

# CTS BRIDGE TO TEACHER CERTIFICATION



2011

## Contact Information

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This document is intended for:

Teachers	✓
Administrators	✓
Counsellors	
Students	
Parents	
Community Partners	
General Public	

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# School Authority Resources

## Introduction

School systems across the province face significant workforce planning challenges including:

- a competitive labour market
- a significantly higher number, than ever before, of educators who are eligible for retirement
- increasing student enrollment in more than 80% of Alberta school jurisdictions
- a reduction in class sizes
- a decreasing supply of qualified Career and Technology Studies (CTS) teachers available to teach in certain geographic regions
- a declining interest in education faculty study
- a high attrition rate for early career teachers.

Alberta Education is proactively focused on addressing the *Education Sector Workforce Planning Framework for Action* to address the lack of qualified CTS teachers needed to offer dual-credit advanced CTS courses to high school students. The *Framework* includes:

- Strategic Direction 1 to attract competent, skilled individuals to teacher preparation institutions and careers in education.
  - Strategic Action 2: Develop a bridging program to attract increased numbers of certified journeypeople, and health care and information technology professionals to careers in teaching in the education sector.
    - Strategic Step 1: Provide a bridge to teacher certification.

Developed in collaboration with Alberta school jurisdictions, The Alberta Teachers' Association and Alberta teacher preparation institutions, this document will provide school authorities with information necessary to complete the CTS Bridge to Teacher Certification Application. The CTS bridging program provides an opportunity for certificated journey people and health care professionals and information technologists, who are required for instruction in an advanced dual-credit CTS program, to complete a teacher preparation program offered by participating Alberta teacher preparation institutions. The program also provides the CTS bridging program participant with the opportunity to work while pursuing an Interim Professional Certificate. The CTS bridging program participants will be authorized to work in schools under a Letter of Authority while continuing studies upon successful completion of the Bachelor of Education pre-service courses.

## Steps to CTS Bridge to Certification Flowchart

The “Steps to CTS Bridge to Certification Flowchart” outlines the process for a CTS bridging program participant who is required to teach an advanced dual-credit CTS course.

### School authority applies to Alberta Education for approved funding

- School authority submits application to Alberta Education for funding to support a CTS bridging program participant who is required to teach an advanced dual-credit CTS course.



### Alberta Education approves proposal

- Alberta Education approves successful school authority applications based on *Selection Criteria for Review of Application Submissions* (see page 14).
- Conditional grant is executed to provide funding for approved applicants.



### Selected CTS bridging program participant is admitted into teacher preparation institution

- School authority selects a candidate to meet its CTS needs.
- CTS bridging program participant applies to teacher preparation institution CTS bridging program (see page 13 for admissions information).
- Institution applies its entrance requirements. Criteria for entrance into an education program are established by the teacher preparation institution. A participant's previous learning is recognized and credited by the teacher preparation institution (e.g. The University of Alberta, Faculty of Education recognizes up to 30 semester-hour credits for approved journey tickets and two or three year diploma programs).



### Pre-service program

- Once admission is granted the CTS bridging program participant completes the pre-service courses outlined by teacher preparation institution (see page 13). Pre-service courses consist of a minimum of 36 semester-hour credits (24 semester-hour credits for coursework; 12 semester-hour credits for 14-week practicum).



### Teaching while studying

- Upon successful completion of both the pre-service courses and the 14 week field experience and upon application by the school authority, the CTS bridging program participant is eligible for a Letter of Authority (see page 11) authorizing him or her to teach solely in the CTS cluster containing his or her area of expertise/journeymen certificate.
- While teaching under a Letter of Authority, the CTS bridging program participant works collaboratively with supporting school authority staff to meet the *Teaching Quality Standard*
- The bridging program participant continues to take required courses and study toward completion of a Bachelor of Education degree.



