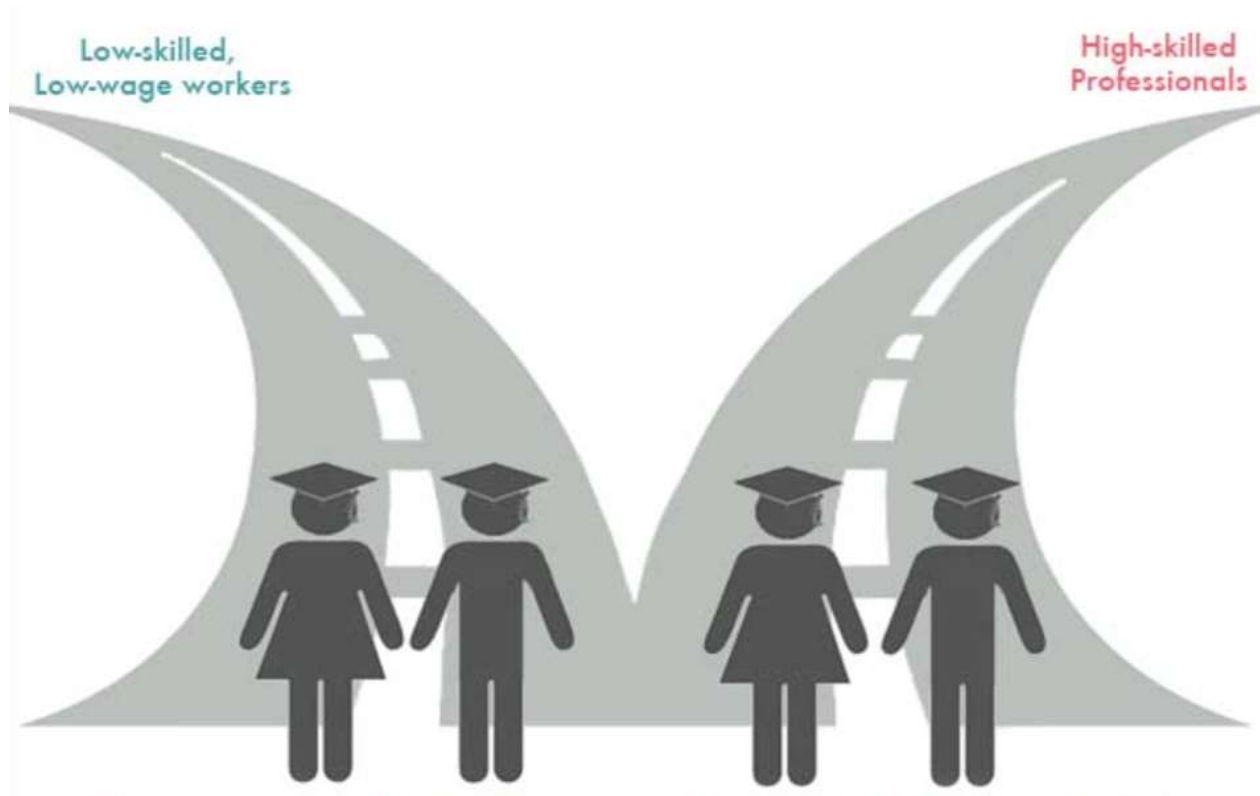
CTE's Shift Toward Opening Options



Instead of
channeling
youth to inequitable outcomes



Schools Sort Students

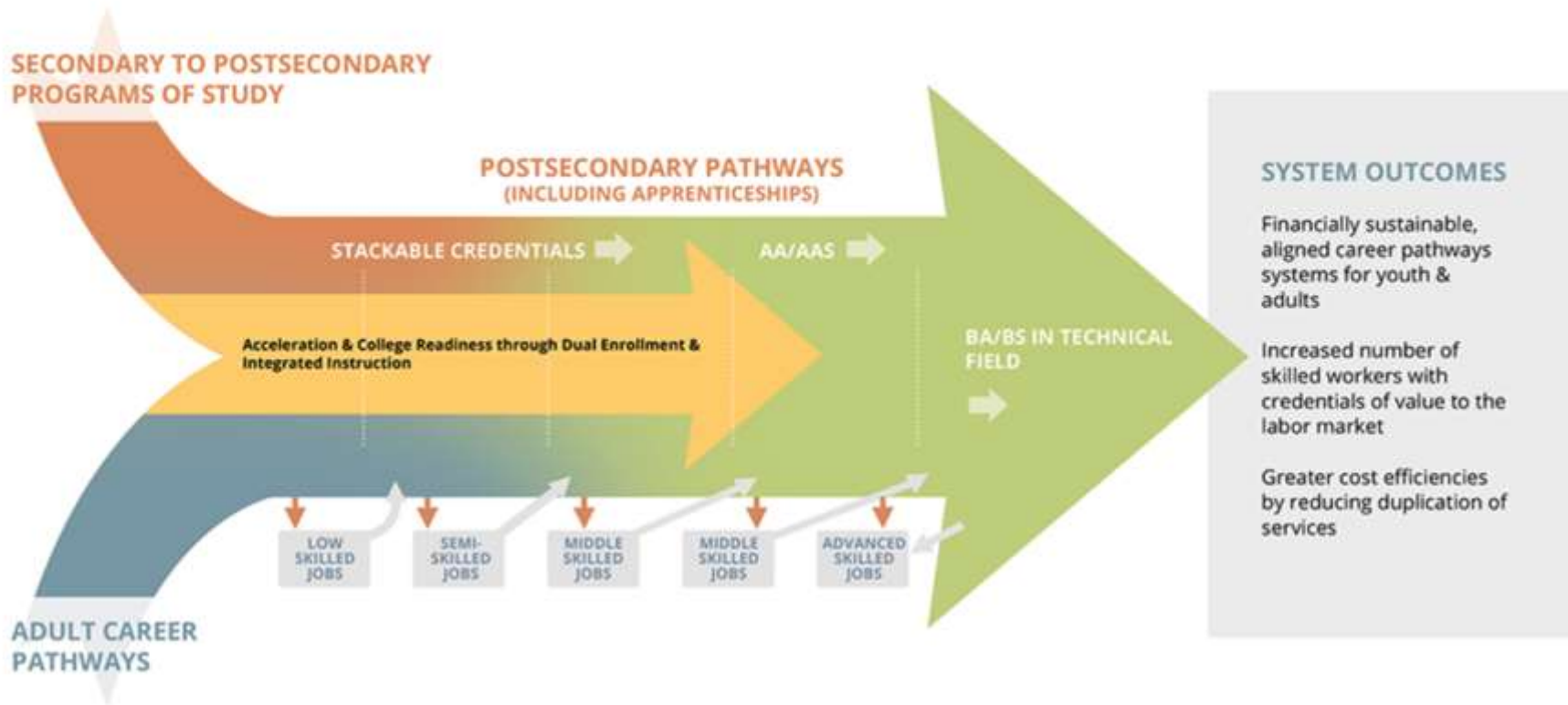


1917 Smith-Hughes Act establishes vocational education for work-bound, as opposed to college bound students

The 1960 Master Plan for Higher Education: three-tiered system -- community colleges, CSUs and UCs --reinforced the sort and select function of California schools

