Volume

1

Oregon department of education

Secondary-Postsecondary Transitions Team

Guide to Obtaining and Maintaining Your Career and Technical Education Teaching License/Endorsement

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Chapter

1

Application for CTE teacher licensure

Filling out, saving, and submitting the combined CTE/Add endorsement teacher licensure application.

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he [combined application for CTE licensure and add endorsements form](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/Restricted%20CTE%20License%20Add%20Endorsement%20Form.docx) is located on the Oregon Department of Education (ODE) website. This form is used for all new Restricted CTE licenses or to add endorsements to current preliminary or professional licenses. The application is a fillable PDF form that should be filled in, saved, and digitally signed by all involved parties. The application should be filled out and signed by the applicant, with completed signatures from the Regional CTE Coordinator (Regional Coordinator), Instructor Appraisal Committee (IAC) chair, district administrator, and teacher mentor at a meeting facilitated by the Regional Coordinator during which a comprehensive Professional Development Plan (PDP) will be developed. All parties participate in the development and planning for the teacher’s first three years of professional development for a Restricted CTE license, determine the best sequence of events, and offer guidance on where and when this professional development should occur.

# For the Applicant

The CTE licensure/add endorsement application is **one part** of the overall licensure process. Along with the [CTE licensure/add endorsement application](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/Restricted%20CTE%20License%20Add%20Endorsement%20Form.docx), applicants must **also apply for the teaching license using the** [**online portal on the Teacher Standards and Practices Commission (TSPC) website**](https://apps.oregon.gov/TSPC/eLicense) (https://apps.oregon.gov/TSPC/eLicense). Failing to apply to TSPC for the license or endorsement will result in an incomplete process to add the endorsement or grant a teaching license, and no action will be taken by TSPC .

## Restricted CTE Application

The Restricted CTE license is designed for:

1. Prospective CTE teachers with industry experience who do not have a current teaching license; **OR**
2. Prospective CTE teachers with a current teaching license who do not have at least 2000 hours of current industry experience.

**The first step in the licensure process is to contact the** [**Regional Coordinator**](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/2018-19%20Regional%20Coordinators.docx)**.** The Regional Coordinator will assist applicants with the rest of the process. This process is not meant to be done alone; this guide is meant to assist applicants and others involved in the process to understand the process and give insights into the requirements and why they exist.

The application for the Restricted CTE teaching license consists of the items in the right hand column of the cover page. A check box for each section needs to be completed for the application to be complete and considered for licensure. Applicants will work with their Regional Coordinator to complete the application. Currently, ODE accepts CTE licensure applications only from Regional Coordinators. This guide will discuss each section of the application and what is suggested as evidence of a complete application.

## A complete Application will include:

* Completed ODE application submitted by a Regional Coordinator includes **ALL** of the following:
  + The Instructor Appraisal Committee’s (IAC) recommendation for licensure on an approved ODE form, including any course restrictions related to the recommended endorsement(s), unless waived by ODE;
  + A copy of the signed CTE Professional Development Plan (PDP) indicating the expectations for the educator over the next three years of the license;
  + The name and credentials of the identified CTE mentor;
  + Transcripts of an associate degree or higher (or the ODE waiver); **AND**
  + Industry work experience documented as listed below.

**For TSPC** (to be completed after approval of above)

* Completed TSPC application submitted directly to TSPC by applicant will include **ALL** of the following:
  + A signed and dated TSPC [application](https://apps.oregon.gov/TSPC/eLicense) and the appropriate fees;
  + [Fingerprints](https://www.oregon.gov/tspc/Pages/Fingerprinting.aspx) furnished in the manner prescribed by the commission and satisfactory responses to the character questions contained in the commission’s licensure application (directions supplied to applicant AFTER online application to TSPC is submitted); **AND**
  + Proof of a passing score on a commission-approved test of knowledge of [U.S. and Oregon Civil Rights and Professional Ethics](http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html).

# What to include in a First Restricted CTE Application to the Oregon Department of Education

## Business and Industry Experience or Experience Waiver

CTE licensure places an emphasis on occupational experience and is designed for teachers in high school CTE programs preparing students for specific career areas. To qualify for a Restricted CTE license or a CTE endorsement, applicants must show recent and relevant knowledge of a significant portion of the industry they wish to teach. To accomplish this, the current recommendations for industry experience are:

* Previous and documented work experience of at least 2000 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant’s endorsement area; **OR**
* Planned and coordinated work experience of at least 667 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant’s endorsement area. The planned and coordinated work experience may be prescribed by the [Instructor Appraisal Committee](#_Definitions) (IAC) and must be indicated in the educator’s approved [Professional Development Plan](#_Definitions) (PDP); **OR**
* A combination of work experience where one hour of planned and coordinated work experience equals three hours of previous and documented work experience; **OR**
* Related industry certification or licensure; **OR**
* A waiver of the work experience requirement recommended by the IAC, dated and signed within 90 days of the date of application to ODE. The waiver, which is advisory only, must include the basis for the recommendation, including:
  + The applicant’s work experience or training justifying waiver of the work experience requirement for the Restricted CTE teaching license or endorsement;
  + The IAC’s recommendations related to the CTE PDP; and
  + A signed copy of the CTE PDP.

## Education Requirements or Education Waiver

Because CTE teachers are expected to have extensive industry experience, their education requirements can be much different from other teachers in the school district. There are several ways to obtain a CTE license or CTE endorsement, and each consists of different levels of education requirements:

