
3G

Information

Professional Services Committee

Report on the Career Technical Education (CTE) Advisory Panel

Executive Summary: This item is the second in a series of items focusing on Career Technical Education (CTE). This agenda item presents the Career Technical Education Advisory panel's recommendations related to the Career Technical Education Credential.

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 and performance of professional educators and for the accreditation of credential programs.

December 2007

Report on the Career Technical Education (CTE) Advisory Panel

Introduction

At the November 2007 Commission meeting, staff presented the major issues taken under consideration by the Career Technical Education (CTE) Advisory Panel. (This item can be found at: <http://www.ctc.ca.gov/commission/agendas/2007-11/2007-11-3G.pdf>.) These issues included work experience, equivalence of industry certifications, and CTE teacher preparation. Staff also reviewed the new requirements for Senate Bill 52 (Chap. 520, Stats. 2007) with regard to changing the credential title from Vocational Education to Career Technical Education and aligning the credential authorizations with the 15 industry sectors identified in the California career technical education model curriculum standards adopted by the State Board of Education.

This agenda item will provide the Commission with the full scope of the panel's recommendations with regard to improving the Designated Subjects Career Technical Education Credential. This agenda item presents all of the CTE credential requirements that will be recommended by the CTE advisory panel with a comparison to the present credential requirements. The item also shows the corresponding requirements for seven other states to provide a broader context for the panel's findings.

Background

In November staff informed the Commissioners of five major considerations for changes to the Designated Subjects Career Technical Education Credential requirements. The CTE panel's considerations were based on criteria aligned to SB 52 and current teacher policies:

- Increase CTE teacher supply
- Streamline CTE credential requirements
- Improve the quality of CTE teacher preparation.

Below are listed the considerations for change with brief rationales that were presented to the Commission at the November meeting:

1. Reduce the length of the term of the Preliminary CTE credential from 5 years to 3 years.

Rationale: Individuals teaching vocational education courses would be required to complete teacher preparation earlier in their teaching career, thereby reducing the length of time a CTE teacher is in the classroom without completing teacher preparation. This recommendation is identified on the chart on page 5.

2. Reduce the required number of years of work experience from 5 years to 3 years.

Rationale: To align with the trend of shorter tenure in an occupation, reducing the number of years of work experience required to qualify for a CTE credential would enable more individuals to meet the work experience requirement, increasing teacher recruitment. This recommendation is identified on the chart on page 5.

3. Add advanced industry certifications to the list of activities that qualify as work experience.

Rationale: By adding advanced industry certifications to the work experience options, additional individuals with expertise would be able to meet the work experience requirement thereby increasing the pool of qualified candidates. For example, an automobile mechanic with two years of experience and an industry certification would meet the experience requirement. This recommendation is identified on the chart on page 5 as “equivalent” to work experience.

4. Require an early teaching orientation for all new CTE teachers.

Rationale: Requiring an early teaching orientation as part of enrollment in a CTE program would increase teacher effectiveness by providing new CTE teachers with basic training in classroom management, lesson planning and grading, safety procedures, and special needs of students. This early orientation would be a part of the teacher preparation and would give CTE teachers the basic, “need to know” information that will support them in the first year of teaching. The remainder of the preparation program would still be completed over the three years of the credential. This recommendation will be included with the program requirements in the January 2008 agenda item.

5. Require training for all CTE teachers in how to teach English learners.

Rationale: All teachers of English learner students must to have appropriate English learner training (EC 44001, 44253.1, 448300(a)). Teaching English learners was addressed minimally in the current Career Technical Education program standards under the topic of “special populations.” However, this type of teacher preparation should be increased and improved by updating the manner in which it is defined in the program and encouraging programs to integrate it throughout CTE teacher preparation. The revised program standards would address the knowledge and skills a teacher must have to work with English learners. This recommendation will be included with the program requirements in the January 2008 agenda item.

In addition, to these major changes that were presented in November, the Career Technical Education Advisory Panel recommends that the following changes be considered by the Commission. The panel believes that each of the proposed changes will lead to higher quality preparation for CTE teachers, reduce barriers for individuals entering teaching, or streamline the credential requirements.

1. An approved program sponsor should recommend the individual for the credential.

Rationale: Under the present requirements an individual may be recommended by the employer or the approved program sponsor. If an employer recommends an individual for a CTE credential it is possible that the preparation program may not be notified and the individual may not begin the preparation program when he or she begins teaching. In a case such as this, teacher preparation may not begin at the optimum time. If the prospective CTE teacher must apply for the credential through the approved CTE program, enrollment and participation in preparation activities can be ensured.

2. The requirement for recency of work experience should be expanded to one year in the last five or 2 years in the last 10.

Rationale: The present requirement for recency of work experience is 1 year in the last 3 years. The advisory panel believed this requirement to be too restrictive and may, in fact, be eliminating some highly qualified people from teaching CTE courses. Even though some technical aspects of work may change over a few years, the basic principles and applications generally remain the same. Teacher recruitment could be increased by widening the recency requirement to include a greater number of years.

3. The U.S. Constitution requirement should be moved to a Clear credential requirement.

Rationale: Presently, taking a course or passing an examination for the U.S. Constitution is a prerequisite for the Preliminary Credential. This may be an obstacle for those who have not have not attended college. Recruitment could be increased by delaying the U.S. Constitution requirement until the individual has completed part of the teacher preparation.

4. The options for completing the advanced CTE preparation (Level II) should be expanded to include professional development options for CTE teachers that are equal to or greater than the current CTE advanced preparation.