Career Pathways Today Challenge Inequities by Integrating CTE and Academics

Integrated Career Pathways Model



Impact of Pathway Development on CTE Credentialing

Common Core State Standards

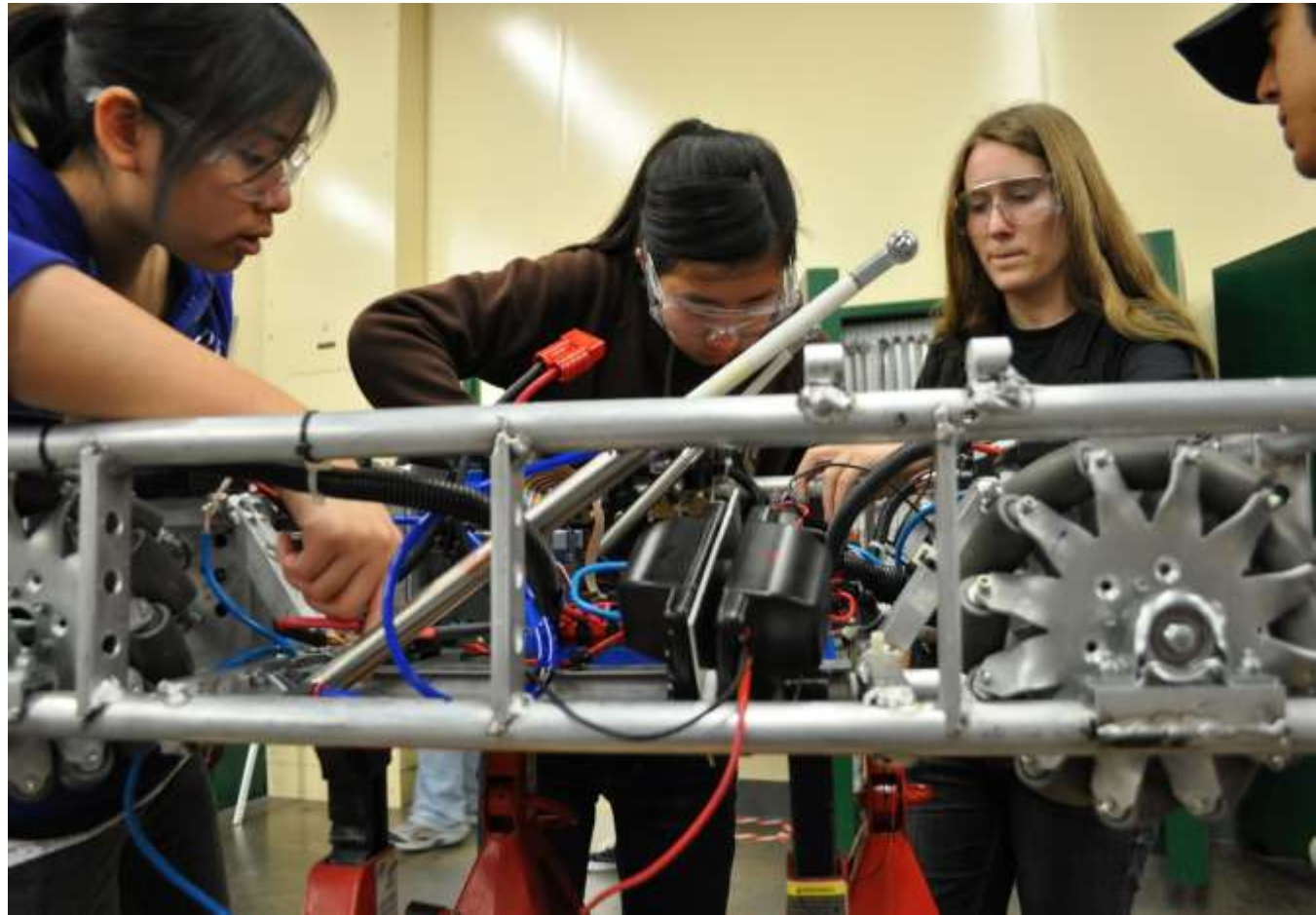
“Preparing students for college and careers”



All students should graduate from high school with the skills, career goals and plans needed to transition to a wide range of postsecondary options.

Every Student Succeeds Act Replaces NCLB

- API replaced with College and Career Readiness Indicators
- Schools must promote and measure career readiness



Advantages of Dual Credentialing and Model District Practice

Why Dual Credentialing?

