

## CTE License Information

The following pages contain information about Minnesota Career and Technical Education (CTE) license information, particularly as it pertains to Trade and Industry teachers.

There is information about the following teacher preparation options:

1. The Professional Educator Licensing and Standards Board (PELSB) portfolio process
2. The St. Cloud State University (SCSU) CTE license, portfolio process, Work Based Learning (WBL) endorsement, and Technology Education Master of Science degree
3. The Lakes Country Service Cooperative (LCSC) alternative licensing preparation and WBL endorsement

## Additional Resources

Due to accessibility issues, the following resources are not posted on the Minnesota Department of Education (MDE) website:



### Trade and Industry Licensing Decision Tree



### Education Minnesota Tiered Licensure Infographic

If you would like to receive these documents, contact [Tim Barrett, Trade and Industry Specialist](mailto:tim.barrett@state.mn.us) (tim.barrett@state.mn.us)

## Frequently Asked Questions

A list of CTE License Frequently Asked Questions, which addresses many of the questions that teachers and administrators have about the differences between CTE licenses and other related licenses and process, is also included in this document. There is also additional explanation of the CTE Program Approval and associated CTE funding sources.

If you need additional information, please following links to the MDE website for details:

- [Program Approval](#)
- [Career and Technical Education Levy](#)
- [Perkins V Legislation](#)
- [Career and Technical Education Teaching Licensing](#)

For more information about any of these topics, contact [Tim Barrett, Trade and Industry Specialist](mailto:tim.barrett@state.mn.us) (tim.barrett@state.mn.us)

## PELSB Licensure via Portfolio

Licensure via Portfolio is a non-traditional option for earning a Tier 3 teaching license or to add additional licensure fields to an existing Tier 3 or Tier 4 teaching license. Through this process, a teacher can submit a “portfolio,” which is a collection of evidence with accompanying narratives describing how the teacher has the knowledge, skills and competencies required for a specific licensure field.

The first step for the portfolio process is verifying eligibility to make sure that candidates aren't otherwise eligible for licensure and to confirm that candidates have prerequisite experiences and qualifications.

- Refer to the [Licensure via Portfolio Guidelines](#) for more information. Once eligibility has been confirmed, additional individualized information will be provided to portfolio candidates.
- For eligibility information, portfolio candidates need to indicate which of the [Minnesota's licensure fields](#) they are seeking. Note that some licenses, such as related services, may not be added via portfolio. Some licenses may only be added as an additional license.
- When preparing a portfolio, candidates must be mindful of the Minnesota Code of Ethics and include an [Affidavit of Authenticity](#) with their portfolio(s).

## Process

### Step 1: Eligibility

The teacher must submit an [Eligibility Form](#) in [Proserva](#) to confirm their ability to seek licensure through the portfolio process.

### Step 2: Prepare Portfolio(s)

Once eligibility is determined, the teacher has up to one year to submit their portfolio(s). If additional time is needed, check with the [PELSB portfolio specialist](#) ([portfolio.pelsb@state.mn.us](mailto:portfolio.pelsb@state.mn.us)) to verify continued eligibility with the same standards. At the time the teacher submits the portfolio(s), they will be required to submit the review fee (non-refundable).

### Step 3: Review of Portfolio(s)

A teacher's pedagogy portfolio is reviewed by a panel of reviewers. The teacher may choose to present their pedagogy portfolio to the panel on a set review date. A teacher's content portfolio and core skills portfolio (if applicable) are reviewed by two content experts.

### Step 4: Obtain Recommendation

After the teacher's portfolio(s) are submitted, the reviewers have 90 days to assess the portfolio(s) and provide a recommendation for licensure or indicate why the teacher is not being recommended for licensure. If the teacher's portfolio(s) are not recommended for licensure, the teacher may resubmit for an additional review. As soon as the portfolio review is complete, PELSB staff will contact the portfolio candidate.

## Step 5: Apply for Licensure

Once recommended for licensure, the teacher must pass applicable licensure exams and apply for a Tier 3 or 4 license.