### Teaching autonomously

- The Registrar issues an Interim Professional Certificate (see page 10) upon:
  - successful completion of required courses and study and receipt of the Bachelor of Education degree
  - demonstrated proficiency as recognized by the *Teaching Quality Standard*
  - attestation by the dean of a teacher preparation institution.
- Individuals in possession of an Interim Professional Certificate will be granted a Permanent Professional Certificate upon recommendation by an officer, in accordance with the *Certification of Teachers Regulation 3/99*.

## Stakeholder Roles

The school authority, the CTS bridging program participants, teacher preparation institution, and Alberta Education all have roles to play in ensuring a successful bridge to teacher certification.

### School Authority

The school authority:

- a) submits a funding application (*see application package*) to Alberta Education

**Applications must address the following requirements:**

- identify previous attempts that have failed to staff the CTS position with a certificated teacher
- identify staffing challenges (e.g., location, transition, attraction) experienced by the school authority
- demonstrate the manner in which the school authority will provide support for the CTS bridging program participant; indicate access to mentorship, supervision, professional development and professional growth
- identify the specific CTS courses requiring support and the number of students supported by the addition of the CTS bridging program participant staff member
- identify strategies for retention of the CTS bridging program participant following successful completion of the program
- identify any community, post-secondary and/or business partner(s) supporting the application
- identify any current articles of the school authority's collective agreement that recognize the CTS bridging program participant's previous employment experience.

**Successful school authority applicants must agree to the following terms as listed in schedule A of the conditional grant:**

- host site visit(s) for Alberta Education personnel
- contribute to knowledge sharing activities in collaboration with Alberta Education and provide specific outcomes as requested
- provide an Annual Report (see page 12) for each year of funding until participant has completed the CTS bridging program by July 30, 2013.

**The submission deadline is November 25, 2011.**

- b) enters into a conditional grant with Alberta Education to fund the bridging program participant

Funding will be offered at the following levels: a salary subsidy of \$50,000 for the CTS bridging program participant; a sponsor school subsidy of \$18,000 to accommodate 0.1 FTE release time for CTS bridging program participant's mentor and 0.1 FTE release time for CTS bridging program participant.

A conditional grant is defined as a grant where funds are to be applied to a defined program or project that supports the Ministry's goals and priorities. Financial support is based on the grant recipient agreeing to comply with certain conditions that restrict the use of the funds to the purpose of the grant. The conditions provide results-based and financial accountability and may require repayment of funds under certain circumstances.

- c) selects an applicant, who meets teacher preparation institution entrance requirements, to participate in the CTS bridging program
- d) utilizes Alberta Education financial assistance to support the participant enrolled in the pre-service portion of CTS bridging program

- e) supervises and evaluates the 14-week practicum teaching experience(where applicable), in cooperation with the teacher preparation institution

Participants who have successfully completed the 36 semester-hour credits of a CTS bridging program and have been granted a Letter of Authority will possess several of the KSAs related to interim certification. However, as these participants have not completed a teacher preparation program allowing them to apply all the KSAs as required by the *Teaching Quality Standard*, they must work collaboratively with their mentors and supervisors to ensure that students in their classrooms enjoy the benefit of all the KSAs delivered through a team approach. This approach recognizes individual ability and local content while meeting provincial requirements for delivery of professional service to students.

Once the teacher preparation program has been completed and after initial certification, as with all beginning teachers, CTS bridging program participants will be responsible for working toward achievement of the KSAs for permanent certification. *Descriptors of Knowledge, Skills and Attributes (KSAs) Related to Interim Certification are located on page 8.*

- f) provides supervision and mentoring for the successful CTS bridging program participant to ensure he or she meets the *Teaching Quality Standard*
- g) works collaboratively with the teacher preparation institution to supervise and evaluate the CTS bridging program participant's achievement of the KSAs as they relate to an Interim Professional Certificate
- h) allocates 0.1 FTE release time for a mentor teacher and 0.1 FTE release time for the CTS bridging program participant
- i) addresses recognition of the CTS bridging program participant's previous work experience within its collective agreement