Improve implementation of pathway PoS: flexibility in the master schedule

Address the shortage of CTE teachers in the academic core

Increase the impact of college and career pathways on student success:

- Contextualize academic content: CTE courses in the Academic Core
- Transform instructional practice: Interdisciplinary project-based learning with performance-based assessments
- Increase access to Perkins funding to build and equip robust career pathways



District Best Practices: Antelope Valley UHSD

CTE Parity Goal: All CTE teachers with four-year degrees, in full-time positions

Strategy: Provide reimbursement at an hourly rate for professional development required, provided at least one criteria met:

- CTE alignment with LCAP goal
- Addresses teacher shortage in a high demand area (STEM)
- Supports creation of a complete sequenced pathway
- Supports Linked Learning approach to integrating CTE and academic core

Success!

Spring, 2016 applications released

By the end of 2017:

- 16+ Teachers reimbursed on an hourly rate for PD after acquiring CTE credential
- 8+ Teachers applications in queue waiting for receipts
- Range of reimbursement from \$700- \$1600

Requirements for the CTE Credential

Preliminary CTE Credential

PRELIMINARY CREDENTIAL (3 years):

- Three years industry experience (PT or FT; employed or avocation; paid or volunteer)
- High school diploma or equivalent
- CTC-approved program sponsor recommendation & verification of orientation to credential requirements
- Application, fee, and fingerprint clearance

Work Experience & Equivalencies

Work Experience:

- Must be documented and verified
- One year = minimum of 1000 hours
- Recency = One year in the last five years or two in the last ten

Equivalencies:

- 48 post-sec semester units in the specific industry sector may substitute for up to two years of industry experience
- An advanced industry certificate may substitute for one year
- One year of full-time general education teaching may substitute for one year and may satisfy recency requirement
- **AT LEAST ONE YEAR OF ACTUAL WORK EXPERIENCE IS REQUIRED**

Clear CTE Credential (5 year)

- Commission approved personalized preparation program
- Two years successful teaching with Preliminary Credential OR CTC-approved advanced personalized preparation determined by program sponsor agency
- SDAIE training
- Health and computer-based technology education
- U.S. Constitution coursework or exam
- Recommendation by CTC-approved program sponsor
- Application and fee

Single Subject Credentials that Authorize CTE, but not necessarily Perkins \$

Assignment Option in Regulations

Holders of Single Subject Teaching Credentials in

- Agriculture
- Business
- Home Economics
- Industrial Arts
- and Industrial Technology Education

are also authorized to teach trade, technical, career or vocational classes - Title 5 section 80004(c).

Single Subject Credentials Authorizing CTE

Teachers holding a valid teaching credential can add an additional single-subject credential:

- Demonstrate subject matter competency (e.g., CSET)
- Verify completion of methodology course (3s/4q units)
- Possess an English learner authorization

HOWEVER, Perkins funding is limited to courses taught by teachers with the industry experience required to meet the CTE Model Curriculum Standards & framework adopted by the State Board of Education.

Bridging the Single Subject Credential to the Designated Subjects/CTE Credential

CSU Pathway Teacher Education Program Work

- Infusion of work-based learning and career-specific applications into teacher preparation
- Identification of potential dual credential holders among teachers candidates; development of counseling resources
- Single Subject Integrated 4 year credential programs with dual credential options
- CSET preparation courses
- Single subject intern programs that incorporate dual credential candidates



CSU San Bernardino's BA/BS in Career and Technical Studies

- Up to 45 semester units of prior learning credit allowed
- Available as an online program
- Supports Bachelor's degrees alongside credentialing options
- Including CTE administrators and Single Subject Internship Programs
- CTE teachers with Bachelor's Degree are eligible for Single Subject Internship Program and Early Completion Intern Program Option: fast-track single subject credential

