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Information/Action

Educator Preparation Committee

Update on the Commission's Work Related to Dual Certification for Single Subject and Designated Subjects Career Technical Education Teaching Credentials

Executive Summary: This agenda item provides an update on the work surrounding short-term and long-term options for teachers to earn dual certification as Single Subject and Designated Subjects (DS) Career Technical Education (CTE) teaching credentials.

Policy Question: Do any of the proposed solutions meet with the Commission's expectations for the preparation of CTE teachers?

Recommended Action: That the Commission discuss the issues and proposed solutions presented from the Designated Subjects work group and direct staff regarding what, if any, recommendations it would like to move forward.

Presenters: Bob Loux, Consultant, Professional Services Division, and Sheryl Ryder, Executive Director, CTE Placer County Office of Education

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Update on the Commission's Work Related to Dual Certification for Single Subject and Designated Subjects Career Technical Education Teaching Credentials

Introduction

This agenda item presents information about short-term and long-term options for teachers to earn dual certification for Single Subject and Designated Subjects (DS) Career Technical Education (CTE) teaching credentials.

Background

The California Career Technical Education Incentive Grant (CTEIG) program was established by Assembly Bill 104 in 2015 as a state education, economic, and workforce development initiative with the goal of providing high school students with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new CTE programs and enhance and maintain current CTE programs during implementation of the local control funding formula (LCFF)¹.

Additionally, the California Career Pathways Trust (CCPT) created by Assembly Bill 86 in 2014 provided funds in the amount of \$250 million to school districts, county superintendents of schools, charter schools, and community college districts in the form of one-time competitive grants. The CCPT grants are awarded to career pathway programs that accomplish multiple goals including the development and integration of standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors.²

These two funding opportunities for Career Technical Education programs have helped increase the need for CTE teachers as an increasing number of school districts seek to add career pathways. Working to address that teacher need, school districts continually run into challenges when trying to secure more CTE teachers. At least some of the shortage appears to be the result of 1) CTE teachers not being able to work full-time when at small school programs if they do not also have single subject credentials, and 2) single subject teachers not qualifying to teach CTE courses.

The requirements for an individual to earn a CTE teaching credential are the following:

- hold a high school diploma or a GED,
- have a minimum of three years of work experience in the sector for which they are applying for the CTE credential,
- pass the background check,

¹ Source: California Department of Education - <http://www.cde.ca.gov/fg/fo/r17/cteig15ins.asp>

² Source: California Department of Education - <http://www.cde.ca.gov/ci/ct/pt/index.asp>

- enroll in a Commission-approved CTE teacher preparation program so that the program will submit a recommendation to the Commission, and
- pay the credential fee.

Once the individual holds the Preliminary CTE teaching credential, the individual must complete the Early Orientation component of the program within the first two months of teaching and the remainder of the nine-unit teacher training program in the three years that the Preliminary credential is valid. To earn the clear CTE teaching credential, an individual must either complete the advance components of the preparation program or teach for two years on the Preliminary CTE credential.

Based on the direction of the Commission at the [June 2016 meeting](#), staff worked with the California Department of Education to assemble a group of CTE stakeholders to collaboratively identify strategies that would increase the number of available Career Technical Education teachers. This work group included representation from both district/county CTE and institutions of higher education CTE preparation programs, and was jointly facilitated by the CDE and Commission staff. See appendix A for a complete list of participants and their affiliations.

Currently, single subject credential holders must meet the following requirements to add a CTE credential:

1. complete the CTE Foundations course of the recommending agency,
2. two years of occupational experience in the specific industry sector for the CTE credential they wish to obtain, and
3. complete one year of documented successful CTE teaching experience while holding a preliminary CTE credential to qualify for the clear CTE credential.

The current requirements for a CTE teacher to earn a single subject credential are the same as someone coming into the profession with no experience. These requirements are:

1. complete a baccalaureate degree,
2. satisfy the basic skills requirement,
3. verify subject matter competence,
4. satisfy the Developing English Language Skills, including Reading requirement by completing a comprehensive reading instruction course,
5. complete the U.S. Constitution requirement, and
6. complete a Commission-approved teacher preparation program including successful student teaching and pass a performance assessment.