* If an applicant has at least a bachelor’s degree or higher and has completed an accredited teacher preparation program, no further educational requirements are needed.
* If an applicant has at least an associate degree or higher but has not completed an approved teacher preparation program, the applicant will need to complete 18 quarter credit hours or 12 semester credit hours of teacher preparation courses during the first three years after the first license is issued. These courses can be taken from any approved teacher preparation program or any accredited community college offering similar course titles, as long as the course objectives and outcomes align. The credit hours (at least three quarter hours or two semester hours each) must include:
  + - Introduction to Career and Technical Education in Oregon;
    - Classroom Management;
    - Culturally Responsive Practices, including responsiveness to the instructional needs of:
      * Students from under-represented communities;
      * Students from all socio-economic situations; and
      * Students that require special education services.
    - Human Development for adolescent and older children;
    - Curriculum Design, Instructional Strategies and Assessment; **AND**
  + At least three quarter hours or two semester hours in Instructional Methodology in how to teach mathematics to secondary learners; **OR**
  + At least three quarter hours or two semester hours in Instructional Methodology in how to teach reading or writing and literacy to secondary learners.
* If an applicant does not have an associate degree or higher, the IAC may recommend a waiver for the associate degree requirement that must be signed and dated within 90 days from the date of application to ODE. The IAC’s recommendation for waiver is advisory only and may be denied by ODE. The waiver recommendation must include the basis for the recommendation, including;
  + The applicant’s applicable academic preparation justifying the waiver of the associate degree requirement for the teaching license; **AND**
  + The IAC’s recommendation related to the PDP that must meet all of the requirements; **AND**
  + A signed copy of the PDP.
* All applicants, regardless of whether they are coming from industry or education, must show evidence they have obtained or will obtain all of the following specific college-level coursework:
  + Three quarter hours or two semester hours of college-level math at or above the level required by the industry related to the applicant’s endorsement and identified by the IAC; **AND**
  + Three quarter hours or two semester hours of college-level language arts or speech at the one hundred level or higher as identified by the IAC.
* The IAC may increase the minimum requirements described above if they determine additional education is necessary.

## Instructor Appraisal Committee (IAC)

The Instructor Appraisal Committee (IAC) consists of a group of industry and education experts appointed by the school district to make specific professional development recommendations for CTE licensure and endorsement applicants. The recommendations are based on their evaluation of each applicant’s education and work experience in the CTE endorsement area. These recommendations are sent to ODE and TSPC and become the applicant’s PDP that guides them through the first three years of teaching. General guidelines for the IAC are:

* All IACs must have at least five members
* All IACs must include a district administrator or CTE Director as an official member
* The district may appoint non-voting ex-officio members if needed
* Education representatives may be from public or private secondary or postsecondary institutions. The educators must possess current and substantial knowledge of pedagogy, instructional practices, assessment practices, classroom management, and educational policy. Secondary representative must hold a valid TSPC license. Postsecondary representatives should be from the applicant’s endorsement program area. These are official members of the IAC.
* Business and industry representatives may be either employees or employers of the business or industry of the endorsement area. Representatives should be currently engaged in an occupation related to the CTE program endorsement area. The representative should possess current, relevant, and substantial knowledge of the technical and environmental requirements, and the standards of behavior required of the business or industry program.
* The Regional Coordinator or appropriate ODE program specialist is to serve as the facilitator for the IAC.

More specific details about the IAC can be found in the [For the IAC](#For_the_IAC) section of this document.

## \*\*\*Professional Development Plan (PDP)

The Professional Development Plan (PDP) is a document created by the IAC based upon information from and about the teacher that describes the professional development needed by the teacher before progressing to a Preliminary CTE teaching license. This is designed to be a collaborative effort between the school district, the applicant, Regional Coordinator, and the IAC. Together they will develop, implement, and track progress of the PDP through the three years of the plan. The PDP must:

* Be signed by both the district and the prospective educator. The employing school district will keep a copy and track progress of the plan.
* Be included in the application for Restricted CTE licensure.
* Include assurance that the district has assigned an appropriately licensed administrator to monitor the progress and timely completion of the PDP. The administrator must be identified in the application materials.
* Include assurance that the district has assigned and identified an appropriately trained mentor.
* Include all activities identified by the IAC that address relevant CTE professional development needs, including verifiable work experience, and coursework that specifically relates to CTE.

The PDP must align with the business and industry requirements below:

* Previous and documented work experience of at least 2000 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant’s endorsement area; **OR**
* Planned and coordinated work experience: At least 667 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant’s endorsement area. The planned and coordinated work experience may be prescribed by the [Instructor Appraisal Committee](#_Definitions) (IAC) and must be indicated in the educator’s approved [Professional Development Plan](#_Definitions) (PDP); **OR**
* A combination of work experience where one hour of planned and coordinated work experience equals three hours of previous and documented work experience; **OR**
* Related industry certification or licensure; **OR**
* A waiver of the work experience requirement recommended by the IAC, dated and signed within 90 days of the date of application to ODE. The waiver, which is advisory only, must include the basis for the recommendation, including:
  + The applicant’s work experience or training justifying waiver of the industry work experience requirement for Restricted CTE teaching license or endorsement.
  + The IAC’s recommendations related to the CTE PDP; and
  + A signed copy of the CTE PDP.

The PDP must align with the coursework requirements below:

* If an applicant has at least a bachelor’s degree or higher and has completed an accredited teacher preparation program, no further educational requirements are needed.
* If an applicant has at least an associate degree or higher but has not completed an approved teacher preparation program, the applicant will need to complete 18 quarter credit hours or 12 semester credit hours of teacher preparation courses, as outlined in Education Requirements (pages 3-5).
* If an applicant does not have an associate degree or higher, the IAC may recommend a waiver for the associate degree requirement that must be signed and dated within 90 days from the date of application to ODE. The IAC’s recommendation for waiver is advisory only and may be denied by ODE. The waiver recommendation must include the basis for the recommendation, including;
  + The applicant’s applicable academic preparation justifying the waiver of the associate degree requirement for the teaching license; **AND**
  + The IAC’s recommendation related to the PDP that must meet all of the requirements; **AND**
  + A signed copy of the PDP.
* All applicants, regardless of whether they are coming from industry or education, must show evidence they have obtained or will obtain all of the following specific college-level coursework:  
  + Three quarter hours or two semester hours of college-level math at or above the level required by the industry related to the applicant’s endorsement and identified by the IAC; **AND**
  + Three quarter hours or two semester hours of college-level language arts or speech at the one hundred level or higher as identified by the IAC.

The IAC may increase the minimum requirements described above if they determine additional education is necessary. The PDP may be [modified](http://www.ode.state.or.us/wma/teachlearn/cte/cteteacherlicensure/cte_teacheri_iac_revisionrecformaugust.doc) after initial development and approval. Modified plans must be submitted to ODE, approved, and forwarded to TSPC prior to the expiration of the Restricted CTE teaching license.

