



Alberta  Education

CTS Bridge to Teacher Certification Guide

Contact Information

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Students	
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General Public	

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1.0 Introduction

Significant workforce planning challenges exist for school districts across the province including:

- a competitive labour market,
- historically high numbers of teachers who are eligible for retirement,
- increasing student enrollment in more than 73% of Alberta school jurisdictions,
- limited numbers of qualified CTS teachers available to teach in particular geographic regions, and
- usual attrition of early career teachers.

Alberta Education is responding to the increasing demand for qualified Career and Technology Studies (CTS) teachers by supporting the CTS Bridge to Teacher Certification funding program.

Alberta Education collaborated with the Alberta Teachers' Association and Alberta teacher preparation institutions to create the *CTS Bridge to Teacher Certification* (CTS Bridging) program. CTS Bridging provides an opportunity for school authorities to apply for \$68,000 in conditional grant funding, per application, to sponsor and support qualified individuals to complete an Alberta teacher preparation program at the University of Alberta. Through CTS Bridging, certificated journey persons, health care professionals, and information technologists (who are required for instruction in advanced dual-credit CTS programs) are authorized to work as a teacher while pursuing the educational requirements to qualify for Interim Professional Certification. After completing the CTS Bridging program, participants will be eligible for authorization to teach under a Letter of Authority while continuing their studies toward successful completion of the Bachelor of Education degree program.

2.0 Steps to CTS Bridge to Certification and Roles

The “Steps to CTS Bridge to Certification Flowchart” outlines the process to becoming a teacher for a CTS Bridging program participant, and the respective roles of all partners.

		ROLES				
		UNIVERSITY OF ALBERTA	SCHOOL AUTHORITY	PROGRAM PARTICIPANT	ALBERTA EDUCATION	
STEP 1	APPLICATION		X	X		
<ul style="list-style-type: none"> • School Authority submits an application to Alberta Education for a grant to provide funding support to a candidate to participate in CTS Bridging program and mentorship. • Prospective program participants must be referred by the School Authority to the University of Alberta immediately for program & admissions advice. (Note: prospective participants <u>may</u> need to complete preparatory work in fall semester to qualify for admissions before the program starts.) 						
STEP 2	APPROVAL				X	
<ul style="list-style-type: none"> • Alberta Education reviews and approves successful school authority applications based on Selection Criteria for Review of Application Submissions. • A conditional grant is executed to provide funding for approved School Authority applicants. 						
STEP 3	ADMISSION	X		X		
<ul style="list-style-type: none"> • CTS Bridging Program Participant attends a University of Alberta Orientation session and completes the application for admission to the University of Alberta. • The University of Alberta applies its Bachelor of Education admission requirements to the applicant. A participant’s previous post-secondary education and journey-person certificate is evaluated for university credit. Advance standing of up to 30 semester-hour credits may be awarded for journey certificates. 30 additional credits may also be awarded for previously completed university-level transfer courses. 						
STEP 4	PRE-SERVICE PROGRAM			X		
<ul style="list-style-type: none"> • If admissible, the CTS Bridging Program Participant completes the CTS Bridge to Certification pre-service courses. A minimum 24 semester-hour credits for specified coursework, and 12 semester-hour credits for 14 weeks of practicum/field experiences are required. 						
STEP 5	TEACHING WHILE STUDYING		X	X	X	
<ul style="list-style-type: none"> • Upon successful completion of pre-service courses, 14 weeks of field experiences, and recommendation by the School Authority, the CTS Bridging Program Participant may be eligible for a Letter of Authority authorizing and restricting them to teach in the CTS cluster containing their area of expertise/journey certification. • The Program Participant must apply for teacher certification and meet other eligibility requirements to receive a Letter of Authority. If all requirements are met, Alberta Education will issue the Letter of Authority. • While teaching under a Letter of Authority, the CTS Bridging Program Participant will be mentored for one year and will work collaboratively with supporting school authority staff to meet the Teaching Quality Standard. • As a condition of the Letter of Authority, the CTS Bridging Program Participant must successfully complete minimum 18 credits over 3 years in required courses toward completion of a Bachelor of Education degree. 						
STEP 6	TEACHING AUTONOMOUSLY				X	
<ul style="list-style-type: none"> • Upon successful completion of a recognized Bachelor of Education degree and the program participant meeting all other requirements, the Alberta Education Registrar issues an Interim Professional Certificate. • Individuals in possession of an Interim Professional Certificate will be granted a Permanent Professional Certificate upon recommendation by an officer, in accordance with the <i>Certification of Teachers Regulation</i>. 						