[View the Licensure via Portfolio Handout here.](#)

### ***Eligibility***

#### **Eligibility Requirements**

1) Educational requirements: One of the following:

- A. holds a minimum of a regionally accredited baccalaureate degree, or
- B. holds a credential from outside the United States that is equivalent to the U.S. bachelor degree ([Foreign Credential Evaluation \(mn.gov\)](#)), or
- C. falls under the exemption from holding a bachelor's degree:
  - a. Seeking a license in Career and Technical Education or Career Pathways and has one of the following:
    - 1. Five years of relevant work experience aligned to the licensure area sought;
    - 2. An associate's degree aligned to the licensure area sought; or
    - 3. A professional certification aligned to the licensure area sought from an approved certifying organization.

2) Experience requirements: One of the following:

- A. A year-long mentorship program that includes all the following:
  - a. Yearlong collaborative relationship with an experienced Tier 3 or 4 mentor teacher who voluntarily agrees to mentor the mentee teacher;
  - b. The mentor has access to resources or training, develops common expectations for the mentorship experience, and encourages the mentee to select areas of growth over the course of the year;
  - c. Consists of sessions no less than once per month that focus on building a collaborative relationship with a focus on the exchange of knowledge, skills, and experiences, including the needs and questions of the mentee; and
  - d. The sessions include discussion of effective strategies to engage students; classroom management strategies that reflect an understanding of the stages of child development; the educational rights of students and their diverse needs and experiences; school policies and practices, including appropriate boundaries and data privacy; and how student learning data can be used to improve classroom planning and instruction; or
- B. Two years of experience teaching as the teacher of record in the licensure area sought; or
- C. A Tier 3 or 4 teaching license (excluding related services)

#### **Eligibility Submission**

To verify eligibility for the licensure via portfolio process, follow [these instructions](#) to upload this [eligibility form](#). Read the directions carefully to complete the required sections. After eligibility information is submitted with indicated documents, please allow two weeks for a response. Please do not resend your eligibility information while you wait. If a candidate is eligible for the licensure via portfolio process, the candidate may submit a portfolio for review. To be recommended for licensure, the portfolio must include evidence aligned to the intent, all parts, and depth and breadth of standards.

## ***Required Standards***

### **What is a licensure standard?**

Minnesota is a "standard-based" licensure state, which means that licensure candidates must demonstrate knowledge and skills specific to each licensure field (rather than a "course-based" state which requires a certain number of courses or credits aligned to a particular topic).

Licensure standards are set in rule - pedagogical standards are set in [Minnesota Rules 8710.2000](#) and subject-matter standards are set in [Minnesota Rules 8710.3000-8710.8080](#). Additionally, special education licenses have additional standards, called the Core Skills for Special Education teachers, in [Minnesota Rules 8710.5000](#), and CTE licenses have additional standards, called the Core Skills for CTE teachers, in [Minnesota Rules 8710.8000](#). These licensure standards were developed by professionals in the field and represent the foundational knowledge and skills needed for each licensure field.

### **Required Standards: Initial Tier 3 License**

For initial licensure, a teacher must submit the following portfolios:

- Pedagogy: A pedagogy portfolio demonstrates the teacher's ability to meet the Standards of Effective Practice. A teacher can use a passing score on the edTPA in place of a pedagogy portfolio.
- Content: A content portfolio demonstrates the teacher's ability to meet license-specific content standards.
- Core Skills: Core skills portfolios are required for teacher's seeking initial licensure in a special education field or CTE field.

### **Required Standards: Additional Licensure**

To add an additional license through the licensure via portfolio process, the teacher must prepare a content portfolio demonstrating the teacher's ability to meet license-specific standards.

If the teacher is seeking a special education license or CTE license and the teacher has not previously completed a SPED or CTE licensure program or portfolio, the teacher will be required to complete a Core Skills portfolio in addition to the content portfolio.