## Restricted CTE Re-issue

The Restricted CTE license must be re-issued yearly and may be re-issued only twice, for a total of three years. To re-issue a Restricted CTE license:

* Submit a completed and signed TSPC application and associated fees
* Provide a letter of ongoing support and progress on PDP from the sponsoring district
* Supply proof of significant progress toward completion of the requirements of the PDP submitted with original Restricted CTE application

The Restricted CTE request for re-issue must be submitted in advance of the license expiration date to ensure continuity of the license.

Failure to show significant progress toward completion of the PDP renders an application incomplete for re-issue.

## Preliminary CTE License

To qualify for the Preliminary CTE license:

* Submit a signed and dated TSPC application and fees
* Provide evidence that all requirements for the Restricted CTE license were completed. This should include:
  + Transcripts of any coursework required by the PDP. Transcripts of coursework submitted must be completed through an approved teacher education institution or an accredited community college; **AND/OR**
  + Official verification of work experience required by the PDP on a [form](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx) approved by ODE.

To renew a Preliminary CTE License:

* Submit a signed and dated TSPC application and the appropriate fees
* Provide evidence of completion of 75 clock hours or the equivalent of continuing professional development.

Chapter

2

# For the Regional CTE Coordinator

The purpose of this chapter is to clarify and provide answers to commonly asked questions about the CTE licensure process and the role of the Regional CTE Coordinator in the process.

## Applications

All CTE licensure applications must be submitted by a Regional CTE Coordinator to the Oregon Department of Education (ODE). Currently, all applications are submitted through the CTE licensure mailbox at [cte.teacherlicensure@ode.state.or.us](mailto:cte.teacherlicensure@ode.state.or.us).

[All applications are found here.](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/Restricted%20CTE%20License%20Add%20Endorsement%20Form.docx)

## Roles and Responsibilities

The Regional Coordinator is an integral part of the CTE licensure process whose leadership and coordination can make the licensure process smooth and meaningful for applicants. The Regional Coordinator’s attention to detail and holding of CTE teachers, districts, and programs accountable to the standards of ODE Programs of Study are vital to the continued success of CTE in Oregon.

A Regional Coordinator is responsible for:

* Engaging with the ODE specialist for the content area throughout the process
* Ensuring the licensure process is fair and equitable for all applicants
* Ensuring that quality standards are met
* Facilitating Instructor Appraisal Committees (IAC)
* Giving guidance and support to districts, applicants, and IACs
* Upholding the integrity and quality of the CTE licensure process and Programs of Study

## **A complete Application submitted to ODE by a Regional Coordinator will include ALL of the following:**

* + The IAC’s recommendation for licensure on an approved ODE form, including any course restrictions related to the recommended endorsement(s) unless waived by ODE; **AND**
  + A copy of the signed CTE Professional Development Plan (PDP) indicating the expectations for the educator over the next three years of the license; **AND**
  + Evidence of the co-applicant school district’s ODE-approved Program of Study in the requested CTE endorsement area, or evidence that the district has submitted an application for approval of the CTE program to ODE; **AND**
  + The name and credentials of the identified CTE mentor; **AND**
  + Transcripts of an associate degree or higher (or the ODE waiver); **AND**
  + Industry work experience documented, as listed below.

**For the Teacher Standards and Practices Commission** (to be completed **in addition** to approval of above and **submitted to TSPC**)

* Completed TSPC application submitted directly to TSPC by applicant will include **ALL** of the following:
  + A signed and dated TSPC [application](https://apps.oregon.gov/TSPC/eLicense) and the appropriate fees;
  + [Fingerprints](https://www.oregon.gov/tspc/Pages/Fingerprinting.aspx) furnished in the manner prescribed by the commission and satisfactory responses to the character questions contained in the commission’s licensure application;
  + Proof of a passing score on a commission-approved test of knowledge of [U.S. and Oregon Civil Rights and Professional Ethics](http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html)

## Business and Industry Experience or Experience Waiver

Relevant business and industry experience is a vital component of CTE Licensure. Engaging instructors in many aspects of the industry they are teaching about is a key component of CTE. The role of the Regional Coordinator is to help ensure that all CTE licensed teachers have relevant and verifiable industry work experience in the endorsement area. The general guidelines and requirements for business and industry experience are:

* Previous and documented industry work experience of at least 2000 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant’s endorsement area; **OR**
* Planned and coordinated work experience of at least 667 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant’s endorsement area. The planned and coordinated work experience may be prescribed by the [Instructor Appraisal Committee](#_Definitions) (IAC) and must be indicated in the educator’s approved [Professional Development Plan](#_Definitions) (PDP); **OR**
* A combination of work experience where one hour of planned and coordinated work experience equals three hours of previous and documented work experience; **OR**
* Related industry certification or licensure; **OR**
* A waiver of the work experience requirement recommended by the IAC, dated and signed within 90 days of the date of application to ODE. The waiver, which is advisory only, must include the basis for the recommendation, including:
  + The applicant’s work experience or training justifying waiver of the work experience requirement for Restricted CTE teaching license or endorsement.
  + The IAC’s recommendations related to the CTE PDP; and
  + A signed copy of the CTE PDP.

## Education Requirements or Education Waiver

Previous education experience is valued in new CTE teachers, but not required. An associate degree is suggested as the minimum education requirement. Previous teaching experience and/or completion of a teacher preparation program are also not required.

