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## Information

### *Professional Services Committee*

#### Update on the Career Technical Education Advisory Panel

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**Executive Summary:** Staff will present a report on the selection, composition and first meeting of the Career Technical Education Advisory Panel. In addition, the Commission will be provided with background about the current vocational credential system.

**Recommended Action:** For information only.

**Presenter:** Helen Hawley, Consultant,  
Professional Services Division

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators.**

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

April 2007

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## Update on the Career Technical Education Advisory Panel

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### Introduction

At the December 2006 Commission meeting, staff presented to the Commission a plan to convene an advisory panel to review the credential requirements and program standards for the Designated Subjects: Vocational Education Credentials. This agenda item provides an update on this work.

### Background

In 1993 the Commission adopted the first standards for vocational education teacher preparation pursuant to advisory panel recommendations. These standards defined a two-level program of preparation to be completed over a five year period. Nineteen programs across California have been approved since then to prepare career and technical education teachers. Program sponsors and employers can recommend qualified candidates for a part-time or full-time credential. A part-time credential restricts the number of classes and courses that the teacher may teach to fifty percent or less of full-time. The following chart describes the requirements and provides a comparison of the requirements for the two types of credentials.

#### Full-time Credential

##### Preliminary Full-time Credential

- High school diploma (or GED)
- 5 years work experience OR a combination of work experience and education that equals 5 years
- Fingerprint clearance
- U.S. Constitution course or exam

##### Professional Clear Full-time Credential

- Preliminary vocational education credential
- Two years of successful vocational teaching
- Personalized professional development program: Levels I & II
- Health education

#### Part-time Credential

##### Preliminary Part-time Credential

- High school diploma (or GED)
- 5 years work experience OR a combination of work experience and education that equals 5 years
- Fingerprint clearance

##### Professional Clear Part-time Credential

- Preliminary vocational education credential
- One year of successful vocational teaching
- Personalized professional development program: Level I only
- Health education

### **Full-time Credential, cont.**

#### Personalized Professional Development

##### Level I

Completed within the first 2 years of teaching Supervised occupational teaching; and 6 units in:

- classroom management
- learning and instruction
- curriculum
- student evaluation

##### Level II

Builds on the Level I requirements and requires an additional 6 units in:

- teaching foundations
- advanced learning and instruction
- program budgeting
- computers
- needs assessment and integration of academic skills
- program evaluation
- serving special needs students

### **Part-time Credential, cont.**

#### Personalized Professional Development

##### Level I

Completed within the first 2 years of teaching Supervised occupational teaching; and 6 units in:

- classroom management
- learning and instruction
- curriculum
- student evaluation

In 2001 the Commission convened a task force to study the credential needs of career and technical education teachers in anticipation of revising the credential requirements to meet the changing needs of school programs who hire these teachers. The panel met six times over as many months and concluded with a set of findings. Some of those findings were to broaden the credential authorizations to match the occupational sectors, to increase oversight of CTE teachers during their early years of teaching, to streamline preparation, to allow regular teachers to add CTE authorizations, and to expand the definition of “work experience.” Due to budgetary restrictions, the findings of the task force were tabled for a future date.

Since that time, two new sets of standards have been approved that are relevant to career technical education. In 2005 the State Board of Education adopted the first Career Technical Education Standards for K-12 students. The Commission adopted new single subject matter preparation standards in 2006 for agriculture, business, health education, home economics, and industrial and technology education credentials. The Commission’s subject matter program standards are aligned with the State Board-adopted Career Technical Education Standards for K-12 students. Universities are now developing programs based on the new subject matter program standards for Commission approval. These single subject matter credentials authorize the holder to teach the subjects listed in a regular education program. In addition, these single subject credentials also authorize teaching in career technical education courses related to the subject of the credential.

The demand for high quality teacher qualifications and preparation in career technical education that reflect current education research and the current needs of the workplace require that the Commission consider new credential requirements and preparation standards for the Designated Subjects: Vocational Education credential. To that end the Commission has directed staff to empanel experts to review the requirements and standards and to recommend changes and revisions that would streamline the process and align them with the State Board-adopted Career Technical Education Standards (2005).