Identify new teachers for dual credentialing

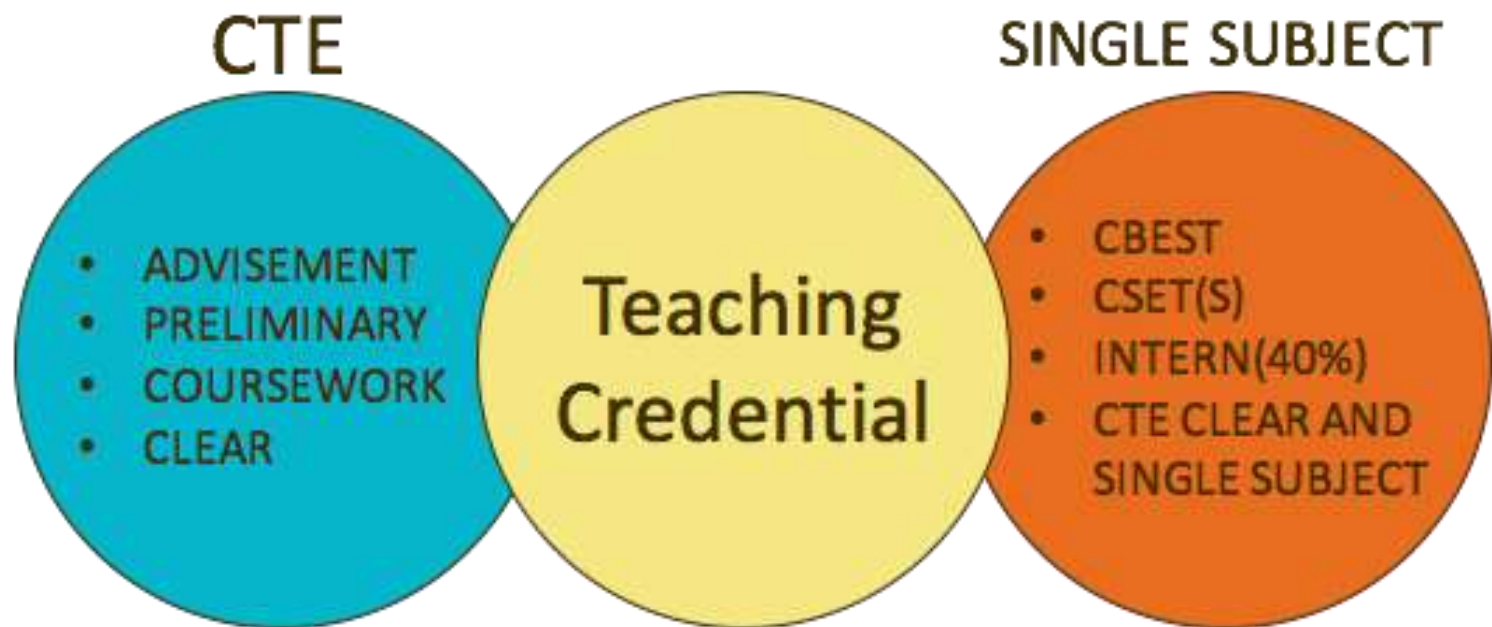
CSU Sacramento Collaborative for the Advancement of Linked Learning process shared with other CSUs:

- Survey students on intake
- Provide CTE credentialing information, letters of eligibility and connection to an
- Connect CTE students to CTC authorized CDE credential program

CSU Sacramento CALL has also integrated industry externships into teacher preparation