* If the applicant has at least a bachelor’s degree or higher and has completed an accredited teacher preparation program, no further educational requirements are needed.
* If the applicant has at least an associate degree or higher but has not completed an approved teacher preparation program, the applicant needs to complete 18 quarter credit hours or 12 semester credit hours of teacher preparation courses during the first three years after the first license is issued. These courses can be taken from any approved teacher preparation program or any accredited community college offering similar course titles, as long as the course objectives and outcomes align. The credit hours (at least three quarter hours or two semester hours each) must include:
  + - Introduction to Career and Technical Education in Oregon;
    - Classroom Management;
    - Culturally Responsive Practices, including responsiveness to the instructional needs of:
      * Students from under-represented communities;
      * Students from all socio-economic situations; and
      * Students that require special education services.
    - Human Development for adolescent and older children;
    - Curriculum Design, Instructional Strategies and Assessment; **AND**
  + At least three quarter hours or two semester hours in Instructional Methodology in how to teach mathematics to secondary learners; **OR**
  + At least three quarter hours or two semester hours in Instructional Methodology in how to teach reading or writing and literacy to secondary learners.
* If the applicant does not have an associate degree or higher, the IAC may recommend a waiver for the associate degree requirement that must be signed and dated within 90 days from the date of application to ODE. The IAC’s recommendation for waiver is advisory only and may be denied by ODE. The waiver recommendation must include the basis for the recommendation, including;
  + The applicant’s applicable academic preparation justifying the waiver of the associate degree requirement for the teaching license; **AND**
  + The IAC’s recommendation related to the PDP that must meet all of the requirements; **AND**
  + A signed copy of the PDP.
* All applicants, regardless of whether they are coming from industry or education, must show evidence they have obtained or will obtain all of the following specific college-level coursework:
  + Three quarter hours or two semester hours of college-level math at or above the level required by the industry related to the applicant’s endorsement and identified by the IAC; **AND**
  + Three quarter hours or two semester hours of college-level language arts or speech at the one hundred level or higher as identified by the IAC.
* The IAC may increase the minimum requirements described above if they determine additional education is necessary.

## Instructor Appraisal Committee (IAC)

The Instructor Appraisal Committee (IAC) is a key component of the CTE licensure process. The role of the IAC is to determine the level of proficiency needed to be a successful instructor in the local CTE Program of Study. The IAC also determines the educational needs of the teacher based on their past experiences and the needs of the local CTE program. It is strongly recommended that the IAC be composed of members of the community with strong ties to both the industry and the Program of Study in which the teacher will be teaching. The importance of Regional Coordinator assistance in assembling and facilitating the IAC cannot be overstated. General requirements of the IAC are:

* All IACs must have at least five members
* All IACs must include a district administrator or CTE Director as an official member
* The district may appoint non-voting ex-officio members if needed
* IACs evaluating applicants from business and industry and those new to education must have at least two educator representatives on the committee
* IACs evaluating applicants for adding a CTE endorsement to an existing TSPC teaching License must have at least two business and industry representatives on the committee
* Education representatives may be from public or private secondary or postsecondary institutions. The educators must possess current and substantial knowledge of pedagogy, instructional practices, assessment practices, classroom management, and educational policy. Secondary representative must hold a valid TSPC license. Postsecondary representatives should be from the applicant’s endorsement program area. These are official members of the IAC.
* Business and industry representatives may be either employees or employers of the business or industry of the endorsement area. Representatives should be currently engaged in an occupation related to the CTE program endorsement area. The representative should possess current, relevant, and substantial knowledge of the technical and environmental requirements, and the standards of behavior required of the business or industry program.
* The Regional Coordinator or ODE specialist will serve as the facilitator for the IAC and may assemble or assist in the calling of IAC members.

## Professional Development Plan (PDP)

The Professional Development Plan (PDP) is the product of the collective efforts of the IAC, school district, applicant, and Regional Coordinator to develop a meaningful, robust, and rigorous plan for the CTE licensure teacher during the first three years of licensure. This is meant to be a comprehensive plan that addresses any industry update or employment concerns of the committee as well as all education requirements to be completed by the teacher during the time of the plan. The PDP must:

* Be signed by both the district and the prospective educator. The employing school district will keep a copy and track progress of the plan.
* Be included in the application for Restricted CTE licensure.
* Include assurance that the district has assigned an appropriately licensed administrator to monitor the progress and timely completion of the PDP. The administrator must be identified in the application materials.
* Include assurance that the district has assigned and identified an appropriately trained mentor.
* Include all activities identified by the IAC that address relevant CTE professional development needs, including verifiable industry work experience, and coursework that specifically relates to CTE.

The PDP must align with the business and industry requirements below:

* Previous and documented work experience of at least 2000 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant’s endorsement area; **OR**
* Planned and coordinated work experience of at least 667 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant’s endorsement area. The planned and coordinated work experience may be prescribed by the [Instructor Appraisal Committee](#_Definitions) (IAC) and must be indicated in the educator’s approved [Professional Development Plan](#_Definitions) (PDP); **OR**
* A combination of work experience where one hour of planned and coordinated work experience equals three hours of previous and documented work experience; **OR**
* Related industry certification or licensure; **OR**
* A waiver of the work experience requirement recommended by the IAC, dated and signed within 90 days of the date of application to ODE. The waiver, which is advisory only, must include the basis for the recommendation, including:
  + The applicant’s industry experience or training justifying waiver of the work experience requirement for Restricted CTE teaching license or endorsement;
  + The IAC’s recommendations related to the CTE PDP; **AND**
  + A signed copy of the CTE PDP.

The PDP must align with the coursework requirements below:

* If the applicant has at least a bachelor’s degree or higher and has completed an accredited teacher preparation program, no further educational requirements are needed.
* If the applicant has at least an associate degree or higher but has not completed an approved teacher preparation program, the applicant will need to complete 18 quarter credit hours or 12 semester credit hours as outlined in “Education Requirements” (page 11).
* If the applicant does not have an associate degree or higher, the IAC may recommend a waiver for the associate degree requirement that must be signed and dated within 90 days from the date of application to ODE. The IAC’s recommendation for waiver is advisory only and may be denied by ODE. The waiver recommendation must include the basis for the recommendation, including;
  + The applicant’s applicable academic preparation justifying the waiver of the associate degree requirement for the teaching license; **AND**
  + The IAC’s recommendation related to the PDP that must meet all of the requirements; **AND**
  + A signed copy of the PDP.
* All applicants, regardless of whether they are coming from industry or education, must show evidence they have obtained or will obtain all of the following specific college-level coursework:
  + Three quarter hours or two semester hours of college-level math at or above the level required by the industry related to the applicant’s endorsement and identified by the IAC; **AND**
  + Three quarter hours or two semester hours of college-level language arts or speech at the one hundred level or higher as identified by the IAC.