### **Questions**

For questions about which standards may apply in your situation, please email the [PELSB Portfolio specialist](mailto:portfolio.pelsb@state.mn.us) (portfolio.pelsb@state.mn.us)

### ***Candidate Support Sessions***

PELSB staff has provided recorded webinars to answer your questions about licensure via portfolio:

#### **December 7, 2022**

[Recording of the December 7 support session](#) and also, refer to the chat section of the recording for some great questions and answers.

#### **March 8, 2023**

[Recording of the March 8 support session](#)



## SCSU CTE License and Portfolio

1. Core skills - Includes four courses and is required for all CTE licenses.
  - ETS650 (Spring semesters)—Contemporary Instructional Strategies in Technology Education & CTE
  - ETS673 (Spring semesters)—Foundations of Technology Education
  - ETS690 (Fall semesters)—Lab Safety and Maintenance in CTE and TE
  - ETS694 (Fall semesters)—Philosophy and Practice of CTE and TE
2. The courses will be offered online. Two classes will be offered each fall and spring. Classes are eight weeks in length. This is an endorsement to an existing license. It is expected that most portfolio reviews will take place during the summer.
3. Content area—This will be a portfolio submitted for one of the four trades and industry areas.
  - Guides are listed below for each content area.

### Registration for CTE, WBL or Summer Workshops

There are two options for taking courses:

- [Non-degree seeking student](#)
- [Admission to master's degree in Technology Education](#) (required for financial aid and TEACH Grant) Portfolio

Here are guidelines (PDFs) for the portfolios—word documents will be available when registered for the portfolio class (1-3) credits:

- [Communications](#)
- [Construction](#)
- [Manufacturing](#)
- [Transportation](#)

There is a grant/loan program for graduate courses but you need to be admitted to the graduate program. Details are at [St. Cloud State University Financial Aid](#).

### Technology Education MS

All of the courses in the CTE license are part of our [Technology Education](#) graduate program and count toward the degree if you choose to complete your Master of Science degree.

**Questions?** If you have questions, please email [Kurt Helgeson](mailto:krhelgeson@stcloudstate.edu) (krhelgeson@stcloudstate.edu) or call 320-308-3127



## Lakes Country Teacher Preparation

In October of 2018, Lakes Country Service Cooperative (LCSC) was approved by the Professional Educator Licensing & Standards Board (PELSB) as the first alternative teacher preparation unit/provider under Minnesota Statute 122A.2451. In Addition, LCSC was awarded a \$150,000 Alternative Teacher Preparation Grant from the Office of Higher Education to build career and technical education (CTE) licensure programs for incumbent teachers to obtain additional CTE licenses or endorsements.

### Basic Program Structure

LCSC strives to create an efficient, affordable, attainable, results-oriented, competency-based licensure program that is a clear pathway to obtain a license, but yet nimble enough to provide individualized programs of study based on the identified needs of the licensure candidate. The intention is to provide these high-quality experiences on-demand to candidates without the traditional confines of the academic year. In brief, candidates are recruited, admitted through a defined process, appointed an advisor/mentor that will stay engaged with the candidate throughout the entire program, will work with their advisor/mentor to determine their individualized licensure program needs, obtain necessary content through micro-credential stacks and field experiences. Once the individualized program is complete, the candidate and advisor/mentor will go through a program completion review and licensure requirement review before finally obtaining a recommendation for licensure. Even at the point of licensure recommendation, the candidate is asked to continue to provide information and data as it relates to continuous program evaluation and improvement. It is imperative to note that the role of each advisor/mentor is integral to successful program completion, however, it is also important to note that not all candidates will need the same level of advisement/mentoring.

### *Planned Licensure Programs & Current Status*

At this time, LCSC has PELSB-approved licensure programs in the following CTE areas:

Licensure Program	Minnesota Rule Standards
CTE Core	8710.8000
Construction Careers	8710.8020
Transportation Careers	8710.8080
Manufacturing Careers	8710.8030
Teacher Coordinator of Work-Based Learning	8710.4825

For questions about Lakes Country Teacher Preparation, please email [Troy Haugen, Director of Career & College Readiness](mailto:thaugen@lcsc.org) (thaugen@lcsc.org)



## Lakes Country Work-Based Learning Endorsement Program

Lakes Country Service Cooperative (LCSC) is a Minnesota Professional Educator Licensing and Standards Board-approved teacher preparation provider that offers a program to candidates that culminates with a recommendation for the Teacher Coordinator of Work-Based Learning (function code 160000) licensure endorsement.