Rationale: CTE teachers currently must complete a two-level program of preparation which totals 12 semester units or 180 hours. However, more new CTE teachers are now eligible or required to participate in district sponsored teacher development programs, induction or mentoring programs which may go beyond the current Level II preparation. The Commission may wish to consider allowing the candidate to clear the credential through employer documented successful teaching or by earning National Board Certification. Allowing for additional options for teacher development could encourage new CTE teachers to participate in the teacher development community and advance their teaching skills in a variety of practical and professionally recognized ways.

5. Teaching experience with a valid multiple or single subject teaching credential should count for up to one year of work experience even if it is not directly related to the CTE credential area. The individual should still be required to complete preparation in CTE foundations.

Rationale: Presently multiple and single subject teachers may only teach related CTE courses only if they hold a credential in agriculture, business, health, home economics, or

industrial and technology education. Other single subject Clear credentialed teachers may teach CTE courses only if they have five years of work experience in the CTE subject, and they do not have to complete a CTE teacher preparation program. The CTE advisory panel suggests that teaching experience, even if it is not related to the CTE subject, is invaluable to the success of CTE teachers. If the holding of any multiple or single subject credential would count for one year of “work” experience, more multiple and single subject teachers might be recruited for CTE courses. Under the above recommendation the individual would then only need 2 years of work experience in the CTE subject and one course in CTE foundations to be eligible for the preliminary CTE credential.

Discussion

The panel also considered other states’ requirements for CTE teachers in developing the proposed California requirements (National Research Center for Career and Technical Education 2007). In a study of several states (New York, Connecticut, Illinois, Texas, Florida, Washington and Nevada), Commission staff found that credential requirements for CTE varied (see Appendix A).

- All seven states studied require work experience, ranging from 2 to 5 years.
- Three of the states require that some of the experience has occurred recently (within the last 2 to 8 years).
- Three states require industry certifications as a means of demonstrating expertise.
- All seven states require some pre-service teacher preparation for the first credential, but the amount of pre-service varies widely from 6 semester units to a complete bachelor’s degree.
- Four of the seven states require additional preparation to renew or advance the first credential. This advanced preparation also varies widely from 30 hours to a master’s degree.

The panel considered the information from other states as it developed the proposed CTE requirements discussed previously in this item. With regard to streamlining, the panel recommends reducing the number of years required for work experience and the length of the preliminary credential. To improve teacher quality, the panel recommends reducing the length of the preliminary credential to require candidates to complete their preparation earlier. For increased retention the panel recommends offering expanded pathways for an individual to earn the Clear Credential. Finally, to increase recruitment, the panel recommends delaying completion of the U.S. Constitution requirement to clear the credential.

The two charts below illustrate the proposed new credential as recommended by the CTE Advisory Panel (left hand column) and the current requirements (right hand column). These differences are listed for both the preliminary credential and the clear credential.

Preliminary Credential Requirements

Recommended	Current
1. Preliminary credential valid for 3 years	1. Preliminary credential valid for 5 years
2. High school diploma/equivalent	2. High school diploma/equivalent
3. Recommendation from an approved program sponsor.	3. Recommendation from an approved program sponsor or the employer.
4. Three years work experience or equivalent, including certifications or licenses	4. Five years work experience or equivalent
5. One year recent work experience in the last five years or two years work experience in the last ten years.	5. One year recent work experience in the last three years.
6. Advanced Industry Certification would qualify as work experience, thereby reducing the number of years required	6. Advanced industry certification does not qualify as work experience
<i>Moved to clear credential requirement</i>	7. College-level course work or examination on U.S. Constitution

Clear Credential Requirements

Recommended	Current
1. Possession of a valid preliminary credential	1. Possession of a valid preliminary credential
2. Four successful teaching terms or two successful terms of teaching and an advanced preparation program or the equivalent	2. Four successful teaching terms
3. Completion of the preliminary CTE teacher preparation program	3. Completion of Level I and II teacher preparation (a total of 180 hours or 12 semester units)
4. Expand the options for completing the Level II preparation to include National Board Certification, district sponsored teacher development programs, induction, mentoring, or documentation of successful teaching.	4. Total of 180 or 12 semester units is the only option allowable to earn the clear credential.
5. Health education would continue to be a part of the clear credential program.	5. One unit of health education
6. College-level course work or examination on U.S. Constitution	

Next Steps

At the January-February 2008 Commission meeting, staff will bring forward the draft CTE program standards for information. These draft standards will detail what would be required for CTE teacher preparation as referenced in the recommendations listed above. Staff will request

direction from the Commission to post the credential requirements and draft program standards and gather stakeholder feedback through electronic surveys and stakeholder meetings.

Appendix A

Minimum State Requirements for Career Technical Education Credentials

State	Education	Work Experience	Teacher Preparation
Connecticut	High school diploma ¹	Eight years related work experience	Six units in professional education
Florida	Bachelor's degree with certification	Six years work experience and assessment of competencies	Nine semester units of professional vocational education
Illinois	No stated minimum	2000 hours of related work experience	60 semester hours of teacher preparation
New York	High school diploma	2-4 years of work experience and certification for some areas	30 semester hours of college study and Certification Exam
Nevada	High School diploma or equivalence	5 years verifiable related work experience and certification for some areas	12 semester hours in secondary occupational courses and Praxis I
Texas	High school diploma or equivalent ²	Five years full-time wage-earning experience within the past 8 years and occupational licensure/certification	Completion of an approved educator preparation program and Texas Exam for Trade and Industry Education
Washington	Appropriate degree in the content area	2 years of paid occupational experience in the last 6 years	Complete an approved "Business and Industry Program" prior to getting the credential

¹*Agriculture, marketing, health occupations and cooperative work education also require a bachelor's degree.*

²*Other vocational areas require a bachelor's degree but do not require work experience; however, health requires both a degree and work experience.*