The IAC may increase the minimum requirements described above if additional education is needed. The PDP may be [modified](http://www.ode.state.or.us/wma/teachlearn/cte/cteteacherlicensure/cte_teacheri_iac_revisionrecformaugust.doc) after initial development and approval by ODE. Modified plans must be submitted to ODE, approved, and forwarded to TSPC prior to the expiration of the Restricted CTE teaching license.

## Restricted CTE Re-issue

The role of the Regional Coordinator in the Restricted CTE re-issue process should be minimal. The applicant should be able to request this re-issue with little assistance. However, in some instances, Regional Coordinators may need to assist some districts, or applicants may request assistance in documenting significant progress toward completion of the PDP. The process for re-issue is as follows:

The Restricted CTE license must be re-issued yearly and may be re-issued only twice, for a total length of three years that a teacher may hold a Restricted CTE license. To request a re-issue license, the teacher will:

* Submit a completed and signed TSPC application and renewal fees
* Provide a letter of ongoing support and PDP progress from the employing school district
* Supply proof of significant progress toward completion of the requirements of the PDP submitted with original Restricted CTE application

These renewals must be submitted in advance of the license expiration date to ensure continuity of the license. Failure to show significant progress toward completion of the PDP renders an application incomplete for renewal.

## Preliminary CTE License

The first Preliminary CTE license may require some input from the Regional Coordinator. There is a simple ODE [form](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx) for the Preliminary CTE application which is basically a verification of completion of the Restricted CTE PDP; transcripts and letters from any internship or employment requirements must be included. The requirements for the Preliminary CTE applicant are:

* Submit a signed and dated TSPC application and fees
* Provide evidence that all requirements for the Restricted CTE were completed. This should include:
  + Transcripts of any coursework required by the PDP. Transcripts of coursework submitted must be completed through an approved teacher education institution or an accredited community college; **AND/OR**
  + Official verification of industry work experience required by the PDP on a [form](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx) approved by ODE.

To renew the Preliminary CTE License:

* Submit a signed and dated TSPC application and the appropriate fees
* Provide evidence of completion of 75 clock hours or the equivalent of continuing professional development.

Without the leadership, hard work, and attention to detail of Regional Coordinators, CTE licensure could not work. The countless hours spent with teachers before, during, and after the licensure process make a difference.

Chapter

3

# For the Instructor Appraisal Committee (IAC)

The participation of the Instructor Appraisal Committee (IAC) is vital in providing qualified instructors for high quality CTE courses in local CTE Programs of Study.

## Roles and Responsibilities

* Appoint a chair from the official membership of the committee. The chair is responsible for providing the IAC’s rationale for any recommendations or requirements established by the committee. The chair must also sign all necessary documents submitted to the Oregon Department of Education (ODE) and Teacher Standards and Practices Commission (TSPC) for CTE licensure.
* Work with the Regional Coordinator, who serves as the facilitator of the committee.
* Make specific CTE licensure and endorsement recommendations to ODE and TSPC, based on an evaluation of each applicant’s preparation and work experience in a CTE endorsement area.

## Requirements of the IAC

* All IACs must have at least five members
* All IACs must include a district administrator or CTE Director as an official member
* The district may appoint non-voting ex-officio members if needed
* IACs evaluating applicants from business and industry and new to education must have at least two educator representatives on the committee
* IACs evaluating applicants for adding a CTE endorsement to an existing teaching license must have at least two business and industry representatives on the committee
* Education representatives may be from public or private secondary or postsecondary institutions. The educators must possess current and substantial knowledge of pedagogy, instructional practices, assessment practices, classroom management, and educational policy. Secondary representative must hold a valid TSPC license. Postsecondary representatives should be from the applicant’s endorsement program area. These are official members of the IAC.
* Business and industry representatives may be either employees or employers of the business or industry of the endorsement area. Representatives should be currently engaged in an occupation related to the CTE program endorsement area. The representative should possess current, relevant, and substantial knowledge of the technical and environmental requirements, and the standards of behavior required of the business or industry program.
* The Regional Coordinator or ODE program specialist will serve as the facilitator for the IAC and may assemble or assist in the calling of IAC members.

## Professional Development Plan (PDP)

The Professional Development Plan (PDP) is the product of the collective efforts of the IAC, school district, applicant, and Regional Coordinator to develop a meaningful, robust, and rigorous plan for the CTE teacher during the first three years of licensure. This is meant to be a comprehensive plan that addresses any industry update or employment concerns of the committee as well as all education requirements to be completed by the teacher during the time of the plan. The PDP must:

* Be signed by both the district and the prospective educator. The employing school district will keep a copy and track progress of the plan.
* Be included in the application for Restricted CTE licensure
* Include assurance that the district has assigned an appropriately licensed administrator to monitor the progress and timely completion of the PDP. The administrator must be identified in the application materials.
* Include assurance that the district has assigned and identified an appropriately trained mentor.
* Include all activities identified by the IAC that address relevant CTE professional development needs, including verifiable industry experience and coursework that specifically relates to CTE.

The PDP must align with the business and industry requirements below:

* Previous and documented work experience of at least 2000 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant’s endorsement area;
* Planned and coordinated industry work experience of at least 667 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant’s endorsement area. The planned and coordinated work experience may be prescribed by the [Instructor Appraisal Committee](#_Definitions) (IAC) and must be indicated in the educator’s approved [Professional Development Plan](#_Definitions) (PDP); **OR**
* A combination of work experience where one hour of planned and coordinated work experience equals three hours of previous and documented work experience; **OR**
* Related industry certification or licensure; **OR**
* A waiver of the work experience requirement recommended by the IAC, dated and signed within 90 days of the date of application to ODE. The waiver, which is advisory only, must include the basis for the recommendation, including:
  + The applicant’s work experience or training justifying waiver of the work experience requirement for the Restricted CTE teaching license or endorsement;
  + The IAC’s recommendations related to the CTE PDP; AND
  + A signed copy of the CTE PDP.

