

March 2007, Advisory Panel Meeting Minutes

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 Vocational Education Credential Task Force, relevant legislation and a current field survey of ROCs at the March 2007 meeting.

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).

The panel began their second day 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 suggestions as follows:

- a. The title of the credential should be changed to Career Technical Education Subjects (CTES) Credential.
- b. Post-secondary education and teaching should be counted as equivalent to up to four years of experience. The definition of experience should be expanded to include industry and government certifications and licenses and industry training programs. (Need to further discuss and expand the options and definitions of qualifying experience, e.g., 4 years of experience, education and teaching up to three years, recency upon renewal of credential. How to define what constitutes recency?)

Possible revision to current experience requirement:

For the three year preliminary credential, applicant must satisfy all of the following requirements:

Verification of four years experience directly related to the subject to be named on the credential:

- a.) Post-secondary education and post-secondary teaching could be counted as the equivalent of up to three years of experience.*
- b.) In addition, one year of experience can be awarded for all government and industry-recognized certifications, licenses, and/or training held by the applicant.*
- c. Multiple and single subject teachers should be authorized to teach vocational subjects if they can meet the five year experience and recency requirements under the expanded options for "experience." They should be required by their employer to complete professional development in the area of their vocational

assignment. (Much discussion on what constitutes an appropriate number of years of work experience, and how we measure occupational competency.)

- d. Teacher candidates with only five years experience should receive a one-year intern certificate. They could renew that certificate for one year if they complete half of their initial preparation program and obtain CPR certification.

To obtain a five year preliminary credential, teacher candidates would need to complete their initial preparation and US Constitution and verification of successful teaching. (The panel, after much discussion and clarification, had general agreement that this section was okay and that the intern model provided more support and supervision. The only exception concerned the years of experience—subcommittee recommends 4 years. General agreement that we need shorter time limits for completing preparation.)

- e. To obtain a professional credential, candidates should complete teacher preparation and induction, and Health. Preservice candidates should also meet the experience requirement including recency under new definition, US Constitution and CPR to obtain a professional level credential. (Sub-committee does not believe that the US Constitution requirement is absolutely essential in the pre-service component and might be moved to the preliminary level. Sub-committee thinks that prior to the pre-service, perhaps an EL component or special populations might be required in some cases as well as a teaching orientation that includes classroom management, instructional strategies, lesson planning, school culture, and first aid.)
- f. Only full-time credentials should be issued, requiring a full preparation program (currently 12 units of 180 hours). All intern, preliminary and professional requirements would apply. (Is there a way to maintain a part-time credential, but also to require a concomitant level of quality and preparation, maybe demonstrated by successful teaching evaluations? Much discussion ensued regarding the personnel evaluation requirements that will occur under a “maintenance of quality” process. See suggestions under “e.”)
- g. The state structure for CTE is organized by occupational sectors. It includes 58 career pathways within 15 career and technical sectors. All possible teaching assignments should be defined by these sectors in regulations. New and emerging pathways could be added by the Commission through the Assignment Manual without changing the regulations upon demonstration of need. (Employing school districts would have the responsibility to interview and hire the appropriate teacher based upon the candidate’s experience and skill in an occupation appropriate to the teaching assignment. This would require technical assistance from the Commission to avoid mis-assignment of teachers.)
- h. An authorization in the same sector could be added by meeting only the recency requirement for the new pathway. Authorizations for other sectors should require five years experience in the new occupational area.
- i. The CTES Professional Credential renewal should require a professional growth plan based on the California Standards for the teaching Profession, 150 hours divided between subject matter (career field) and pedagogical skills, and 90 days successful vocational education teaching experience.

The panel will revisit these suggestions at the April meeting to discuss further the pros, cons and related issues that may be impacted by making such changes.

The meeting concluded with a brief discussion of additional information needed by the panel, such as how other states qualify CTE teachers, how education administration programs address CTE, guest speakers who could inform the panel, and liaisons with the Special Education Panel and Staff Development Panel. Several panel members agreed to work review the current Education Code and Title 5 Regulations to identify which (if any) might need to be changed.