Numerous collective agreements provide additional experience and/or education for teachers with journeyman certificates. In the absence of such a clause, amendments must be negotiated and ratified prior to any additional salary being contemplated. In addition, employers considering a return to service requirement for journeyman teachers receiving support under this program also must address this in the collective agreement. Contact The Alberta Teachers' Association (ATA) to proceed in this matter. To obtain further information please contact: Sharon L. Vogrinetz, Coordinator, ATA Teacher Welfare, 11010-142 Street NW, Edmonton, AB, Canada T5N 2R1; e-mail: Sharon.vogrinetz@ata.ab.ca; Telephone: 780-447-9400 (in Edmonton calling area) or 1-800-232-7208 (elsewhere in Alberta).

Participants who complete the CTS bridging program must apply to Teacher Qualification Services for an evaluation of their educational qualifications for salary purposes. Evaluations are made according to the *Principles for the Evaluation of Years of Teacher Education for Salary Purposes* established and reviewed annually by the Teacher Salary Qualifications Board.

The application form for a statement of qualifications may be downloaded from the ATA Web site at [www.teachers.ab.ca/services/Teacher Salary Qualifications](http://www.teachers.ab.ca/services/Teacher%20Salary%20Qualifications) or may be obtained by contacting the ATA Teacher Qualification Services office at 11010-142 Street NW, Edmonton, Alberta, Canada T5N 2R1; 780-447-9400 (in Edmonton calling area) or 1-800-232-7208 (elsewhere in Alberta); e-mail: [tqs@ata.ab.ca](mailto:tqs@ata.ab.ca); website: [www.teachers.ab.ca](http://www.teachers.ab.ca).

## CTS Bridging Program Participants

The CTS bridging program participant:

- contacts a school authority indicating his or her commitment to the program
- applies to a teacher preparation institution for entrance into the education program
- completes pre-service courses consisting of a minimum of 36 semester-hour credits (currently available only at the University of Alberta)
- continues courses and study to complete the required 120 semester-hour credits needed for a Bachelor of Education degree
- continues coursework at a minimum of 6 semester-hour credits of teacher preparation/year
- works collaboratively with a school authority supervisor and mentor to demonstrate consistently that he or she understands the competencies related to an Interim Professional Certificate as included in the *Teaching Quality Standard*.

## Teacher Preparation Institution

The teacher preparation institution:

- a) determines a CTS bridging program participant's acceptance into the Bachelor of Education program based on the institution's entrance requirements
- b) grants credit, as deemed appropriate, for credentials (e.g. journey ticket, two or three year diplomas) to a maximum of 30 semester-hour credits
- c) requires a minimum of 36 semester-hour credits to complete the initial portion of the CTS bridging program (ensures original 36 semester-hour credit courses meet the requirements for an Interim Professional Certificate as described in the *Teaching Quality Standard*)
  - 24 semester-hour credits will be awarded through coursework
  - 12 semester-hour credits will be awarded through a 14-week teacher practicum
- d) supports the CTS bridging program participant's continued coursework by recognizing the credit transfer of required courses from other Alberta teacher preparation institutions and subsequent summer institutes
- e) works collaboratively with a school authority, supervises and evaluates the CTS bridging program participant's KSAs, as they relate to an Interim Professional Certificate
- f) awards a Bachelor of Education degree in accordance with graduation requirements.

