**Transcript Review Worksheet**

##### 17 – Career Technical Education

The holder is authorized to teach one or more career cluster area courses of study in a career and technical center in grades 7-12 as specified on the endorsement.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules).

**Please note: If you do not hold a minimum of an associate’s degree, or its equivalent (i.e. 48 college credits), you cannot qualify for initial licensure via transcript review. In this case, you must pursue licensure via the Apprenticeship Program.**

Check the career cluster area(s) for which you are applying:

\_\_\_\_\_\_\_ **A.** Agriculture & Natural Resources

\_\_\_\_\_\_\_ **B.** Architecture & Construction

\_\_\_\_\_\_\_ **C.** Arts & Communications

\_\_\_\_\_\_\_ **D.** Business

\_\_\_\_\_\_\_ **E.** Education & Training

\_\_\_\_\_\_\_ **F.** Health

\_\_\_\_\_\_\_ **G.** Hospitality

\_\_\_\_\_\_\_ **H.** Human Services

\_\_\_\_\_1. Personal Care \_\_\_\_\_ 2. Family and Community Service

\_\_\_\_\_\_\_ **I.** Information Technology

\_\_\_\_\_\_\_ **J.** Law & Public Safety

\_\_\_\_\_\_\_ **K.** Manufacturing

\_\_\_\_\_\_\_ **L.** Transportation

\_\_\_\_\_\_\_ **M.** Engineering

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content Topic** | **College**  **University** | **Course Number** | **# of Credits** | **Course Title** |
| 1. Knowledge Standards: |  |  |  |  |
| 1.1. The Educator demonstrates knowledge of how to plan, deliver, and evaluate instruction as reflected in the standards approved by the State Board of Education for students, and student, community and workforce needs, including industry standards and procedures. Specifically, the Educator understands: |  |  |  |  |
| 1.2. The legal and ethical requirements and safety issues pertaining to the specific trade or industry |  |  |  |  |
| 1.3. Career Technical Education curriculum and assessment strategies and instructional methods that enable integration, via applied learning opportunities and activities, of Vermont’s standards, Grade Level Expectations, and the Common Career Technical Core Standards with the industrial skills necessary for success in the specific career cluster area of study and related pathway(s) |  |  |  |  |
| 1.4. Equity issues in Career Technical Education including occupational stereotypes and strategies to break down barriers to opportunities for male and female students in non-traditional occupations |  |  |  |  |
| 1.5. Skills, techniques, and procedures for effectively integrating students with special needs, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, etc. in Career Technical Education settings |  |  |  |  |
| 1.6. The career development/planning process and how to integrate employability skills into the curriculum |  |  |  |  |
| 1.7. The significant role in Career Technical Education of partnerships and collaborative relationships with industry, organized labor, parents, community agencies, and post-secondary institutions in delivering the curriculum, and how to form advisory committees that include these parties |  |  |  |  |
| 1.8. How to foster the development of students’ leadership skills through delivery of the curriculum, and incorporation of appropriate career and technical student organization standards into the curriculum |  |  |  |  |
| 1. Performance Standards |  |  |  |  |
| 2.1. The Educator implements a comprehensive, standards-based curriculum that incorporates industry skill standards and enables students to acquire the knowledge, skills, and attitudes that will prepare them to succeed in the chosen trade or industry. Specifically, the Educator: |  |  |  |  |
| 2.2. Integrates the teaching of Vermont’s standards, Grade Level Expectations, and the Common Career Technical Core Standards throughout all instructional activities |  |  |  |  |
| 2.3. Creates instructional activities that provide students with the knowledge and skills to successfully complete the program of study assessments within the particular trade or industry |  |  |  |  |
| 2.4. Collaborates with the Career Technical Education Special Needs Coordinator to effectively integrate students with special needs, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, etc., into his/her classroom and to meet each student’s individual learning needs |  |  |  |  |
| 2.5. Consults with industry advisory committees, colleagues, the community, and parents to maximize curricular and instructional resources, and develops experiential learning opportunities for students |  |  |  |  |
| 2.6. Plans, organizes, and manages laboratories/technical facilities for instruction so that activities are carried out in accordance with state and national safety guidelines and in compliance with all local, state, and federal regulatory codes governing the trade or industry |  |  |  |  |
| 2.7. Demonstrates sensitivity to inequities in technical education learning and career opportunities by incorporating specific instructional activities that promote equity |  |  |  |  |
| 2.8. Fosters the development of students’ leadership, teamwork, and effective communication skills, and teaches deportment in a manner appropriate to the industry |  |  |  |  |
| 2.9. Advises students in the career planning process and teaches employability skills as indicated in the program core competencies developed by industry and education |  |  |  |  |
| **Additional Requirements:** |  |  |  |  |
| 4 years of work, or its equivalent, experience in the related content area(s) sought.  **One year= 2,000 hours** |  |  |  |  |