In order to obtain this endorsement through LCSC's program, candidates must:

- ✓ have a current Tier 3 or Tier 4 teaching license (related service licenses are not eligible for the endorsement); and
- ✓ their Tier 3 or Tier 4 teaching license must have a scope of at least grades 9-12.

### Micro-Credentials

Upon admission to the program, candidates will meet virtually with an advisor to design their program to show competence in the WBL licensure standards, which most often includes earning a stack of micro-credentials. A micro-credential is a form of micro-certification earned by demonstrating competency in one specific skill at a time, via a portfolio of evidence, created through classroom practice. Micro-credentials are not like a college course, they are not time-based, they do not require scope and sequence, they do not require seat-time, and they are not measured by passing an exam. A micro-credential is learned by practice and support and earned by demonstration. The WBL endorsement is designed as a stack of four micro-credentials:

- *Applying the Concepts of Work-Based Learning*
- *Customizing the Work-Based Learning Experience*
- *Implementing Work-Based Learning Program Infrastructure*
- *Guiding Work-Based Learning Partnerships*

Each micro-credential will take each candidate a different amount of time to complete dependent on the background knowledge and experiences of the candidate. Candidates will work through the micro-credentials asynchronously with support from their advisor when necessary. Candidates are also able to utilize the expertise of their colleagues if that is useful to them. The content phase of the program will be considered complete when the candidate has earned all four micro-credentials.

### Field Experience

Candidates in teacher preparation in Minnesota are required to participate in some level of field experience in the area for which they are obtaining the license in. The design of this field experience (length, placement, and goals) will be determined jointly with the advisor, candidate, and field experience supervisor. Field experiences are most often job-embedded and do not require time off from regular teaching assignments.

## Frequently Asked Questions

### How many credits is your program?

LCSC's licensure program is an alternative teacher preparation program, which is defined in statute as a teacher preparation program based not in higher education, therefore it does not result in academic credit.

### Can I obtain a lane change for completing the program?

That is dependent upon your collective bargaining agreement with your district of employment. Some collective bargaining agreements have language that does provide for lane advancement for professional development outside of the traditional granting of academic credit. Check with your bargaining unit and district administration.

### How long will the program take?

LCSC's program is self-paced and is not time-based and takes candidates varying times based on backgrounds and experiences. Some candidates have been able to complete the stack of micro-credentials in as short of time as approximately six weeks, some candidates have taken much longer.

### Is the LCSC program all online or is there an in-person component?

LCSC's WBL licensure endorsement program is all virtual and on-demand except for the field experience, which is required by Minnesota Rule to be school-based. The field experience, as explained previously, is job embedded and only in extreme circumstances would require the candidate to take time off their normal teaching duties.

### What makes LCSC's program different than other WBL programs?

Aside from the fact LCSC is not a higher education program, LCSC's WBL program is more individualized and ultimately requires candidates to prove proficiency in the standards rather than simply learn about them. LCSC is most concerned about the application of the content and not simply the knowledge of it – which is atypical of most traditional teacher preparation experiences. This does take some getting used to for most candidates, but also provides for a rich learning experience in the end.

For more information regarding Lakes Country Teacher preparation, email [Troy Haugen, Director of Career & College Readiness](mailto:thaugen@lcsc.org) (thaugen@lcsc.org)



# CTE Licensing—Frequently Asked Questions

*(from Troy Haugen, Lakes Country Perkins Consortia)*

## **What is a Career and Technical Education (CTE) License?**

A CTE license is a Minnesota teaching license in which the teacher has learned the foundational skills of career and technical education as well as the content and technical skills required for their curriculum. Technically, there is no specific statutory or rule language that refers to a license as a “CTE license.” However, there is language that indicates “appropriately licensed CTE teacher,” which is generally the same.