3.0 Description of Stakeholder Roles & Responsibilities

The school authority, CTS Bridging program participants, teacher preparation institution, and Alberta Education have roles and responsibilities to ensure successful bridging to teacher certification.

3.1 School Authority Role

The School Authority:

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

School authorities submitting applications must identify:

- previous attempts to recruit a certificated teacher to staff the CTS position;
- recruitment & staffing challenges experienced by the school authority;
- how the school authority will support the CTS Bridging program participant in their first year of teaching including plans to provide access to mentorship (as provided for in the CTS Bridging grant), and any other support such as supervision, professional development, and professional growth;
- the specific CTS courses and the number of students who will be taught by the CTS Bridging program participant as a new staff member;
- strategies for retention of the CTS Bridging program participant;
- any community, post-secondary and/or business partner(s) supporting the application;
- current articles of the school authority's Collective Agreement that recognize the CTS Bridging program participant's previous employment experience.

According to Schedule A of the conditional grant, successful school authority applicants must agree to:

- host site visit(s) for Alberta Education personnel;
- contribute to knowledge sharing activities in collaboration with Alberta Education and provide specific outcomes as requested; and,
- submit a report to Alberta Education, on or before the deadline specified in Schedule A of the conditional grant. Please see the reporting template found in *Appendix B* of the **CTS Bridge to Certification Application Package**.

- b) enters into a conditional grant with Alberta Education to fund the CTS Bridging program participant and provide mentorship support for one year following CTS Bridging program completion;

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 of the grant provide results-based and financial accountability and may require repayment or transfer of funds under certain circumstances.

Successful school authority applicants will receive \$68,000 designated funding:

- \$50,000 as a financial assistance subsidy to the CTS Bridging program participant; paid in regular increments throughout their program of study, and,
- a sponsor school subsidy of \$18,000 to accommodate mentorship during the first year of teaching; 0.1 FTE release time for CTS Bridging program participant's mentor and 0.1 FTE release time for CTS Bridging program participant.

- c) selects a program participant who must meet the University of Alberta’s Bachelor of Education admission requirements, to participate in the CTS Bridging program;
- d) utilizes Alberta Education financial assistance to support and the participant while completing the pre-service portion of CTS Bridging program;
- e) monitors the program participant’s academic standing at the end of each semester; in order to support continuation of financial assistance during the balance of the CTS Bridging program;
- f) agrees to provide a field experience placement, if requested, in cooperation with the teacher preparation institution;

Participants who have successfully completed a minimum 36 semester-hour credits of the CTS Bridging program and have been granted a Letter of Authority will possess several of the knowledge, skills, and attributes (KSAs) related to Interim Professional 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 Bachelor of Education program has been completed, 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 included in Appendix I.*

- g) provides supervision and mentoring for the successful CTS Bridging program participant to ensure he or she meets the *Teaching Quality Standard*;
- h) 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;
- i) allocates 0.1 FTE release time for a mentor teacher and 0.1 FTE release time for the CTS Bridging program participant;
- j) provides recognition of the CTS Bridging program participant’s previous work experience within its collective agreement; and
- k) submits the report (template in *Appendix B* of the **CTS Bridge to Certification Application** package) to Alberta Education.