*Note: Currently, the University of Alberta is the only university offering the initial portion of the CTS bridging program. Once the initial portion is completed, students can take courses applicable to their Bachelor of Education degree from other teacher preparation institutions and transfer them to the University of Alberta (note: up to 30 semester-hour credits are transferable to the University of Alberta in addition to the 30 semester-hour credits granted for approved journey ticket, two or three year diplomas) or transfer the University of Alberta credits to another teacher preparation institution. Admissions information for the University of Alberta is available on page 13.*



## Alberta Education

Alberta Education:

- selects school authority applications that best meet *Selection Criteria for Review of Application Submissions (see page 14)*
- considers geographical distribution when selecting successful applicants
- executes conditional grant to provide school authorities with funding to support the bridging program participant
- issues a letter of Authority upon successful completion of the Bachelor of Education pre-service courses described herein that stipulates the following conditions:
  - limited teaching to CTS cluster which includes area(s) of expertise
  - 6 semester-hour credits of teacher preparation must be completed yearly
  - a three-year term (may be extended as needed)
- issues an Interim Professional Certificate through the office of the Registrar upon:
  - successful completion of required courses and study
  - demonstrated proficiency, as recognized by the *Teaching Quality Standard*
  - receipt of an attestation from the dean of a teacher preparation institution.

## Descriptors of Knowledge, Skills and Attributes (KSAs) Related to Interim Certification

Participants who have completed the Bachelor of Education pre-service courses including the IPT and APT courses and field experience of the CTS bridging program are expected to work collaboratively with their mentor and supervisor to demonstrate consistently that the KSAs of the *Teaching Quality Standard* will be met in each teaching assignment. The following is an example of an organizer to ensure that primary responsibility for each KSA is established for monitoring by the school authority. [KSA information is taken from section 1(2) of the *Ministerial Order (#16/97) Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*.] This matrix should be revised, as needed.

**Make an “X” in the appropriate box. (“X” denotes primary responsibility to ensure KSA is met.)**

Knowledge, Skills and Attributes	Mentor	Supervisor	Program Participant
<b>a) contextual variables affect teaching and learning</b> <ul style="list-style-type: none"> <li>They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students’ learning.</li> </ul>			
<b>b) the structure of the Alberta education system</b> <ul style="list-style-type: none"> <li>They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the <i>Certification of Teachers Regulation, A.R. 261/90</i> as amended and their school authority’s teacher’s evaluation policy.</li> </ul>			
<b>c) the purposes of the <i>Guide to Education</i> and programs of study germane to the specialization or subject disciplines they are prepared to teach</b> <ul style="list-style-type: none"> <li>They know how to use these documents to inform and direct their planning, instruction and assessment of student progress.</li> </ul>			
<b>d) the subject disciplines they teach</b> <ul style="list-style-type: none"> <li>They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.</li> </ul>			
<b>e) all students can learn, albeit at different rates and in different ways</b> <ul style="list-style-type: none"> <li>They know how (including when and how to engage others) to identify students’ different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs.</li> </ul>			
<b>f) the purposes of short-, medium- and long-term range planning</b> <ul style="list-style-type: none"> <li>They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students.</li> </ul>			

Knowledge, Skills and Attributes	Mentor	Supervisor	Program Participant
<p><b>g) students' needs for physical, social, cultural and psychological security</b></p> <ul style="list-style-type: none"> <li>• They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning.</li> </ul>			
<p><b>h) the importance of respecting students' human dignity</b></p> <ul style="list-style-type: none"> <li>• They know how to establish, with different students, professional relationships characterized by mutual respect, trust and harmony.</li> </ul>			
<p><b>i) there are many approaches to teaching and learning</b></p> <ul style="list-style-type: none"> <li>• They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes.</li> </ul>			
<p><b>j) the functions of traditional and electronic teaching/learning technologies</b></p> <ul style="list-style-type: none"> <li>• They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information and keep records.</li> </ul>			
<p><b>k) the purposes of student assessment</b></p> <ul style="list-style-type: none"> <li>• They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments. They know how to analyze the results of classroom and large-scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students.</li> </ul>			
<p><b>l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning</b></p> <ul style="list-style-type: none"> <li>• They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students.</li> </ul>			
<p><b>m) student learning is enhanced through the use of home and community resources</b></p> <ul style="list-style-type: none"> <li>• They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning.</li> </ul>			
<p><b>n) the importance of contributing, independently and collegially, to the quality of their school</b></p> <ul style="list-style-type: none"> <li>• They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues.</li> </ul>			
<p><b>o) the importance of career-long learning</b></p> <ul style="list-style-type: none"> <li>• They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities.</li> </ul>			
<p><b>p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching</b></p> <ul style="list-style-type: none"> <li>• They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.</li> </ul>			
<p><b>q) they are expected to achieve the <i>Teaching Quality Standard</i>.</b></p>			

