

Career Technical Education Panel May 2007 Meeting Minutes

The panel convened on May 24, 2007, beginning with an update on legislation. SB 52 had not changed; however, Senator Scott's staff had been apprised of the panel's concerns regarding using the 15 sectors as the only designation for credential authorizations and the reduction of teacher preparation for CTE. The concerns are as follows. The 15 sectors may be too broad, creating problems for counties, districts and schools in hiring and assigning teachers to classes for which they possess the same skill set. The panel discussed using the pathways as additional identifiers of the teachers' occupational experiences for the credential authorization. (The panel also discussed the need to use the assignment manual, credential information leaflet and credential analyst training to assist ESDs with making the transition from the present list of authorizations to the pathways. A matrix of the current authorizations that are identified in Title 5 regulations and the pathways can be constructed by the panel. The panel also discussed using county certificates to authorize more specific assignments of employment.) The panel suggested that legislation not identify the pathways specifically since the pathways may change in the near future, creating a need to change the law.

The second concern for reduction of teacher preparation is more complex and will require more discussion in the development of the program standards. Particular concerns involve the need and legal requirements already in place to prepare these teachers for special student populations, such as English learners and special education students. Other concerns for support and supervision of these teachers as they "apprentice" into the teaching profession may also be related to the reduction of preparation.

The panel received an update on the proceedings of the Little Hoover Commission on CTE. Two panel members, Paul Watters and Diana Schneider, and CTC/CTE Consultant Helen Hawley attended the advisory meeting on May 23. A list of proposed principles was introduced at that meeting. Only the first principle was discussed. There was a good deal of discussion about A-G requirements being inappropriate for most students since few will go through the UC system. Questions were raised about the effectiveness of preparing students only in core academics, since of the few who go to UC, only 60% complete a degree there. CSU completers are near 80%. Jeannie Oakes of UCLA and others spoke about the need for multiple pathways for all students.

The panel then discussed with guest, Jason Spencer, from Senator Torlakson's office some of the issues concerning CTE teacher supply and quality and resources. Some of those issues are with program resources at the preparation and school level, partnership incentives, CAP restrictions, and alignment of high school graduation requirements with work force needs. The panel's hope is that new legislation will remove some of the present barriers that now exist as schools attempt to expand CTE programs. Though some funding was allocated last year for this purpose, the May revise of the budget this year did not seem encouraging in light of the unexpected shortfall. The panel recommended exploring ways through legislation to develop work force partnerships that can provide resources to develop students' work skills. These need not necessarily be in the form of

money. Highly skilled trainers who work in collaboration with teachers as “guest lecturers” are allowable under present legislation, but lack of incentives to business and industry may restrict participation. Tax incentives and funded/forgiveable preparation programs (similar to the intern program) were two suggestions. Since this population of teachers is small compared to the total teacher population, the costs of supporting these new teachers would be relatively small, but their contribution to the quality of secondary education would be critical.

New representatives from the CSU (Glenn Casey, Cal Poly) and UC (Lynn Martindale, UC Davis) systems were appointed to the panel, and Beverly Young from the CSU Chancellor’s Office joined in the panel’s legislative discussion.

The panel then resumed work on draft revisions to the credential requirements. The panel arrived at the following tentative decisions for revisions:

1. Using the unit measure of 1000 hours, three units related to the authorization of the credential should be required of entry teacher candidates with no more than one unit earned in one calendar year.
2. One unit of work experience in the last five years must be fulfilled by all entry teachers, paid or unpaid. Two units of work experience would be required if the experience was prior to the last 5 years with 30 hours currency certified.
3. Two units may be fulfilled with a variety of options, including but not limited to certifications/licensure, occupational training programs, occupational teaching, and academic course work.
4. One unit may be counted for a regular education teaching credential in any subject.
5. U.S. Constitution should be moved from a preliminary requirement to a program requirement.
6. Recommendations for the preliminary credential should continue to come from the LEA or ESD but should require the authorized signature of the ESD CTE program administrator.

The panel will review this consensus at the beginning of the June 11 meeting in Ontario at Chaffey Unified School District before moving on to develop program standards.

The panel engaged in discussion briefly about the need for entry level teaching skills for these teachers and how that might best be accomplished. The panel agreed that the quality of such skills would be more consistent if they were identified in the program standards and specified as an early orientation to teaching for which the preparation programs would be responsible under statute rather than a preliminary credential requirement. The panel will take up the discussion of the components of such a standard as they begin to develop program standards at subsequent meetings.