### **The Career and Technical Education Advisory Panel**

Commission staff announced the establishment of a Career and Technical Education Advisory Panel on February 2, 2007, by posting information and an application to the Commission web site and by direct mail to all county offices of education, Regional and Occupational Centers and Programs (ROCP), colleges of education and major professional organizations with a submission deadline for applications of February 15. Staff reviewed the applications for diversity criteria to ensure that the panel is composed of individuals that represent a range of attributes with respect to gender, region of the state, professional representation, and ethnicity as well as experience in K-12 and/or higher education in the area of career technical education. In addition, the information regarding the panel was sent to stakeholder groups: Association of California School Administrators (ACSA), California School Boards Association (CSBA), California Teachers Association (CTA), California Federation of Teachers (CFT), and the California County Superintendents Educational Services Association (CCSESA). Each of these organizations identified a representative to serve on the advisory panel. In total, eighteen applicants were selected for appointment as panel members by Executive Director, Dale Janssen. A complete list of the CTE panel members and their professional affiliations is included in Attachment 1. The panel will meet two days every month beginning with the March 2007 meeting and continuing through the next six months.

While recruiting the panel, staff also conducted a survey of ROCP programs to determine the current needs of the local career and technical education programs with regard to teacher preparation and credential requirements. The panel will use the information collected through the survey and other current research in Career Technical Education to inform their work. In addition the panel members were mailed a set of the most recent articles and studies on career technical education published on ERIC (2005-2007) to inform this process. The panel will begin by working on recommendations to streamline the credential structure and requirements. A tentative work plan is found in Attachment 2. A report is expected to be delivered to the Commission at the August 2007 Commission meeting.

The CTE Advisory Panel met for the first time on March 25-26, 2007. The meeting began with an overview of the work plan and a statement of the charge for the panel to:

1. Review vocational education credential requirements to determine if they are appropriate to meet the need for teachers in today's K-12 schools. Recommend new or modified requirements where necessary.
2. Review credential types and authorizations for alignment to the adopted 2005 California Career Technical Education Standards and the current instructional needs for K-12 vocational education teachers. Recommend changes to the current types and authorizations consistent with these.

3. Review and update vocational education teacher preparation program standards to be consistent with California statutes and current research-based best practices for teachers. Recommend updated standards and program requirements to the Commission.

The guiding criteria for the panel are to recommend changes that will increase teacher supply, streamline credential requirements, and improve the quality of preparation to teach California students. With these criteria in mind, the panel began by reviewing the findings of the 2001 CTE Task Force and the current field survey of ROCPs at the March 2007 meeting. The panel began by discussing which of the 2001 findings are still important and relevant and what additional issues should be considered for CTE teachers. In small work groups the panel members discussed the 2001 data, then shared and coordinated their initial concerns for the first two of the charges listed above.

Rod Santiago, Consultant for the Commission's Office of Government Relations, met with the panel to discuss legislation that is currently pending regarding career and technical education and promised to keep the panel informed as the bills proceed through the legislative process. The panel held a discussion of legislative issues pertinent to their work, including the current Education Code and Title 5 regulations for vocational education that could be affected by changes that the panel might recommend. Panel members agreed to be responsible for bringing in additional research and information, including other states' credentialing requirements and other information from the Association for Career and Technical Education (ACTE).

Commission staff is preparing a web page for this panel work which will be available to the panel and will allow the public to keep abreast of the panel's work. Meeting dates, agendas, minutes and resources used by the panel will be posted there. Before the panel adjourned, future meeting dates and a work plan were agreed upon. The meeting dates and work plan are included as Attachment 2.

## Attachment 1

### Career and Technical Education Advisory Panel Members

<b>Panel Member</b>	<b>Employer/Representing</b>
Diana Schneider	Central County ROP
Irene Fujii	Eden Area ROP
Kit Alvarez	Colton-Redlands-Yucaipa ROP
George Brunnelle	Sacramento Unified School District
Paul Bott	California State University, Long Beach
Dale Countryman	West Side ROP
Nona Olsen	Mendocino County Office of Education
Joe Scarcella	California State University, San Bernardino
Valerie Vuicich	Fresno County Office of Education
Paul Watters	Butte County Office of Education
Matt Saldana	Long Beach Unified School District
Darlene Le Fort	Coastline ROP
Knute Momberg	Stockton Unified School District
Dennis Ivey	CCSESA
Priscilla Cox	CSBA
Marianne Cartan	ACSA
Rick Graham	CTA
Not yet appointed	CFT
 <i>Staff to the CTE Advisory Panel</i>	
Helen Hawley	Consultant
Ben Pope	Administrative Support

## **Attachment 2**

### **Career and Technical Education Advisory Panel Work Plan, 2007**

<b>Meeting Dates</b>	<b>Work Scheduled</b>
April 26-27, 2007	Revisions to credential requirements and structure
May 24-25, 2007	Revisions to credential requirements and structure
June 11-12, 2007	Review of standards
July 12-13, 2007	Revisions to standards
July 30-31, 2007	Final draft of revised standards
August 23-24, 2007	Tentative date to review field survey of standards and revisions