Summary of Work

The work group met September 16 and October 24, 2016. At the first meeting the group discussed the issues and identified the most significant challenges to having enough CTE teachers. They then broke into subgroups to discuss a specific challenge and work continued in these subcommittees between meetings. These subcommittees included pathways for Clear CTE credential holders to earn a Single Subject credential, single subject credential holders being able to gain additional industry work experience while teaching CTE courses, increasing the knowledge of credential analysts about current options and flexibilities in CTE, a specific credential program for community college instructors to earn work experience through their teaching at a community college. At the October meeting, the subcommittees shared potential solutions. The entire work group discussed the challenges and opportunities with each potential solution. The possible solutions that the work group proposes are:

1. Adding Credentialing Options for Current CTE Teachers

Currently if CTE teachers are interested in becoming single subject teachers, they must complete an entire teacher preparation program, even if they have years of experience as a CTE teacher.

Proposed solution 1a:

Allow clear CTE credential holders that hold a bachelor's degree to earn a Single Subject teaching credential by verifying subject matter competence, satisfying basic skills, completing a TPA, and a subject-matter pedagogy class.

This option would be in line with Title 5 Regulation 80499 which allows the holder of a Single Subject Teaching Credential to obtain a second Single Subject Teaching Credential in an added content area by verifying subject matter knowledge and completing a three semester course in the appropriate subject-matter pedagogy. This would require changes to the Title 5 regulations to develop this pathway for CTE teachers to earn a single subject teaching credential.

Proposed solution 1b: Allow a CTE teacher who has a job offer as a single subject teacher and has completed all prerequisites to be an intern to begin teaching in that subject area. The teacher could earn the preliminary single subject credential through the Intern Early Completion Option (ECO). In an Intern ECO, if the candidate passes the TPA on the first attempt they are not required to complete any of the other teacher preparation course work.

While this route is very similar to Option 1a, it would require a job offer prior to entry, which schools often do not know will be available until very close to the beginning of the year or even after the school year has started. The above proposal could enable the candidate to complete the requirements in a more planned and candidate-driven sequence. To implement this option would require regulatory changes.

2. Single Subject Teachers Earning the 1,000 hours of Industry Experience

Many single subject teachers had a profession prior to coming into teaching that would fit in well with a CTE pathway. Being able to capitalize on the teacher's experience would benefit CTE programs, but often these single subject teachers do not have enough related industry experience. Currently, to be eligible for the CTE Credential, a candidate must first demonstrate that they have 3000 hours of related industry experience. While the possession of a single subject credential and an industry certification can waive up to 2000 of those hours, it has been difficult for some single subject teachers to meet the remaining 1000 hour requirement.

Proposed solution:

Create a permit that allows single subject teachers with a minimum of 500 hours of industry experience to teach corresponding CTE courses, while earning 250 hours of industry experience every year. A requirement of the permit would be to complete the CTE Foundations course in the first year teaching on the permit. The permit could be renewed one time if the required 250 hours had been earned and the candidate had fulfilled the CTE Foundations requirement.

There are a number of single subject teachers that have the 500 hours of industry experience from prior careers, second jobs, or personal avocation. The collaborative CDE/CTC work group recommended that 250 hours of industry experience would be an amount that is worth considering as a starting point for a single subject teacher moving into a CTE teaching assignment. Staff increased the 250 hours to 500 hours. Any fewer hours would not necessarily provide the candidate with the type of quality industry experience that would be needed to show their expertise. It is important to remember that the required work experience for the credential is 3,000 hours. Single Subject teachers can have 2,000 of those hours waived due to the fact that they hold a teaching credential and have teaching experience. Helping additional single subject teachers earn CTE teaching credentials could help with the CTE teacher shortage, bring single subject departments and CTE programs into a better working relationships, and help create a more integrated pathway for academic instruction to be delivered. This could be implemented through regulatory changes.