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 of service requirement for journeyman teachers that receive support under this program also must address this in the collective agreement. Contact The Alberta Teachers' Association (ATA) to proceed in this matter:

Sandra Johnston, Coordinator

Alberta Teachers' Association

Teacher Welfare

11010-142 Street NW, Edmonton, AB, Canada T5N 2R1

E-mail: tw@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 the Alberta Teachers' Association, [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 [website](#) or may be obtained by contacting the ATA Teacher Qualification Services office at:

Address: 11010-142 Street NW, Edmonton, Alberta, Canada T5N 2R1

E-mail: tqs@ata.ab.ca;

Telephone: 780-447-9400 (in Edmonton calling area) or 1-800-232-7208 (elsewhere in Alberta)

Website: www.teachers.ab.ca

3.2 CTS Bridging Program Participant's Role

The CTS Bridging program participant:

- a) contacts a school authority indicating his or her commitment to the program;
- b) applies for, and meets admission requirements for Bachelor of Education in the designated post-secondary institution.
- c) completes required pre-service courses consisting of a minimum of 36 semester-hour credits (currently available only at the University of Alberta);
- d) upon completion of the CTS bridging program, is eligible to be employed as a teacher while continuing to complete requisite coursework, at a minimum of 6 semester-hour credits each year, until successful completion of the Bachelor of Education degree; and
- e) 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*.

3.3 Teacher Preparation Institution Role

The teacher preparation institution:

- a) determines a CTS Bridging program participant's admissibility into the Bachelor of Education program based on the program's admission requirements;
- b) grants university credit for credentials, such as trade journey certificate, or two year diplomas, as appropriate and up to a maximum of 30 semester-hour credits: note that other credentials may qualify for additional advance standing or admission into the Bachelor of Education, 2-year After-Degree;
- c) requires a minimum of 36 semester-hour credits to complete the initial CTS Bridging program, and ensures the original 36 semester-hour credit courses meet the requirements for an Interim Professional Certificate as described in the *Teaching Quality Standard*:
 - a minimum 24 semester-hour credits in prescribed courses, and
 - 12 semester-hour credits of field experience/ teaching practicum courses that total 14-weeks;
- d) supports the CTS Bridging program participant's continued coursework by recognizing the transfer credit of required courses from other Alberta teacher preparation institutions;
- e) works in complement to the school authority, to develop the CTS Bridging program participant's KSAs, as they relate to an Interim Professional Certificate; and
- f) awards a Bachelor of Education degree in accordance with requirements for graduation.

Note 1: Currently, the University of Alberta is the only university offering the initial 36 required minimum credits of the CTS Bridging program. Once the initial CTS Bridge to Certification program courses are completed, students may take approved transferable courses applicable to their Bachelor of Education degree from other teacher preparation institutions, or may choose to transfer University of Alberta credits to another teacher preparation institution, if applicable. For more information, contact University of Alberta.

Note 2: A maximum of 60 credits from approved journey certifications, two-year diplomas, and/or three-or-four year degree programs are transferrable to the University of Alberta Bachelor of Education degree program. Contact information for admissions inquiries to the University of Alberta is provided in [Section 6.0: Admissions Information](#).

3.4 Alberta Education Role

Alberta Education:

- a) selects school authority applications that best meet the [Selection Criteria for Review of Application Submissions](#);
- b) considers geographical distribution when selecting successful applicants;
- c) executes conditional grant to school authorities to provide funding to support the CTS Bridging program participant;
- d) monitors accountability for conditional grant, including employment status of program participant, and school authority financial accounting;
- e) issues a Letter of Authority to participants upon successful completion of the Bachelor of Education pre-service courses included in the CTS Bridge To Teacher Certification program, and monitors ongoing adherence to conditions of the Letter of Authority as follows:
 - teaching is restricted to the CTS cluster which includes the area(s) of expertise;
 - annual completion of 6 semester-hour credits toward a Bachelor of Education;
 - valid for a three-year term (extensions may be approved, if warranted).
- f) issues *Interim Professional Certificate* through the office of Alberta Education's Registrar upon the participant meeting all requirements, including:
 - successful completion of a recognized Bachelor of Education, and
 - demonstrated proficiency, as recognized by the *Teaching Quality Standard*, and
 - receipt of an attestation from the dean of the degree- granting institution.

4.0 Requirements for Interim 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 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 CTS 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 included the 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, and
- currency of practice.

Full details of teacher certification requirements can be found on the [Alberta Education website](#).

A description of knowledge, skills, and attributes that are expected from Alberta certificated teachers is located in [Appendix I: KSAs](#).

5.0 Letter of Authority Purpose

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 participants who successfully complete the CTS Bridge to Teaching Certification program, a school authority may request a Letter of Authority be issued 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 a conditional 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."