The PDP must align with the coursework requirements below:

* If the teacher has at least a bachelor’s degree or higher and has completed an accredited teacher preparation program, no further educational requirements are needed.
* If the applicant has at least an associate degree or higher but has not completed an approved teacher preparation program, the applicant will need to complete 18 quarter credit hours or 12 semester credit hours of teacher preparation courses during the first three years after the first license is issued. These courses can be taken from any approved teacher preparation program or any accredited community college offering similar course titles, as long as the course objectives and outcomes align. The credit hours (at least three quarter hours or two semester hours each) must include:
  + - Introduction to Career and Technical Education in Oregon;
    - Classroom Management;
    - Culturally Responsive Practices, including responsiveness to the instructional needs of:
      * Students from under-represented communities;
      * Students from all socio-economic situations; and
      * Students that require special education services.
    - Human Development for adolescent and older children;
    - Curriculum Design, Instructional Strategies and Assessment; **AND**
  + At least three quarter hours or two semester hours in Instructional Methodology in how to teach mathematics to secondary learners; **OR**
  + At least three quarter hours or two semester hours in Instructional Methodology in how to teach reading or writing and literacy to secondary learners.
* If the applicant does not have an associate degree or higher, the IAC may recommend a waiver for the associate degree requirement that must be signed and dated within 90 days from the date of application to ODE. The IAC’s recommendation for waiver is advisory only and may be denied by ODE. The waiver recommendation must include the basis for the recommendation, including;
  + The applicant’s applicable academic preparation justifying the waiver of the associate degree requirement for the teaching license; **AND**
  + The IAC’s recommendation related to the PDP that must meet all of the requirements; **AND**
  + A signed copy of the PDP.
* All applicants, regardless of whether they are coming from industry or education, must show evidence they have obtained or will obtain all of the following specific college-level coursework:
  + Three quarter hours or two semester hours of college-level math at or above the level required by the industry related to the applicant’s endorsement and identified by the IAC; **AND**
  + Three quarter hours or two semester hours of college-level language arts or speech at the one hundred level or higher as identified by the IAC.

The IAC may increase the minimum requirements described above if they determine additional education is necessary. The PDP may be [modified](http://www.ode.state.or.us/wma/teachlearn/cte/cteteacherlicensure/cte_teacheri_iac_revisionrecformaugust.doc) after initial development; modified plans must be submitted to and approved by ODE, and forwarded to TSPC prior to the expiration of the CTE teaching license.

Chapter

4

# For the School District Administrator

## Roles and Responsibilities

* Work with the Regional Coordinator, who serves as the facilitator of the committee
* Be an active participant in the Instructor Appraisal Committee (IAC)
* Be an active participant in the CTE Program of Study in which the teacher is working
* Uphold the standards and integrity of the licensure process and the CTE Program of Study

## Helpful Tips

* Considerations when recruiting candidates for a CTE position:
  + There must be an approved CTE Program of Study or a completed startup application along with CTE licensure
  + The teacher does **not** need an existing teaching license
  + The teacher does **not** need a college degree
  + The teacher does need significant industry experience for the CTE endorsement area
  + The licensure process will take some time (advance planning suggested)
  + Industry and Community involvement is critical in CTE licensure and Programs of Study
  + The Regional Coordinator should be included in the process from the beginning

## The Process

* Notify Regional Coordinator of CTE position opening
* Conduct normal screening and hiring process, keeping the helpful tips in mind
* Once a teacher is selected, inform the Regional Coordinator, who will assist in completing the licensure process

Chapter

5

# For the CTE Teacher Mentor

Teacher mentors are an important part of CTE licensure, providing guidance and support which will be integral to the success of new CTE teachers. Their willingness to support new CTE teachers in the first few years of classroom experience is appreciated.

## Roles and Responsibilities

* Working with Beginning Teachers  
  + Assist with classroom set-up and planning, if possible
  + Develop a trusting, confidential, and reflective professional partnership with the beginning teacher
  + Provide weekly, on-site support and assessment strategies focused on the needs of participating beginning teachers
* Work with the teacher to complete the requirements of their Professional Development Plan (PDP), which was approved with their CTE license
* Facilitate communication and program support between beginning teacher, administration, and community

Chapter

6

# For District Human Resource Personnel

## Roles and Responsibilities

* Work with the Regional Coordinator, who serves as the facilitator of the committee
* Make sure the district has a participant on the Instructor Appraisal Committee (IAC)
* Ensure the district is an active participant in the CTE Program of Study in which the teacher is working
* Uphold the standards and integrity of the district recruitment and hiring process
* Complete Letter of Support for applicant for yearly “re-issue” process from TSPC until the applicant has completed PDP requirements. Restricted licenses may be renewed twice (applicant may hold this for a total of three years).

## Helpful Tips

* Considerations when recruiting candidates for a CTE position:
  + There must be an approved CTE Program of Study or a completed startup application along with CTE licensure
  + The teacher does **not** need an existing teaching license
  + The teacher does **not** need a college degree
  + The teacher does need significant industry experience for the CTE endorsement area
  + The licensure process will take some time (advance planning suggested)
  + Industry and Community involvement is critical in CTE licensure and Programs of Study
  + The Regional Coordinator should be included in the process from the beginning

## The Process

* Notify Regional Coordinator of the CTE position opening
* Conduct normal screening and hiring process, keeping the helpful tips in mind
* Once a teacher is selected, inform the Regional Coordinator, who will assist in completing the licensure process

