

Alberta



**Teacher Bridging to
Advanced CTS
Programming
CARPENTRY PILOT**

2013

Contact Information

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This document is intended for:

- Teachers
- Administrators
- Counsellors
- Students
- Parents
- Community Partners
- General Public

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Teacher Bridging to Advanced CTS Programming Application Package

- 1** Teacher Bridging to Advanced CTS Programming Application Package

School Authority Resources

Introduction

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

- a competitive labour market
- a significantly higher number of educators who are eligible for retirement
- increasing student enrollment in more than 80% of Alberta school jurisdictions
- 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.

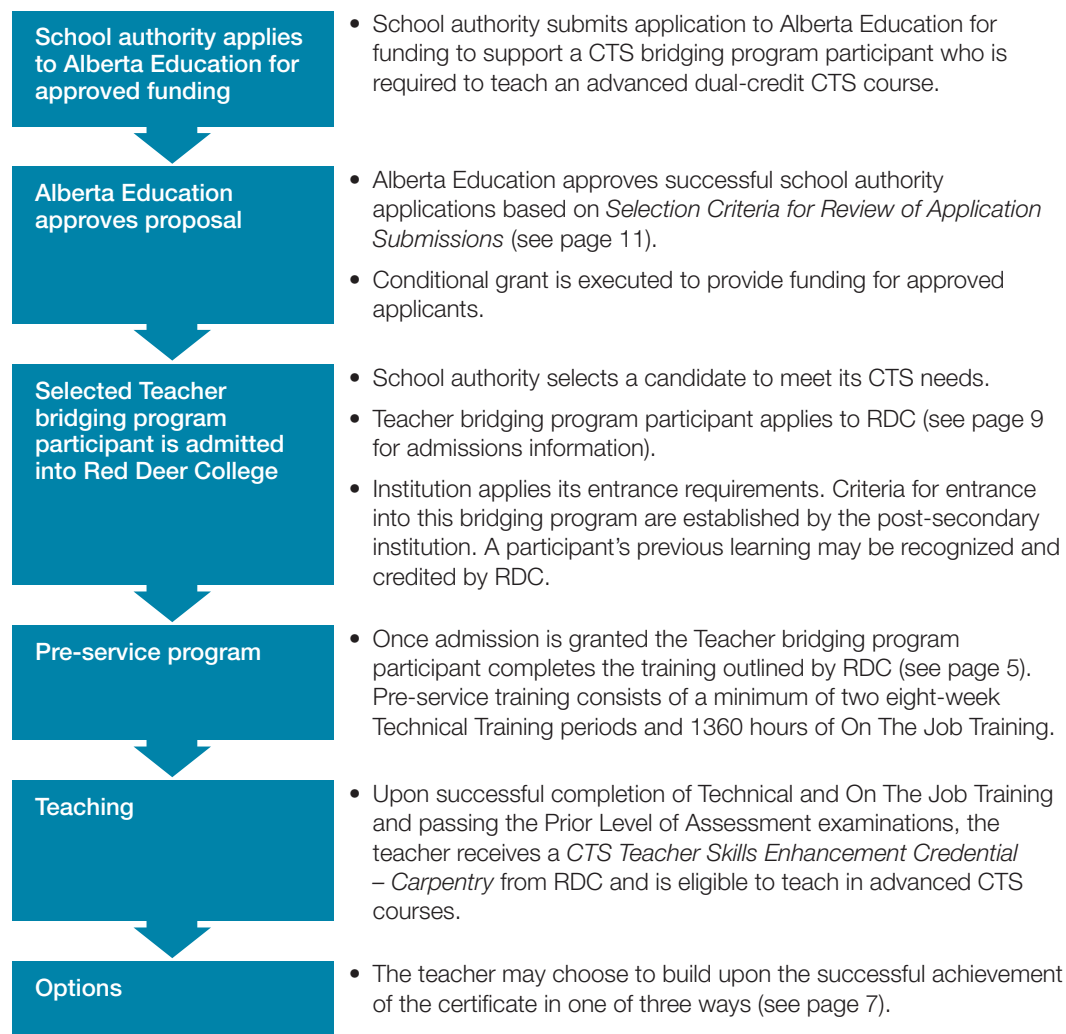
Alberta Education is proactively focused on addressing the *Education Sector Workforce Planning Framework for Action* to address the lack of qualified CTS teachers needed to offer dual-credit advanced CTS courses to high school students. The *Framework* includes:

- 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.
 - Work with Alberta Apprenticeship and Industry Training Board and other stakeholders to increase opportunities for currently certificated CTS teachers to acquire journeyman certification, where they wish to pursue such credentialing.

Developed in collaboration with Apprenticeship Industry and Training - Alberta Advanced Education (AIT) and Technology, Red Deer College (RDC) and the University of Alberta, this document will provide school authorities with information necessary to complete the *Teacher Bridging to Advanced CTS Programming Application*. This CTS bridging program provides an opportunity for certificated teachers who are required for instruction in an advanced dual-credit CTS program, to complete a preparation program offered by participating Alberta post-secondary institutions that will be recognized as sufficient to allow high school students to receive the post-secondary level credits in their dual-credit CTS program.

Steps to Teacher Bridging to Advanced CTS Programming Flowchart

The “Steps to Teacher Bridging to Advanced CTS Programming” flowchart outlines the process for program participant who is required to teach an advanced dual-credit CTS course.



Stakeholder Roles

The school authority, the teacher bridging program participant, RDC, the University of Alberta, AIT, employers and Alberta Education all have roles to play in ensuring a successful teacher bridging to advanced CTS programming experience.

School Authority

The school authority:

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

Applications must address the following requirements:

- identify staffing challenges (e.g., location, transition, attraction) experienced by the school authority
- 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 are established to support program sustainability
- identify any community, post-secondary and/or business partner(s) supporting the application.

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

- host site visit(s) for government personnel
- contribute to knowledge sharing activities in collaboration with Alberta Education and provide specific outcomes as requested
- provide a report outlining program success at the conclusion of the first year of experience of the teacher in his/her new role.

The submission deadline is October 31, 2012.

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

Funding will be offered at the following levels: a salary subsidy of \$80,000 for the teacher 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 RDC's entrance requirements, to participate in the teacher bridging program
- d) utilizes Alberta Education financial assistance to support the participant enrolled in the teacher bridging program
- e) works collaboratively, as may be required, with RDC to support the teacher in program completion

- f) completes Report as required (see page 8) at end of first year of employment of successful teacher bridging program participant.

Teacher Bridging to Advanced CTS Programming – Carpentry Pilot Participants

The teacher bridging program participant:

- expresses interest in participating in the program with employer upon confirmation that the school authority's proposal has been accepted, applies to RDC for entrance into the education program
- completes pre-service courses consisting of a minimum of two eight-week Technical Training periods and 1360 hours of On The Job Training within the program sequence identified on page 10
- successfully completes the required Prior Learning Assessments.

Employer

Within the pilot, RDC will manage up to 120 hours of simulated On The Job Training time within the Technical Training Periods 1 and 2.

The required total of 1360 hours of On-the-Job Training within 52 weeks with an employer, will be monitored by RDC for progress of the student and with appropriate employer interaction.

The employer would be responsible for:

- orientation and supervision of on-site student safety and training
- tracking On The Job on-site hours (1360 hours)
- selecting tasks within the first two years of technical training content
- provide assessment, using an RDC form and in collaboration with the College as required.

Note: Program participants are not paid as apprentices during On The Job training. Employers may volunteer offer funding.

Red Deer College

RDC:

- a) will collaborate with stakeholders members of the selection committee during stage 1 of the pilot to apply acceptance criteria
- b) requires a minimum of two eight-week Technical Training periods and 1360 hours of On The Job Training
- c) provides two eight-week Technical Training periods (Level 1 and 2)
- d) awards a credential, *CTS Teacher Skills Enhancement Credential – Carpentry*, in accordance with successful completion of requirements.