## Requirements for Teacher Certification

Teachers and other Albertans expect teaching practice to meet a professional standard of quality, which is expressed in the *Ministerial Order (#16/97) Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*. This standard, the first of its kind in Canada, includes the competencies beginning and experienced teachers are required to possess and build upon throughout their careers.

All stakeholders must recognize attainment of an Alberta teaching certificate as a key requirement of the bridging program. In doing so, they must use the following information to guide their decision making.

Section 92(1) of the *School Act* requires that “a board shall employ as a teacher only an individual who holds a certificate of qualification as a teacher issued under the *Act*.” An Interim Professional Certificate is granted for initial certification. According to section 7(1) of the *Certification of Teachers Regulation 3/99*, an Interim Professional Certificate is issued “to an applicant who:

- a. holds a Bachelor of Education degree, or
- b. holds a degree that is acceptable to the Minister in education or in any other field from an institution outside Alberta that is approved by the Minister, if the degree
  - i) includes or is supplemented with a basic professional teacher preparation program that is acceptable to the Minister, and
  - ii) meets the requirements for professional teacher certification in the jurisdiction where the degree or the basic professional teacher preparation program was completed.”

An application for an Interim Professional Certificate also must be accompanied by proof, normally an attestation by the dean of the teacher preparation institution, that the applicant has completed the requirements, as prescribed by *Ministerial Order (#16/97) Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*.

Alberta Education requires individuals authorized to teach to provide evidence of:

- having relevant content area or teaching subject knowledge
- completion of a basic teacher preparation program that provided them with the educational knowledge, skills and attributes (KSAs) needed to provide students with the opportunity to achieve provincial learning standards
- being “fit and proper persons” whose standards of conduct meet the high standard expected of those entrusted with the often unsupervised custody and instruction of students
- proficiency in at least one of the official languages
- currency of practice.

## Letter of Authority

In the delivery of programs for which a school authority has been unable to recruit a certificated teacher, a Letter of Authority can provide some flexibility. For the purposes of this CTS bridging program, a school authority may request a Letter of Authority for a teacher who does not qualify immediately for the Alberta Interim Professional Certificate.

In keeping with sections 92(1) and 93 of the *School Act* and section 12.1(1)(a) of Alberta's *Certification of Teachers Regulation 3/99*, the Registrar is authorized to issue a Letter of Authority, which is a form of teaching certificate. Section 12.1(1)(a) states that the "Registrar may issue a Letter of Authority to an individual who:

- a) has academic and professional qualifications or technical and professional qualifications that are acceptable to the Minister, and
- b) is lawfully authorized to work in Canada."

Historically, Alberta Education policy has defined "professional qualifications that are acceptable to the Minister" to mean that an individual must have completed a basic professional teacher preparation program in Alberta or elsewhere. A Letter of Authority is a short-term solution and the teacher still must work toward qualifying for an Alberta Interim Professional Certificate.