Chapter

7

# Definitions

* **Approved Career and Technical Education (CTE) Program -** A CTE program, approved by the Oregon Department of Education (ODE).
* **Career and Technical Education (CTE) Mentor -** A teacher holding a Preliminary CTE, Professional CTE, Preliminary, Professional, or Teacher Leader teaching license who guides and supports a novice teacher holding a Restricted CTE Teaching License with instructional planning and preparation, delivery of classroom instruction, classroom management, assessment of student performance, and professional development. The assigned mentor must be approved by ODE to be a CTE mentor.
* **CTE Professional Development Plan (PDP) -** A plan for professional development that prepares and develops the applicant for CTE instructional assignments. The plan must be developed and completed as provided in OAR 584-230-0070, CTE Professional Development Plans.
* **Industry Work Experience -** Planned and coordinated industry work experience or previous and documented industry experience that meets the criteria listed in the [business and industry section](#_Business_and_Industry).
* **Instructor Appraisal Committee (IAC) -** A committee organized locally to evaluate and assess how the teacher candidate can best fill the instructor role in the local CTE Program of Study. The IAC is involved in the licensure process to help determine what professional development, educational courses, and/or industry experience the teacher may need to be successful in that program. The IAC is composed of industry professionals that are involved at the advisory committee level of the local program or the aligned or articulated community college. These individuals are heavily involved in the industry and understand the industry standards that should be met by the program.
* **Planned and Coordinated Work Experiences -** Activities prescribed by the Instructor Appraisal Committee, designed to give the applicant the requisite knowledge and skills of the industry directly related to the CTE Program of Study in which they will be teaching. These activities should provide the necessary time and practice to allow the teacher the ability to teach the appropriate technical skills to students.
* **Regional CTE Coordinator -** An individual hired by a local educational agency or community college and officially recognized by the Oregon Department of Education (ODE) to specifically coordinate the ODE-approved regional system of Career and Technical Education.
* **Significant Progress -** Significant progress toward completion of CTE Professional Development Plan requirements means the applicant has made a confirmed commitment in each year the license is held toward completing the CTE Professional Development Plan submitted upon application to TSPC.
* **Waivers -** The Instructor Appraisal Committee may recommend a waiver of the industry work experience or the associate degree requirements for the Restricted CTE license to the Oregon Department of Education. The waiver recommendation must include the basis for the recommendation.

Chapter

8

# Frequently Asked Questions

* **How quickly can a school district or teacher obtain a license for a CTE teacher?**

Depending on the time of the year and urgency, the licensure process can be accomplished very quickly with an emergency license that, if expedited with TSPC, could be granted in approximately one week. This license would be valid only long enough to complete the Restricted CTE licensing process.

The Restricted CTE licensing process can take longer and depends upon a number of factors. The first consideration is the length of time needed to convene an Instructor Appraisal Committee (IAC) to properly assess the teacher and the program in which they will teach. The rest of the licensure process takes the same amount of time as any other teacher licensure process would take through TSPC.

* **Why is the application a joint application with the employing school district?**

A Restricted CTE teaching application is completed in conjunction with the employing school district because in order to receive a Restricted CTE license for the instructor, the school district must have an approved Program of Study in that career learning area.

* **Do I have to have a degree in education to become a CTE teacher?**

No, to become a CTE teacher you need industry experience in the area you wish to teach. An associate degree or higher is often required in CTE fields, but education waivers are available with justification from an Instructor Appraisal Committee (IAC).

* **Why do I have to have industry experience to become a CTE teacher or get a CTE endorsement?**

CTE Programs of Study are based on the belief that in order to teach students all aspects of the industry, the teacher should have experienced all aspects of the industry. Working in the industry for a significant amount of time and having experiences to relate to students about what it is truly like in the industry is a key component of a quality Program of Study.

* **Why do I have to take education courses as part of the CTE licensure process?**

Many Restricted CTE License applicants have had little or no classroom experience in leading instruction for students. They have an enormous amount of industry experience, but may need assistance in learning how to plan, instruct, assess, and reflect on the instructional process. The education courses included in the CTE licensure process are designed to provide insight into some of these processes and allow new teachers to apply what they are learning in the courses in their classrooms.

* **What is an Instructor Appraisal Committee (IAC) and what does it do?**

The Instructor Appraisal Committee (IAC) is designed to evaluate the teacher’s education and experiences and assess the needs of the teacher in the local CTE Program of Study. The IAC is involved in the licensure process to help determine what professional development, educational courses, and/or industry experiences the teacher may need to be successful in that program. The IAC is composed of industry professionals that are involved at the advisory committee level of the local program or the aligned or articulated community college. These individuals are heavily involved in the industry and understand the industry standards that should be met by the program.

* **What is a Professional Development Plan (PDP) and why do I have one?**

A Professional Development Plan (PDP) is developed with input from the Instructor Appraisal Committee (IAC) and the applicant. It is designed to help applicants make the transition from industry into the classroom. The PDP is designed to last three years and identifies courses, work experience, or competencies the IAC feels are important for the teacher to develop during the first part of the a CTE teacher’s teaching career. The PDP is approved by the IAC and the Oregon Department of Education (ODE) and is submitted to the Teacher Standards and Practices Commission (TSPC) as a way to document the teacher’s progress for the first three years of the CTE license. Upon completion of the PDP, teachers may be granted a Preliminary CTE license, which can be renewed indefinitely every three years upon completion of the appropriate number of Professional Development Units (PDUs).

* **What is a Regional CTE Coordinator and how are they involved in the licensure process?**

A Regional CTE Coordinator (or Regional Coordinator) works with a school district or region in developing and supporting CTE Programs of Study. The Regional Coordinator is a valuable resource for CTE instructors for licensure, funding streams, professional development, program approval, and advisory committee facilitation. CTE licensure forms must come from Regional Coordinators to ODE.

* **Why do I have to request a re-issue of my license every year for the first three years?**

The Restricted CTE license is a one-year license, which may be re-issued twice. This provides a built-in structure meant to support teachers in the transition from industry to the educational setting. A one-year license that is available to be re-issued creates built-in annual checkpoints. In order to request a re-issue of a Restricted CTE license each year, a teacher needs to show progress on the Professional Development Plan (PDP) that was established in conjunction with the Instructor Appraisal Committee (IAC), school district administration, and Regional Coordinator in the Restricted CTE license process. By assessing annual progress on the PDP, all parties involved in the process can help provide supports to help teachers complete the requirements of the PDP as teachers work toward the Preliminary CTE license.

* **What are planned and coordinated work experiences?**

These are activities prescribed by the Instructor Appraisal Committee (IAC), designed to give the applicant the requisite knowledge and skills of the industry directly related to the CTE Program of Study in which they will be teaching. These activities should provide the necessary time and practice to allow the teacher the ability to teach the appropriate technical skills to students.

