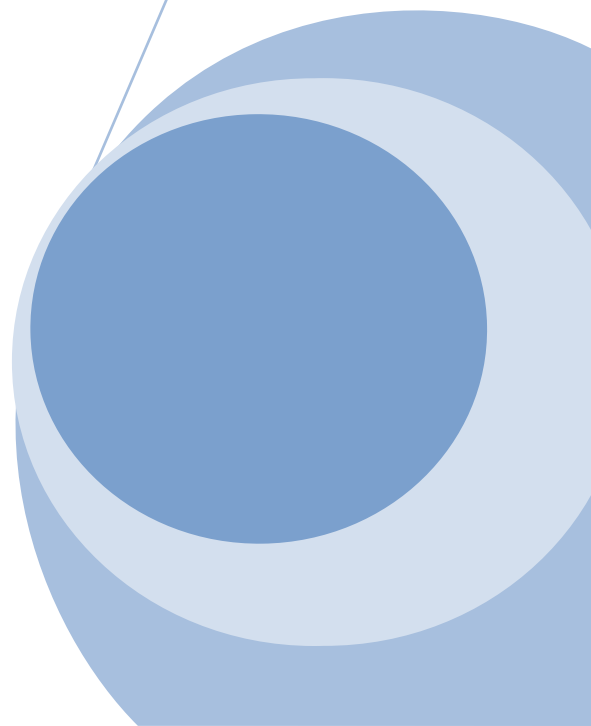
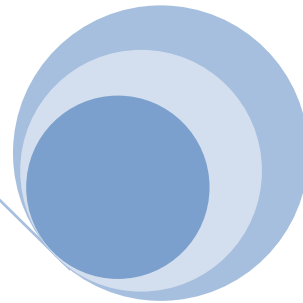
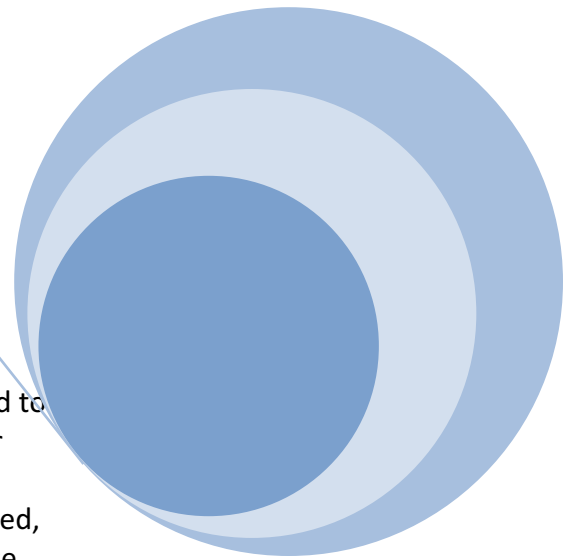


CAREER TECHNICAL INSTRUCTION

CTI

The Career Technical instruction Program is designed to support student with disabilities enrolled in a regular career education program. The CTI coordinator's function is to provide resources assistance to identified, due processed handicapped students and appropriate career and technical teachers in whose class the student is enrolled.

1/1/2010



CAREER TECHNICAL INSTRUCTION (CTI/Special Education Services and Support)

The Career Technical Instruction Program is designed to support student with disabilities enrolled in a regular career, technical or agricultural education program. The CTI coordinator's role is to provide special education support to identified students with an Individualized Education Plan and appropriate career and technical teachers in whose class the student is enrolled.

The program of instruction for each CTI student is determined through the development of an Individual Education Plan (IEP), jointly developed by the IEP team (CTI coordinator, Special Education Teacher, CTAE teacher, parent or guardian, student, etc.), which must outline the individual student's long range goals, short term objectives, and appropriate criteria for measurement of the stated goals and objectives.

At the time of class registration a referral for CTI services may be made by the special education teacher who anticipates the need of assistance for the special education student to be successful in the assigned regular career, technical, and agricultural class. A referral may be made at any time the career and technical instructor recognizes the need for assistance for a non CTI student enrolled in his/her class.

There are basic tasks that are carried out by the CTI Coordinator, who provides direct instruction to assist students with disabilities in successfully entering and participating in all existing career and technical education programs within the local agency.

1. Obtain, from the appropriate career and technical instruction, a list of basic requirements for participation in all career and technical programs.
2. Determine ways in which those requirements and/or programs can make accommodations for the student in conjunction with the appropriate instruction.
Example: Assist in identifying the strengths and weakness, abilities, interests and needs of the student and share information regarding all handicapping conditions.
3. Identify, obtain, and utilize media, materials, and equipment in the career and technical courses needed to meet the unique characteristics of identified students with disabilities.
4. Utilize the instructional media, materials and equipment in the career lab areas for the unique characteristics of indentified learners.

Examples:

- Rework tests to accommodate the learner – larger answers or fill in the blanks
Typing a handwritten test or oral notes

- Using props or prompts to receive the correct response
5. As needed, provide related instruction for students as outlined by the appropriate career and technical instructor.
Examples: Administration of test
 - Helping students set up and carry out study techniques
 - Monitor and adjust student's time spent on task
 - Monitor and correct student's behavior
 - Summarize reading assignments to ensure better comprehension
 - Help compile lecture notes and notebooks
 6. Assist career and technical instructors in evaluating whether or not individual learners are meeting objectives outlined in the IEP and assisting in determining class grade as needed.
 7. Counsel regularly with instructors implementing career aspects of the IEP and attend IEP meetings as a representative for the career and technical instructors as needed.
 8. Determine most appropriate job placement strategy for individual students in conjunction with director of special education and career and technical program instructors. Coordinators can work with Work Based Learning Coordinators, ancillary services, and specialized placement organizations.

