

CTC Meeting Minutes - July 30-31, 2007

Sacramento Unified School District

The meeting of the CTE panel began with review of the previous meeting's minutes. The panel first addressed unresolved concerns of the last meeting, including consensus that formal education/training in the occupational field should count for up to 2 of the 3 required units of experience. This would insure that everyone has at least one year of work experience performing the skills of the occupation, as opposed to learning them or teaching them. However, they suggested that education/training hours should count for double hours since "seat time" does not usually reflect the hours of study required to complete training. This includes counting certifications. Since certifications in different industries for different skill sets can range from as little as one day of training to months of training, this would give a consistent measure for counting all certifications.

At the previous meeting, one panel member suggested that foundations of CTE should be waived by the program if the teacher has taken a course that covers similar content such as history of the Industrial Revolution. The panel discussed this further and agreed that very few courses, even Foundations of Education courses, would cover the origins and history of CTE. The panel suggested that programs should be very careful about accepting courses to waive the approved program courses but that programs do have the authority to waive equivalent courses to their program.

The topic of the length of the credential was discussed again. The general concern of the panel was that the validity of the preliminary credential should move candidates swiftly toward completion of their teacher preparation; that is, that a shorter period of validity would encourage earlier completion of preparation requirements. The panel continued to have discussion about the need for internship funds to be made available to these candidates for this purpose as one pathway. Using that model, an internship credential would require candidates to complete their preparation in two years. A traditional model should also be available. The panel felt that an advanced credential should be offered to be obtained through a number of options at the end of the three years, such as:

1. Completion of a BTSA or induction program
2. 2 additional terms successful teaching
3. Completion of an advanced approved preparation program
4. Successful completion of the Teaching Foundation Examination
5. Completion of a formal teaching internship program
6. National Board Certification

These options for candidates would move them to professional status and could be obtained through regular teaching service (option 2). Discussion about the length of the program led to consensus that candidates should complete 135 hours or 9 units of teacher preparation coursework during the valid period of the initial credential, including integrated English learner methodology to meet the requirements of the legislation relating to the Williams settlement. Advanced preparation would not be set by hours but instead by completion of one of the options, with a standard to define an advanced teacher preparation program (option 3).

The panel discussed the concerns for a pathway for industry experts who may want to teach part-time for a brief period. Since these individuals often participate in education through business partnerships with ROCs, something in the nature of a business/industry partnership certificate of short duration and limited to one issuance that would entail the minimal requirement for teacher preparation of the early orientation. This would encourage partnership projects with businesses who usually provide the materials and equipment for such projects. The business would gain the benefit of being directly involved with training young workers to their

precise needs. The panel felt that such teacher/partners should be currently certified in their field and have recent experience. Such teacher/partners would require close supervision and mentorship by the employing school district or county office of education who would also have the responsibility to insure that instruction in the project meets the standards. The panel also thought that such teacher/partners should also teach part-time only. The rationale behind this is that the pathway is designed for special industry projects, not for those who wish to make teaching a career. The latter would take the suggested intern or traditional route for teaching. However, teaching service and preparation under such an authorization could count toward the regular CTE credential if the teacher/partner wanted to continue in teaching. Many of these opportunities are offered to ROCPs, including ones that built around online and distance learning models for students. Since these teacher/partners will be short-term employers the school might be exempt from providing a benefits package which is another incentive.

After these discussions, the panel then worked on the draft standards in groups. Several new standards have been created, including one for English learners, one for education technology, and one for professional, legal and ethical responsibilities. The group's drafts were then combined and large-scale structural edits were added from the whole panel. Several panel members and CTC staff agreed to address detailed edits to remove redundancies and clarify language before the August meeting. At that meeting final edits will be made by the panel before agendaizing the draft credential requirements and standards for the October Commission meeting so that the Commission can approve the field survey of the drafts. Several other panel members are also working on cross-walking the present credential authorizations with the industry sectors.