School authorities requiring information on the Letter of Authority application process can contact:

Alberta Education

Professional Standards Branch

2<sup>nd</sup> Floor, 44 Capital Boulevard

10044–108 Street NW

Edmonton, Alberta T5J 5E6

E-mail: [teacher.certification@gov.ab.ca](mailto:teacher.certification@gov.ab.ca)

Telephone: 780-427-2450 [toll-free by dialing 310-0000 first]

Fax: 780-422-4199

Website: <http://education.alberta.ca/teachers/certification/apply.aspx>

## Annual Report

School Authority

Bridging Program Participant

Mailing Address

Phone Number

E-mail Address

Program Participant  
Supervisor

Post Secondary Course  
Taken Since Last Report  
(Forward official transcript to  
Registrar/ ATT: Paul  
MacLeod)

CTS Courses Offered By  
Program Participant (Please  
include Participant's time  
table)

Number of Students enrolled  
in CTS Courses offered by  
Program Participant

Requirements of *Teaching  
Quality Standard* have been  
addressed

Please indicate with a YES or NO response

## Admissions Information

### University of Alberta

For application/admission inquiries please contact:

Bonnie Watt-Malcolm, PhD

University of Alberta, Department of Secondary Education

347 Education South

Edmonton, Alberta, Canada T6G 2G5

E-mail: [bwatt@ualberta.ca](mailto:bwatt@ualberta.ca)

Telephone: 780-492-5191

Fax: 780-492-9402

## University of Alberta Bachelor of Education Pre-service Courses (subject to approval)

PRESERVICE PORTION TIME LINE		
2012	January	Selected candidate applies for admission to the CTS bridging program
	February	Conditional acceptance granted to CTS bridging program participant beginning in May
	May June July	Students enroll in Spring and first Summer session classes for their minor courses or open options. Required courses: *3 EDPY 200, *3 EDU 250
	August	Summer Institute; e.g., *6 EDCT 400 (courses required to complete major)
	September October November	*3 EDPY 301, *3 EDPY 303, *3 EDPY 310, *3 EDSE (new required course) *3 EDFX 350—five weeks student teaching; Introductory Professional Term (IPT) field placement
	December	
	2013	January February March April
May June		Successful CTS bridging program participant is issued a Letter of Authority
July		Summer Institute (required)

## Selection Criteria for Review of Application Submissions

Criteria	Needs Improvement	Good	Excellent	
<b>1. Description: Capacity to deliver dual-credit program: personnel required, resources, facilities, equipment, and additional considerations</b>	Applicant briefly described anticipated capacity to deliver program as described. <i>Limited information</i> is provided for <i>some or all of the areas</i> .	Applicant provided detailed descriptions of anticipated capacity to deliver in <i>selected areas</i> .	Applicant thoroughly described anticipated capacity to deliver in <i>all areas</i> .	<b>/20</b>
15 points	1–7	7–14	15–20	
<b>2. Supports: Career development support (course acquisition, professional development, mentorship, supervision etc.)</b>	Career development supports inside and outside of the CTS program were <i>mentioned</i> .	Career development supports inside and outside of CTS program were <i>described</i> .	Career development supports inside and outside of CTS program were <i>described clearly</i> .	<b>/20</b>
10 points	1–7	7–14	15–20	
<b>3. Sustainability: Long-term sustainability; e.g., post-Alberta Education (AE) funding, retention strategies</b>	Strategies are included to ensure retention and professional growth of participant post AE funding.	Strategies are included to ensure retention and professional growth of participant including mentorship strategies, accessibility to teacher training courses and continued accessibility to professional development post AE funding.	Innovative strategies are included to ensure retention and professional growth of participant, mentorship strategies, accessibility to teacher training courses and continued accessibility to professional development post AE funding.	<b>/20</b>
10 points	1–7	7–14	15–20	
<b>4. Partnerships; e.g., school, jurisdiction, community, post-secondary, business support</b>	<i>No evidence</i> is included of partnerships; e.g., community, post-secondary, business support.	<i>Some evidence</i> is included of partnerships; e.g., community, post-secondary, business support.	<i>Letters are included</i> of partnerships; e.g., community, post-secondary, business support.	<b>/10</b>
10 points	1–4	5–7	8–10	



