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Information

Professional Services Committee

Career Technical Education Panel Update

Executive Summary: In December 2006 the Commission directed staff to review and update, if necessary, credential requirements and program standards for Designated Subjects: Vocational Education Credentials. This agenda item reports on the progress of this work.

Recommended Action: For information only

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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.

August 2007

Career Technical Education Panel Update

Introduction

In December 2006 the Commission directed staff to recruit an expert advisory panel to (a) review the Designated Subjects: Vocational Education credentials with the intent of streamlining credential requirements for career technical education (CTE); and (b) to update program standards for preparing career technical education teachers (<http://www.ctc.ca.gov/-commission/agendas/2006-11/2006-11-7J.pdf>). In January 2007 staff posted a call to recruit a panel of CTE experts from across California. At the same time staff also surveyed regional occupational programs on what knowledge, skills, and abilities career technical teachers need to have. In May 2007, representatives of the California State University and University of California systems were also appointed to the CTE Advisory Panel. An agenda item on the panel's work which includes panel members' names and educational affiliations was presented in April 2007 (<http://www.ctc.ca.gov/commission/agendas/2007-04/2007-04-6C.pdf>).

Background

Throughout the time since the Commission directed staff to convene a panel to begin reviewing and proposing revisions to CTE credential requirements and preparation program standards, career technical education has remained a focus for the Governor and the Legislature. Numerous legislative actions have been proposed. In addition, the Governor requested that the Little Hoover Commission study CTE in California. The National Center for Education Statistics (NCES) released its most current data on high school dropouts which show a strong correlation between poverty and dropout rates, suggesting that public education should prepare students not only with functional literacy in core academic areas, but also in skills and abilities for the workplace, if the cycle of poverty is to be interrupted.

Work to Date

The CTE panel began its work in March 2007 and met again in April, May, June and July. The panel reviewed the work of the 2001 Designated Subjects Vocational Education Task Force, and the survey data collected by commission staff. Based on these reviews the panel determined that credential requirements should be addressed first. Working from the findings of the 2001 Task Force, the panel reviewed each of the current credential requirements as to its relevance and considered alternative requirements that might be more appropriate for recruiting new CTE teachers. One example is the current requirement for five years of experience in the occupation of the credential authorization. Over the last decade the career change cycle for most individuals has shrunk from seven years to three years (U.S. Department of Labor). This suggests that fewer years of experience in an occupational field might suffice for the experience requirement of the CTE credential.

The panel also discussed the importance of the recency of work experience. This issue is complicated by the fact that some fields remain fairly stable in basic skills and abilities needed over time, while others change dramatically from year to year. In fields that are fairly stable (i.e.,

home economics, parent education, or health and safety), the recency of the work experience may not be as critical as fields that are changing more rapidly (i.e. computer applications, aeronautics, or adaptive computer technology).

The panel has also discussed aligning the credential authorizations to career pathways to replace the present list of authorizations and also changing the name of the Designated Subjects: Vocational Education Credential to “Career Technical Education” to align with California’s K-12 student standards language.

The panel has also discussed the possibility of establishing a single two-tiered CTE credential that would allow people from industry to teach career technical subjects with minimal credential requirements for the first few years, but would require the individual to complete additional specified professional development to extend the initial credential. A more detailed description of the panel’s work to date can be found on the Career Technical Education web page at <http://www.ctc.ca.gov/educator-prep/CTE.html>.

Next Steps

After working through each of the current credential requirements over the course of several meetings, the panel has developed a set of draft credential requirements. These proposed credential requirements are being reviewed by the panel and the draft revised program standards will be developed over the next several months to insure comprehensiveness, cohesion, and that the draft revised standards align with the credential requirements. The program standards must cover everything that new CTE teachers will need to know and be able to do.

In June 2007 the panel began reviewing the current program standards. The panel is using the Commission’s standard process for developing program standards, which entails first reviewing the present standards for relevance and effectiveness, and proposing additions or deletions as appropriate. Then the panel will review the proposed draft standards for alignment to the state-adopted K-12 student content standards and the multiple and single subject credential standards. Using this process, the panel will be able to develop proposed CTE preparation program standards that encompass all of the important concerns for preparing career technical teachers.

When the panel has completed the process described above, it will compare the proposed CTE standards to the draft credential requirements to ensure no discrepancies, inconsistencies or contradictions. The plan is for the proposed standards and credential requirements to be presented to the Commission in October 2007 for information. The agenda item will request permission from the Commission to conduct a field survey of the proposed credential requirements and program standards. The field survey process will include publishing the proposed credential requirements and program standards on the Commission’s web site, and sending the link by email to county offices of education, colleges and universities, school districts, and professional associations and organizations that work with CTE programs or courses. Commission staff will collect and analyze the field survey responses. The panel will review the information and make revisions, if necessary, to the proposed credential requirements and program standards. The final drafts will then be submitted to the Commission for approval at a later meeting.