Alberta Education policy defines "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 that requires the teacher to continue to complete educational courses toward qualifying for an Alberta Interim Professional Certificate.

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

Alberta Education

Teaching Excellence & Certification Branch

2nd Floor, 44 Capital Boulevard

10044–108 Street NW

Edmonton, Alberta T5J 5E6

E-mail: teacher.certification@gov.ab.ca

Telephone: 780-427-2045 (toll-free by dialing 310-0000 first)

Fax: 780-422-4199

Further information on the Letter of Authority can be found on the [Alberta Education website](#). Recommendations for re-issues and extensions of Letters of Authority can be done via the Extranet.

6.0 CTS Bridge to Certification Program

6.1 Admissions Information

Prospective CTS Bridge to Certification students are encouraged to inquire about admissibility to the program early in the process to allow sufficient time to complete upgrading, if necessary.

For application/admission inquiries please contact:

Bonnie Watt, PhD

University of Alberta, Department of Secondary Education

551 Education South

Edmonton, Alberta, Canada T6G 2G5

E-mail: bwatt@ualberta.ca

Telephone: 780-492-5191

Fax: 780-492-9402

6.2 CTS Bridging Program Milestones

MILESTONES	DESCRIPTION
Application Deadline	Deadline for School Districts to submit application for funding support to Alberta Education.
Expression of Interest/Eligibility	Prospective student participants contact B. Watt, University of Alberta to express interest and to determine eligibility for admission to the Bachelor of Education degree program.
Notice of Approval	Notice to school districts of approved applications.
Program Orientation	Sponsored participants attend orientation meeting and complete applications for admission, on campus at University of Alberta.
Participation in Program	Participant attends on-campus course(s) in Spring (3-6 credits).
	Participant attends on-campus courses in Summer (3-6 credits).
	Fall semester courses on campus and Introductory Field Experience in school district (15 credits).
	Winter semester courses on campus and Advanced Field Experience in school district (15 credits).
	Optional spring session courses on-campus, or on-line for participants returning to their sponsoring school district (up to 6 credits).
Optional on-campus courses in Summer (up to 6 credits).	
Eligible for Employment as a Teacher	Participants who have successfully completed the CTS Bridge to Certification Program are eligible for employment as a teacher working under a Letter of Authority, while continuing studies toward completion of the Bachelor of Education degree (6 credits per year).
Reporting/Accountability	School Authority report due (template in <i>Appendix B</i> of the CTS Bridge to Certification Application package).

Appendix I: Teaching Quality Standard Knowledge, Skills & Attributes

Participants, who have completed the Bachelor of Education pre-service courses, including the Introductory Field Experience (IFX) and Advanced Field Experience (AFX) courses, 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.

Knowledge, Skills and Attributes Make an "X" in the appropriate box. ("X" denotes primary responsibility to ensure KSA is met.)		Mentor	Supervisor	Program Participant
a) contextual variables affect teaching and learning 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.				
b) the structure of the Alberta education system 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 evaluation policy.				
c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach They know how to use these documents to inform and direct their planning, instruction and assessment of student progress.				
d) the subject disciplines they teach 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.				
e) all students can learn, albeit at different rates and in different ways 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.				
f) the purposes of short-, medium- and long-term range planning 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.				
g) students' needs for physical, social, cultural and psychological security 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.				

Knowledge, Skills and Attributes

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

(CONTINUED)

	Mentor	Supervisor	Program Participant
<p>h) the importance of respecting students' human dignity They know how to establish, with different students, professional relationships characterized by mutual respect, trust and harmony.</p>			
<p>i) there are many approaches to teaching and learning 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.</p>			
<p>j) the functions of traditional and electronic teaching/learning technologies They know how to use and how to engage students in using technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records.</p>			
<p>k) the purposes of student assessment 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 utilize the results for the ultimate benefit of students.</p>			
<p>l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students.</p>			
<p>m) student learning is enhanced through the use of home and community resources They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning.</p>			
<p>n) the importance of contributing, independently and collegially, to the quality of their school 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.</p>			
<p>o) the importance of career-long learning 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 an annual professional growth plan and implement their own professional development activities.</p>			
<p>p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.</p>			
<p>q) they are expected to achieve the Teaching Quality Standard.</p>			