



Career-Based Intervention Endorsement

2008 Ohio Program Standards Grades 7 through 12

The Career-Based Intervention Endorsement shall require a baccalaureate degree, two years of successful teaching experience under a standard teaching certificate, or a provisional or professional teaching license, and evidence of the equivalent of one year of work experience outside of education. This endorsement is valid for teaching learners ages twelve through twenty-one, or grades seven through twelve. In addition to the dean or head of teacher education of the approved program, the employing superintendent may make the recommendation for this endorsement upon evidence of completion of an approved program of preparation for this endorsement.

Ohio Educator Licensure Program Standards for Career-Based Intervention Endorsement Teacher Licensure

Introduction

The Ohio Educator Licensure Program Standards for the Career-Based Intervention Endorsement Teacher Licensure program were reviewed and updated by the Advisory Committee and the individuals listed below, and based on program competencies revised to reflect the Ohio Performance-Based Teacher Licensure Standards.

We wish to acknowledge the following individuals who served on the Advisory Committee from the public teacher preparation institutions of higher education:

Dr. Paul Hubaker	University of Toledo
Dr. Jim Pinchak	Ohio State University
Dr. Patrick O'Connor	Kent State University
Dr. Chris Zirkle	Ohio State University

We also wish to acknowledge the following individuals who served on the Advisory Committee from the Ohio Department of Education:

Jeff Akers	Career-Technical and Adult Education
Dr. Leslie Brady	Career-Technical and Adult Education

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

Licensure Rule 3301-24-05 (E) (4)

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State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at www.ode.state.oh.us.

Other requirements:

As specified in OAC 3301-24, institutions must provide documentation that the program includes:

- A minimum of a baccalaureate degree;
- Candidates have a minimum of two years of successful teaching experience, and one year of work experience outside of education;
- Addresses the Career-Based Intervention Endorsement Standards

CAREER-BASED INTERVENTION ENDORSEMENT STANDARDS

Standard 1. Candidates know and understand the content and specific concepts related to Career-based Intervention education.

1.1 Candidates know and apply the state and federal laws (e.g., historical and legislative issues for work-based learning education).

1.1.1 Candidates identify legislation in fields of career-technical education, labor, civil rights, and the disadvantaged population.

1.1.2 Candidates explain the rationale for career-technical education, and work-based learning in the community.

1.1.3 Candidates examine the history of OWA, OWE, and CBI.

1.1.4 Candidates know and understand state and federal legislation related to disadvantaged students.

1.1.5 Candidates compare and contrast state and federal Minor Labor laws as they apply to the employability of students.

1.1.6 Candidates follow and enforce appropriate safety regulations.

1.2 Candidates know and understand the role and scope of the Coordinator's position.

1.2.1 Candidates provide intervention plans related to student behavior (management) and consequences.

1.2.2 Candidates coordinate the academic progress and advise students to design a program of academic attainment and earned credit for graduation.

1.2.3 Candidates understand the special education process of the Individualized Education Plan (IEP).

1.2.4 Candidates know and use a variety of intervention strategies and support systems helpful in resolving school, work and family issues.

1.3 Candidates investigate and plan career exploration opportunities for students.

1.3.1 Candidates identify self-analysis tools/resources to make career decisions and identify career pathway possibilities.

1.3.2 Candidates assist in the development of Individual Academic Career Plans (IACP) to ensure academic success.

1.3.3 Candidates understand global issues related to work environment and requirements in the workplace.

Standard 2. Candidates create learning environments that promote high levels of learning and achievement for all students.

2.1 Candidates create supportive learning communities that accommodate various learning styles, intelligences, exceptionalities, and cultural differences.

2.2 Candidates promote a safe classroom accessible to all and free of harassment and physical danger.

2.3 Candidates identify the needs of disadvantaged and disabled students and establish appropriate instructional goals.

2.4 Candidates maximize the use of facilities and equipment to address needs of individual students.

2.5 Candidates establish a moral and democratic learning environment that is fair, respectful, supportive, and caring for all.

2.6 Candidates understand the factors in the students' environment outside of school (e.g., family circumstances, health, economic conditions) which impact the students' learning.

2.7 Candidates analyze and remediate literacy skills in technical reading and writing.

2.8 Candidates develop intervention plans to support and prepare students for the OGT.

Standard 3. Candidates demonstrate the ability to plan and deliver effective instruction that advances the learning of each individual student.

3.1 Candidates implement instruction of career-technical education competencies by using authentic, contextual instructional approaches such as problem-based learning, project-based learning, inquiry-based, and service learning.

3.2 Candidates use a variety of instructional strategies to support the learning needs of all students and that enable students to reflect on their own learning.

3.3 Candidates use positive reinforcement strategies to stimulate motivation and enhance achievement.

3.4 Candidates coordinate the identification process of students who are disadvantaged and who have disabilities, for enrollment in CBI.

3.5 Candidates use academic and technical content standards in their lesson/unit planning.

3.6 Candidates use instructional strategies, activities, resources, materials, and technologies that engage students in their learning and support content.

3.7 Candidates develop curriculum that is sensitive to the diverse needs and expectations of students, families, and communities.

3.8 Candidates identify and implement strategies for transitioning students into workforce development programs.

3.9 Candidates place students in work-based learning activities and monitor students for success.

3.10 Candidates develop and coordinate a career-technical student organization and/or activities (e.g., Knowledge Bowl).

Standard 4. Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

4.1 Candidates accurately define the characteristics, uses, advantages, and limitations of different types of student assessments, including but not limited to state value-added dimension reports and data.

4.2 Candidates select, construct, and utilize assessment strategies and instruments appropriate to the learning outcomes being evaluated.

4.3 Candidates use state performance measures and classroom assessment data to reflect on their own teaching practices and inform instruction.

4.4 Candidates use a variety of formative and summative assessment techniques.

4.5 Candidates communicate the results of assessments, student grades and progress to students, parents, colleagues, and administration using appropriate technology.

Standard 5. Candidates collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

5.1 Candidates partner with administrators, teachers, counselors, parents/guardians and the community to ensure all learners will achieve academic success and establish a career pathway.

5.2 Candidates use communicative methods which keep all parents/guardians and stakeholders informed.

5.3 Candidates apply effective communication skills (e.g., in leadership/management situations, in team work situations, and in professional relationships).

5.4 Candidates create and foster various business and community resources as they relate to placement and student needs.

5.5 Candidates identify and know how to use various business and community resources in the areas of career-technical education, rehabilitation, labor, civil rights, corrections, and human services as they relate to student needs.

Standard 6. Candidates assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

6.1 Candidates cultivate professional relationships with colleagues and community members to promote and enhance student learning.

6.2 Candidates cultivate professional relationships with school colleagues and professional organizations to enhance their professional practices and increase student learning.

6.3 Candidates complete a semester of field experience that allows practice of skills and proficiencies as designated in the standards.