Criteria	Needs Improvement	Good	Excellent		
5.	<b>Challenges:</b> Clearly identified staffing challenges experienced in attempting to fill CTS positions; e.g., location, retention, attraction	Applicant briefly described staffing challenges experienced. <i>Limited information</i> is provided for some or all of the areas.	Applicant provided detailed description of the capacity to staff dual-credit CTS courses. <i>Partial information</i> is provided in all areas.	Applicant thoroughly described the capacity to staff dual-credit CTS courses. <i>Extensive information</i> is provided in all areas.	<b>/10</b>
10 points	1–4	5–7	8–10		
6.	<b>Salary Determination</b>	Applicant briefly described strategies to address salary determination.	Applicant provided detailed plan of ATA consultations designed to develop a collective agreement article needed to address salary determination.	Applicant thoroughly described existing collective agreement article addressing salary determination.	<b>/10</b>
10 points	1–4	5–7	8–10	<b>/90</b>	

# CTS BRIDGE TO TEACHER CERTIFICATION APPLICATION PACKAGE



2011

## CTS Bridge to Teacher Certification Application Package

To qualify for funding to support a bridging program participant in your jurisdiction, please complete the following application and email an electronic copy to [Satinder.dhillon@gov.ab.ca](mailto:Satinder.dhillon@gov.ab.ca) by **November 25, 2011**.

Separate applications are required when submitting more than one request.

All applications are evaluated using the enclosed *Selection Criteria for Review of Application Submissions* rubric.

Please retain the *Annual Report* form, the Information for Admissions and Pre-service Outline for future reference.

For further information please contact:

Mrs. Satinder Dhillon  
Education Manager  
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Alberta Education  
2<sup>nd</sup> Floor, 44 Capital Boulevard  
10044–108 Street NW  
Edmonton, Alberta T5J 5E6  
E-mail: [satinder.dhillon@gov.ab.ca](mailto:satinder.dhillon@gov.ab.ca)  
Telephone: 780-422-6838 [toll-free by dialing 310-0000 first]  
Fax: 780-422-4199

# Application

**APPLICANT NAME**  
(school authority)

**PROPOSAL LEAD PERSON**

Name

Title

Mailing Address

Phone Number

E-mail Address

**CAPACITY OF APPLICANT TO SUPPORT PROGRAM** (describe anticipated capacity to support program)

Personnel Requirement

Resources

Facilities

Equipment

Student Registration

Additional Considerations

**PROGRAM TEAM MEMBERS** (mentor and supervisor)

Name	Role	Time Devoted	Experience	Planned Contributions

**DESCRIPTION** (identify the dual credit CTS courses requiring support, the projected number of students supported, personnel required, resources, facilities and additional considerations )

**SUPPORTS** (identify strategic actions to support/facilitate professional growth, course acquisition, professional development, mentorship and supervision for bridging program participant.)

**SUSTAINABILITY** (identify strategies for retention of the bridging program participant upon successful completion of the program and post Alberta Education funding.)

**PARTNERSHIPS** (identify community, post-secondary and/or business partner(s) supporting the proposal)

**CHALLENGES** (identify previous attempts to staff CTS position by a certificated teacher that have failed; include staffing challenges experienced [e.g., location, transition, attraction etc.] by the school authority.)

**SALARY DETERMINATION** (identify any current articles that the school authorities collective agreement has in place to recognize the bridging program participant's previous employment experience.)

**LETTERS OF SUPPORT**

Please attach support from all third party participants, if applicable, indicating their role and responsibility for the project (e.g., partnerships, post-secondary).

I (we) agree to host site visits for Alberta Education personnel, to participate in validation activities in collaboration with Alberta Education and the partnering teacher preparation institution, to contribute to knowledge sharing activities, to provide ongoing feedback in the first year, and to submit a report (appendix 4) for each year of funding until the program is completed.

\_\_\_\_\_  
Signature of Proposal Lead

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date