BACHELORS' DEGREE = ENCOURAGED TO PURSUE DUAL CREDENTIAL

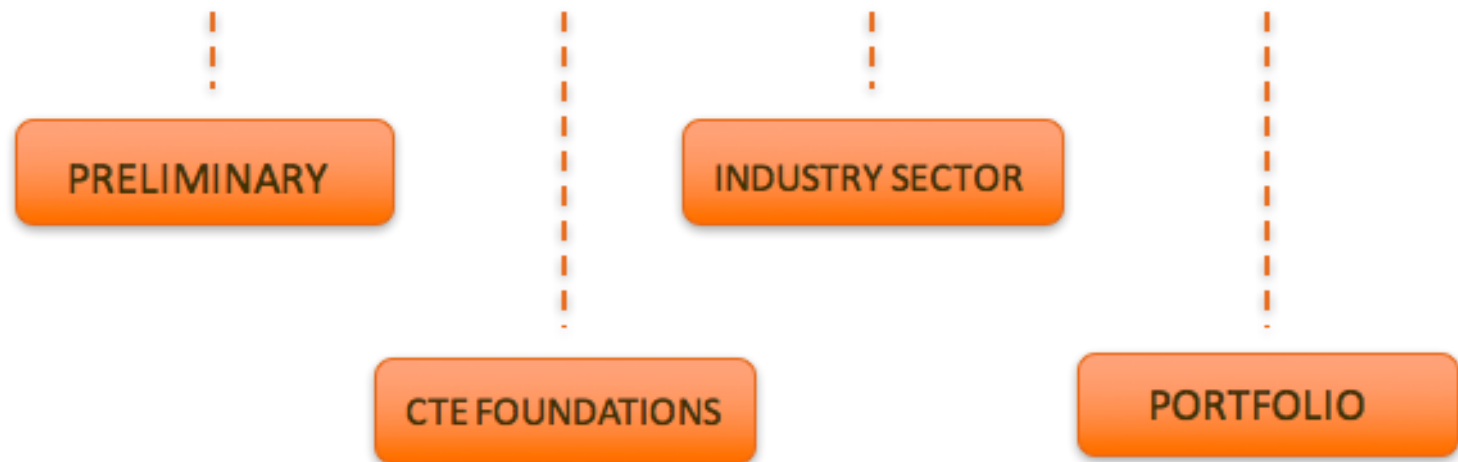


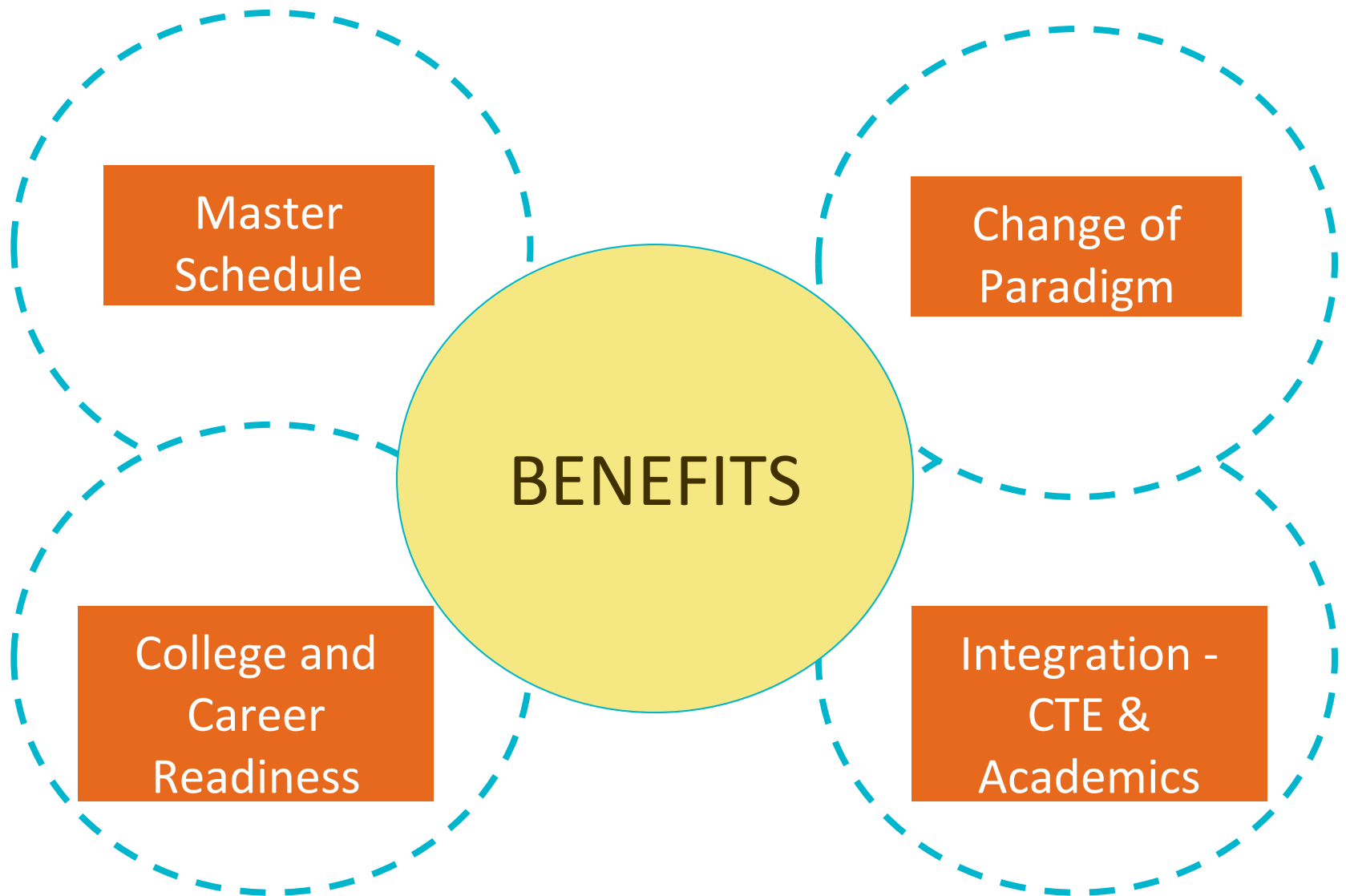
PREPARING TEACHERS

ADDING CTE CREDENTIAL – SINGLE SUBJECT

WORK EXPERIENCE = 3000 HOURS

- TEACHING IN A K-12 CLASSROOM = 1000 HOURS
- POST SECONDARY COURSEWORK (24 UNITS) = 1000
- **REAL WORK EXPERIENCE = 1000 HOURS**





Credentialing for Equitable Access to Dual Enrollment Courses

Credentialing for CCAP Dual Enrollment

- Which courses to emphasize?
 - CTE; Basic Skills; Pathway Prerequisites...
- Structuring student supports for equitable access
 - Embedding college courses in high school classes to access high school credits, student supports, & honors credit bump
- Credential requirements: Who can teach the course?
 - CTE and Academic Core credentials differ
 - Demand for faculty who can teach courses for both high school and college credits; both CTE & a-g CTE courses
 - Need for faculty professional development to address demands of a high school working environment

Recommendations

1. Find high school faculty that meet minimum qualifications, and are dual credentialed
2. Facilitate Community College faculty access to CTE Credentials with streamlined professional development and supports (currently 9 units; same as for industry professionals)
3. Support CTE faculty to obtain bachelor's degrees via prior learning credit
4. Support legislation allowing college faculty to teach in the academic core in subjects that would meet a-g requirements if taught in the college setting – with a CTE credential

Discussions with Presenters in Table Groups

Table Groups

Table 1: Diane Walker:

CTE Credentialing for Single Subject Credential Holders

Table 2: Diane Carnahan & Maryanne Friend:

Dual Credentialing for Industry Professionals

Table 3: Joe Scarcella:

Bachelor's Degrees for CTE Faculty, with connections to single subject intern program options

Table 4: Annie Johnston:

Credentialing for Equitable Access to Dual Enrollment



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Thank you!

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