Chapter

9

# Quick Looks at Process

## Steps for Initial CTE licensure coming directly from Industry (Restricted CTE)

**Step 1 - After obtaining a CTE teaching position**

* Contact [CTE Regional Coordinator](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/2018-19%20Regional%20Coordinators.docx) about licensure and Program of Study process

**Step 2 - To be completed with Regional Coordinator for** [**Oregon Department of Education**](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx) **(ODE)**

* Work with district administrator, Regional Coordinator, and Instructor Appraisal Committee (IAC) to complete CTE license application
  + Document industry work experience
  + Document education
  + Regional Coordinator will facilitate Instructor Appraisal Committee (IAC)
  + Instructor Appraisal Committee (IAC) will develop Professional Development Plan (PDP)
  + Regional Coordinator will submit to ODE when completed

**Step 3 - To be completed by the applicant for** [**Teacher Standards and Practices Commission**](https://www.oregon.gov/TSPC/Pages/index.aspx) **(TSPC) once Regional Coordinator has submitted Restricted CTE application to ODE and received approval**

* Submit application for teaching license with TSPC
  + This will include:
    - Fingerprinting completed
    - All transcripts submitted
    - Associated fees paid
    - Online application completed
* Restricted CTE license granted

**Step 4 - To obtain a Preliminary CTE license**

* Complete Professional Development Plan (PDP) requirements for Restricted CTE license

## Steps for adding CTE endorsements to an existing TSPC license

**Step 1**

* Contact [CTE Regional Coordinator](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/2018-19%20Regional%20Coordinators.docx) about licensure process and Program of Study process

**Step 2 - To be completed with Regional Coordinator for** [**Oregon Department of Education**](https://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Teacher-Licensure.aspx) **(ODE)**

* Work with district administrator, Regional Coordinator, and Instructor Appraisal Committee (IAC) to complete CTE license application  
  + Document work experience
  + Document education
  + Regional Coordinator will facilitate Instructor Appraisal Committee (IAC), if needed
  + Instructor Appraisal Committee (IAC) will develop Professional Development Plan (PDP), if needed
  + Regional Coordinator will submit to ODE when completed

**Step 3 - To be completed by the teacher for** [**Teacher Standards and Practices Commission**](https://www.oregon.gov/TSPC/Pages/index.aspx) **(TSPC) once Regional Coordinator has submitted CTE application to ODE and received approval**

* Submit application for teaching license with TSPC
  + This will include:
    - Fingerprinting completed
    - All transcripts submitted
    - Associated fees paid
    - Online application completed
* Endorsement granted
* Complete Professional Development Plan (PDP) requirements for endorsement, if needed

## Steps for Preliminary CTE Licensure

**Step 1**

* Contact [CTE Regional Coordinator](https://www.oregon.gov/ode/learning-options/CTE/resources/Documents/2018-19%20Regional%20Coordinators.docx) or district office to ensure completion of Professional Development Plan

**Step 2**

* Submit application for teaching license with [Teacher Standards and Practices Commission](https://apps.oregon.gov/TSPC/eLicense) (TSPC)
  + This will include:
    - Proof of completed Professional Development Plan (PDP)
      * Completed required education requirements, if needed
      * Completed industry experience, if needed (form from ODE)
      * Completed TSPC online application

**Step 3**

* Preliminary CTE license granted
* Complete 25 Professional Development Units (PDUs) per year for renewal of Preliminary license

## Steps for Instructor Appraisal Committee (IAC) Meeting

**Step 1 - Is Regional Coordinator present?**

* If not, determine best time for the committee to reconvene when Regional Coordinator is available

**Step 2 - Determine Chairperson for the committee**

* This cannot be the Regional Coordinator; their job is to facilitate the work of the committee, not to chair the committee.

**Step 3 - Evaluate industry experience of teacher**

* Has the teacher’s industry experience been evaluated in comparison with the skills necessary to teach the courses offered in the Approved CTE Program?
  + The committee should make recommendations for any part of the Program of Study in which the teacher shows deficiencies
* Does the teacher have the suggested recommended minimum number of hours in the industry?
  + Hours teaching in the classroom should not be counted. Industry hours should come from time spent in the work environment (unless industry is Education)
* If the teacher does not have the minimum suggested hours of industry experience
  + Has the committee identified structured experiences that will give the teacher the requisite skills and experience necessary to clearly articulate and teach the technical skills required to students in the Program of Study?
  + These planned experiences should total 667 hours over three years to meet the industry minimum requirement
* Has the committee recommended a waiver for industry experience?
  + If so, provide appropriate documentation in the application to justify waiver request

**Step 4 - Evaluate Education of Teacher**

* Does the teacher have an associate degree or higher?
  + If the applicant does not have an associate degree the committee will need to complete an education waiver
  + The waiver must include **all** of the following:
    - The applicant’s applicable academic preparation justifying the waiver of the associate degree requirement for the teaching license;
    - The Instructor Appraisal Committee’s (IAC) recommendation related to the Professional Development Plan (PDP) that must meet all of the requirements;
    - A signed copy of the PDP;
    - An approved waiver must be signed and dated within 90 days from the date of application to ODE and must be submitted to TSPC as part of the application process.
  + The Instructor Appraisal Committee’s (IAC) recommendation for waiver is advisory only and may be denied by ODE.
* Has the committee requested an education waiver?
  + If so, provide appropriate documentation in the application to justify waiver request

**Step 5 - Development of the Professional Development Plan (PDP)**

* Does the PDP include participation in content area professional development included in an approved statewide Program of Study?
  + Statewide Programs of Study include required professional development events for all programs participating. These events should be included in the teacher’s PDP
* After assessing the teacher’s industry and educational experiences, collaboratively develop the three-year PDP
  + Significant thought and preparation should go into this document
  + This plan will be guidance for the teacher during the first three years of teaching
* Does the PDP meet the minimum requirements as outlined in the guide to CTE licensure and OAR 584-230-0070?
  + If PDP does meet the minimum requirements, provide justification.

**Step 6 - Determine completeness of CTE licensure application with assistance of Regional Coordinator and digitally sign document**

# All applications are fillable PDF forms that can be signed electronically and submitted by the Regional Coordinator to ODE