3. Community College Instructors Use Their Teaching Experience From the College

Community College CTE instructors are teaching a similar curriculum to high school CTE teachers, but experience teaching in a community college is not currently recognized experience to earn a Clear CTE teaching credential.

If someone wants to teach CTE in the public schools, the individual must hold a CTE credential from the Commission. The work experience allows the individual to apply for the Preliminary CTE credential. Members of the work group argue that requiring experienced community college instructors to complete a teacher preparation program to demonstrate they have teaching competence does not recognize their experience in the field and takes away the incentive some may have to become credentialed high school CTE teachers.

Proposed Solution:

Waive the Preliminary CTE preparation program for community college faculty. Allow community college CTE instructors to use their years of teaching CTE to adults at the community college level to count towards the two years of experience needed to earn a Clear CTE credential. Community college faculty would be held to the U.S. Constitution requirement.

There are many capable CTE instructors at the community colleges, but the route to earn the CTE Preliminary/Clear credential can be seen as a challenge for someone who may only want to teach one or two CTE classes at the high school level. The work group argued that giving credit to their years teaching CTE at the community college level, thus giving them the opportunity to earn the Clear CTE credential could meet the intention of the CTE Clear requirements. The group recommends waiving the Preliminary CTE preparation program due to the fact that the individual is teaching at a community college. Staff points out that this would allow community college teachers to earn a CTE credential when no pedagogy coursework has been required. All other credential candidates who will be working with K-12 students are required to complete pedagogical coursework to ensure that the individual not only has the content knowledge but the pedagogical knowledge to teach the content. This option would need to be implemented through regulatory changes.

4. CTE Foundations Course Added to Single Subject Teaching Programs

Many Single Subject credential holders are not aware of CTE and what it takes to teach CTE classes. If single subject teachers had that knowledge, many might qualify for a CTE credential and apply for the credential.

Proposed Solution

Institutions could be encouraged to offer the CTE Foundations course to their current Single Subject credential candidates, which would enable the Single Subject candidates that had the required industry experience to be eligible for their Preliminary CTE credential and understand how CTE fits into the high school curriculum.

This solution could increase the number of CTE teachers available, and enable current Single Subject teachers to integrate real world examples into their academic courses, enriching even those non-CTE students by showing how applicable their subject matter is in the real world. This option would not require regulatory changes to implement.

Staff Recommendation:

Staff recommends that the Commission discuss the issues and proposed solutions presented from the work group and direct staff regarding what, if any, recommendations it would like to staff to move forward with.

Next Steps

If the Commission supports one or more of the work group's recommendations, staff will bring proposed language for adoption and prepare any regulatory packages.

Appendix A

Single Subject/Career Technical Education Work Group

Name	Affiliation	Current Position
Kit Alvarez	San Bernardino County Office of Education	Director, County Schools' Regional Occupational Program
Stephanie Biagetti	Sacramento State University	Chair, Teaching Credentials, College of Education
Nancy Farnan	San Diego State University	Retired
Tammi Holloway	Napa County Office of Education	California Career Pathways Trust, Director
Jillian Johnson-Sharp	Orange County Department of Education	Coordinator, Curriculum & Instruction
Annie Johnston	University California, Berkeley	Coordinator of Public Programs and Principal Investigator College and Career Academy Support Network
Betsy McKinstry	Antelope Valley High School District	CTE Director
Bridget Mondt	Orange County Department of Education	CTE Program Specialist
Steve Pinning	Palm Springs Unified School District	Linked Learning Coordinator
Kris Rodenberg	San Diego State University	Linked Learning Team Leader
Sheryl Ryder	Placer County Office of Education	CTE Director
Valerie Vucich	Fresno County Office of Education	CTE Director
Paul Watters	Butte County Office of Education	CTE Director
Teri Alves	California Department of Education	Perkins Grant
Clay Mitchel	California Department of Education	CTE Industry Sector Lead
Jack Mitchell	California Department of Education	CTE Industry Sector Lead
Carolyn Zachry	California Department of Education	CTE Career and College Transition
Bob Loux	Commission on Teacher Credentialing	CTE Consultant