The University of Alberta

Upon completion of the *CTS Teacher Skills Enhancement Credential – Carpentry*, the teacher bridging program participant can enroll in the Secondary Education Diploma in CTS.

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University of Alberta, Department of Secondary Education
347 Education South
Edmonton, Alberta, Canada T6G 2G5
E-mail: bwatt@ualberta.ca
Telephone: 780.492.5191
Fax: 780.492.9402

Apprenticeship and Industry Training, Alberta Advanced Education and Technology

AIT:

- a) Industry Programs and Standards staff works with RDC to meet the requirements for program recognition of the program participants
- b) staff completes report requirements of the Carpenter Provincial Apprenticeship Committee after the conclusion of the pilot project by December 31, 2014
- c) develops administrative procedures to record the Prior Learning Assessments marks and a program pattern within ATOMS of those participants who successfully complete phases of the program
- d) works with the Carpenter Provincial Apprenticeship Committee to continue program recognition if pilot is successful
- e) develops a policy for part-time apprenticeship for consideration by the AIT Board.

Alberta Education

Alberta Education:

- selects school authority applications that best meet *Selection Criteria for Review of Application Submissions* (see page 11)
- considers geographical distribution when selecting successful applicants
- executes conditional grants to provide school authorities with funding to support the bridging program participants
- monitors subsequent employment of successful teacher bridging program participants.

Follow-up Options Open to Successful Program Participants

Secondary Education Diploma – University of Alberta

University of Alberta, Faculty of Education, Secondary Education Diploma in CTS

Completion of Apprenticeship (Part-Time)

Apprenticeship and Industry Training is exploring this opportunity.

Multiple Trade Credentialed Pathways Program

Some graduates may desire to complete this type of program for additional trades if Credentialed Pathways to Apprenticeship courses are available. There may be this opportunity in the future if other programs are developed.

School Authority Annual Report

to be submitted upon completion of preparation program

RESET FORM

School Authority	
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Bridging Program Participant	
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Mailing Address	
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Phone Number	
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E-mail Address	
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Program Participant Supervisor	
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8

Options being pursued, if any	
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CTS Courses to be Offered by Program Participant (Please include sample Participant's time table.)	
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Estimated Number of Students to be Enrolled in CTS Courses Offered by Program Participant	
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Admissions Information

Red Deer College

For Red Deer College application/admission inquiries, please contact:

Gary Halvorson
Carpentry Chair
Red Deer College
100 College Boulevard, P0 Box 5005
Red Deer, Alberta, T4N 5H5
E-mail: gary.halvorson@rdc.ab.ca
Telephone: 403.342.3441
Fax: 403.342.2491

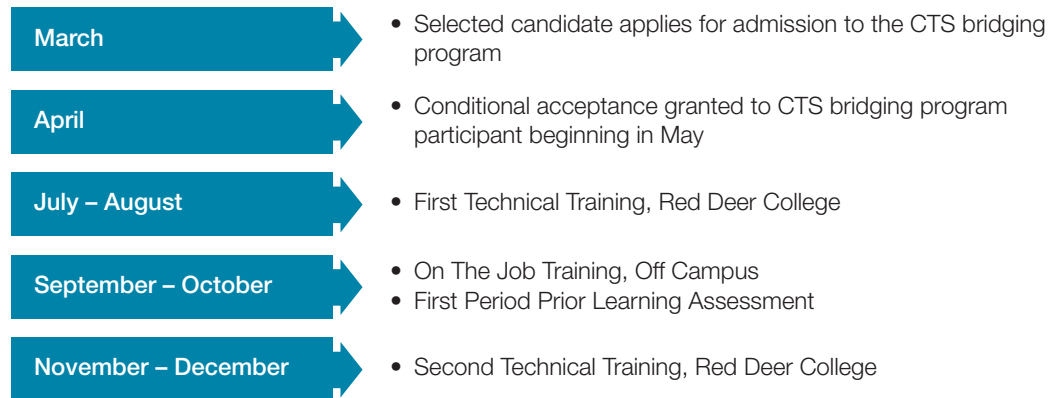
University of Alberta

For application/admission inquiries, please contact:

Dr. Bonnie Watt-Malcolm
Associate Professor of Career and Technology Studies
University of Alberta, Department of Secondary Education
347 Education South
Edmonton, Alberta, T6G 2G5
E-mail: bwatt@ualberta.ca
Telephone: 780.492.5191
Fax: 780.492.9402

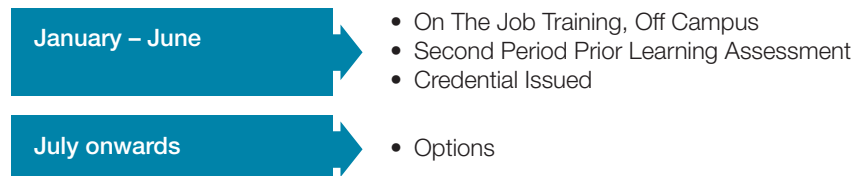
Program Sequence

2012



10

2013



Selection Criteria for Review of Application Submissions

Criteria	Needs Improvement	Good	Excellent	
1. DESCRIPTION: Capacity to deliver dual-credit program: personnel required, resources, facilities, equipment, and additional considerations	Applicant briefly described anticipated capacity to deliver program as described. Limited information is provided for some or all of the areas.	Applicant provided detailed descriptions of anticipated capacity to deliver in selected areas.	Applicant thoroughly described anticipated capacity to deliver in all areas.	
	1 → 7	8 → 14	15 → 20	/20
2. SUSTAINABILITY: Long-term sustainability; e.g., post-Alberta Education (AE) funding, retention strategies	Strategies are included to ensure program sustainability and professional growth of the teacher post AE funding.	Strategies are included to ensure program sustainability and professional growth of participant, including mentorship strategies, accessibility to teacher training courses and continued accessibility to professional development post AE funding.	Systematic and innovative strategies are included to ensure program sustainability and professional growth of participant, mentorship strategies, accessibility to teacher training courses and continued accessibility to professional development post AE funding.	
	1 → 7	8 → 14	15 → 20	/20
3. PARTNERSHIPS; e.g., school, jurisdiction, community, post-secondary, business support	<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 directly related to CTS programming; e.g., community, post-secondary, business support.	
	1 → 4	5 → 7	8 → 10	/10
4. CHALLENGES: 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.	
	1 → 4	5 → 7	8 → 10	/10
5. STUDENTS: Programs that will be offered; Projected number of students affected.				
			1 → 20	/20

Alberta



**Teacher Bridging to
Advanced CTS
Programming**
APPLICATION PACKAGE

2013

Teacher Bridging to Advanced CTS Programming Application Package

To qualify for funding to support a bridging program participant in your jurisdiction, please electronically fill out the following application, print, sign and fax it to Satinder Dhillon at **780.427.2045** by October 31, 2012.

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 Program Sequence for future reference.

FOR FURTHER INFORMATION PLEASE CONTACT:

Satinder Dhillon
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Professional Standards Branch
Alberta Education
2nd Floor, 44 Capital Boulevard
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Edmonton, Alberta, T5J 5E6
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Telephone: 780.427.2045
Fax: 780.422.4199

Application

RESET FORM

Applicant Name (school authority)	
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Proposal Lead Person

Name			
Title			
Mailing Address			
Phone Number		E-mail Address	

Program Participant's Name (if available)	
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Capacity of Applicant to Support Program

(describe anticipated capacity to support program)

Personnel Requirement	
Resources	
Facilities	
Equipment	
Student Registration	
Additional Considerations	

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

Sustainability (identify strategies to build sustainability of the program)

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

Challenges (include staffing challenges experienced [e.g., location, transition, attraction etc.] by the school authority.)

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