## **Are “vocationally certified” and “CTE certified” the same thing?**

In current statute and rule, there is no reference to vocational certification or CTE certification. Vocational licenses have not been issued since 1999, although those teachers who had earned the old vocational licenses are still able to renew them. Those licenses were very specific to a skillset and aligned to a skilled trade. Minnesota only issues licenses and endorsements to licenses, not certifications. These terms often refer to licenses that are no longer available. To avoid confusion, these terms should not be used.

## **What is the difference between CTE and vocational or “voc-ed?”**

At a very superficial level, CTE and “voc-ed” look like they are the same thing, but philosophically they are fundamentally different. Career and technical education provides students with experiences from career exploration and career development to occupation-specific technical skills leading to careers that are high-skill, high-wage, or in-demand. Career and technical education aligns secondary and postsecondary programs with business and industry workforce needs to create multiple opportunities in a career pathway. The philosophy of vocational education was to provide those very specific technical skills tracking toward a specific job following high school graduation. References to vocational or “voc-ed” are antiquated and conjure up an image that is not reflective of the vast array of today’s highly technical careers.

## **What is CTE Program Approval?**

CTE Program Approval is a process for which local CTE programs are approved by the Minnesota Department of Education. The basic standards for CTE program approval are defined in Minnesota Rules 3505.1100 and Minnesota Rules 3505.2550. A central feature of program approval is that of the district having an appropriately licensed CTE teacher. Districts with approved programs are eligible for Career and Technical Education Revenue and access to Perkins V funding for those approved programs.

## **What is Career and Technical Revenue?**

Career and Technical Revenue is authorized by Minnesota Statutes 124D.4531 and provides districts that have approved CTE programs with the ability to capture revenue equal to 35 percent of approved expenditures. Career and Technical Revenue is the combined total of career and technical levy (local) and career and technical aid (state).

## What are “Perkins dollars” and how are they different from other revenue sources?

The Carl D. Perkins Vocational and Technical Education Act was first authorized by the federal government in 1984 and has been reauthorized three times, most recently in 2018 as the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act*, most widely known as Perkins V. The purpose of the federal law is to develop academic, technical and employability skills of secondary and postsecondary students who enroll in CTE programs. Like all federal education grants, Perkins grant resources are supplemental funds and are not allowed to supplant state and local responsibility. In Minnesota, Perkins funds flow to the 23 Perkins Consortia to meet the goals of the Act. Minnesota’s consortium model requires partnership between at least one school district and one postsecondary institution that offers technical programs. Each consortium in Minnesota applies for Perkins funds for each program year, and approved CTE programs within the consortium membership have access to the supplemental funding based on the consortium’s plan.

## What licenses and programs are considered CTE licenses?

The table below indicates the most commonly-used license function codes for CTE programs. There are also less common function codes for most programs. To see the entire list, check with your CTE Director or Perkins Consortium Coordinator, or review the [Minnesota Department of Education Table C](https://education.mn.gov/MDE/dse/cte/progApp/) (<https://education.mn.gov/MDE/dse/cte/progApp/>).

CTE Program Area	License Function Codes
Agriculture	010000 or 010100
Business Education and Marketing	140050 or 140710
Health Occupations	300300
Family and Consumer Sciences	090100
Trade and Industry: Communication Technology	300000
Trade and Industry: Construction	300100
Trade and Industry: Manufacturing	300200
Trade and Industry: Transportation	300700
Work-Based Learning	Must have teaching license with grade 9-12 scope <b>plus</b> 160000

## What about Tech Ed?

Technology Education, “Tech Ed,” (function code 100100), or Industrial Arts (function code 100000) are **not** CTE licenses and therefore are not eligible for CTE Program Approval, CTE Revenue or access to Perkins funds. Tech Ed and Industrial Arts are licenses that certainly allow those license holders to teach courses that look and sound like CTE, but the license misses a key component—the foundational knowledge around career and technical education.