The IEP of the CTI student is a document written by the student's special education caseload teacher with input from the CTI coordinator and career and technical instructor and is housed in the student's special education folder. The "official" due process file is the responsibility of the primary special education instructor. Individual teachers may maintain a "working file" with copies of selected official materials provided the file is kept under lock. Special services programs are protected under the provision of policies of the State guidelines for student with disabilities.

CERTIFICATION

To become certified as a Career Technical Instruction (CTI) Coordinator the following are required:

- Hold a valid teaching certificate in the area of Special Education
- Attend a three week summer training
- Complete a one year on-the-job internship
- Evidence of administration support from both CTAE and special education

Training is completed under the direction of an authorized institution. At the end of the summer training, coordinators will receive 10 Professional Learning Units (PLUs) and receive 5 PLU's at the end of the internship. Information for certification will be sent to Professional

Standards for the endorsement of Career and Technical Instruction (CTI) to be added to their teaching certificate.

Career Technical Instruction (CTI)

<i>EXPECTATION</i>	YES OR NO
<i>PROFESSIONAL STANDARDS</i>	
Does the coordinator hold a valid Teacher Certificate in the area of Special Education with a CTI endorsement?	
Did the CTI Coordinator successfully complete the summer workshop training?	
Did the CTI Coordinator successfully complete the one year on-the-job internship?	
Did the coordinator attend the fall drive-in meetings and the winter regional meetings?	
Did the coordinator attend one or more in-service sessions during the school year? (Attendance of GACTE is strongly encouraged.)	

<i>IN-SCHOOL INSTRUCTIONAL STANDARDS</i>	
Are all classes involving or taught by the coordinator listed on the approved Intervention Programs course offering?	
Do you provide transitional services, including information about non-traditional careers?	
Are the students exposed to information on post-secondary institutions and opportunities?	
Are your instructional materials current and adequate to meet the curriculum standards?	
Is character education/development and work ethics of the career and technical curriculum reinforced by the CTI Coordinator?	
Does the curriculum provide support to strengthen the academic, career and technical skills of students?	
Does the CTI program provide support to reinforce the successful completion of a career and technical program of study?	
Will work-based learning activities be a part of your CTI program?	
Is the state or local CTI handbook being used being used as a resource for program development?	
Does the CTI service help to insure that students complete a CTAE pathway that will maximize the opportunity for the students to meet the demands of their chosen career field?	
Does the IEP state that the student will receive CTI services?	
Does the CTI student's IEP contain a transition plan?	
Did the CTI Coordinator invite and provide for involvement of the career and technical instructors during the IEP development?	

<i>SUPERVISED ACADEMIC AND TECHNICAL CAREER STANDARDS</i>	
Did the coordinator meet with your career and technical teachers to discuss individual student needs and progress?	
Are teachers, counselors, and administrators notified of student enrolled in CTI program?	
Are special services provided to include adaptation of curriculum, instruction, equipment and technology and facilities meet the needs of students with disabilities enrolled in the program?	
Does the coordinator provide or assist in providing guidance, counseling, or career development activities?	
Did each student complete an assessment of their interests, abilities, and aptitudes as related to their career choice?	
Did the coordinator complete an end of year summary review of program activities with the Department of Education?	
Is a record kept of each student currently enrolled in CTI which includes class schedules, progress reports, assessment information, grade level documentation, and IEP accommodations?	
Are CTI students given the opportunity to be included in youth apprenticeship and work based learning programs?	
Is there evidence of collaboration between the CTI Coordinator and career and technical educators?	
Is the CTI Coordinator offering the necessary support services for students with disabilities to become successful in career and technical education?	
Are relevant and meaningful educational opportunities available, with hands-on concrete applied integrated instruction, for success in school and employment after leaving school?	

<i>TRANSITION ACTIVITIES</i>	
Are transition services provided, including information about non-traditional careers?	
Are students exposed to information on post-secondary institutions and opportunities?	
Does the CTI Coordinator demonstrate competence in the ability to utilize community, business, industry, local, and state support agencies to assist students in completing graduation requirements and ease their transition to work and/or postsecondary education?	
Did the CTI Coordinator and students participate in the annual CTI State Leadership Conference?	
Has the CTI Coordinator served on committees related to the State Leadership Conference?	
Is the coordinator given the support/opportunity for involvement with the state CTI	

Board?	
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PROGRAM STANDARDS FOR LOCAL SYSTEM SUPPORT	
Are coordinators provided with adequate funds to cover travel expenses for attending in-service meetings, staff development, and CTI activities?	
Does the coordinator have at least one planning period during school hours?	
Is there a budget for the purchase of consumable materials to meet the needs of the programs?	
Does the budget for the purchase of consumable materials meet the needs of the program?	
Does the budget for new equipment meet the needs of the program?	
Is there adequate room space available with the necessary furniture and equipment to meet the needs of the students?	
Does the administrative staff have a clear understanding of the CTI program and support it in the school?	
Are the school counselors knowledgeable of the CTI program and assist with placement of students in the CTI program?	
Is the number of students with disabilities enrolled in the program in correct proportion to the number of SWD students in the high school?	
Are the services designed and operated to encourage students to stay in school and fulfill graduation requirements?	
Do the middle school (feeder schools) counselors and faculty correctly identify and recommend prospective CTI students?	