

**Career and Technical Teacher Preparation Summit**  
**May 8, 2007**  
**Meeting Summary**

On May 8, 2007, 47 participants met at Corban College in Salem and engaged in conversation about the status and future Career and Technical Education (CTE) secondary teacher preparation in the Oregon. Linda Samek, Chair of the Education Pathways for Teachers Steering Committee and Provost of Corban College hosted the summit. A panel set the stage for CTE, presented their views, and discussed the national and Oregon context for Career and Technical Education. The panel, moderated by Salam Noor, Assistant Superintendent of the Oregon Department of Education, included Dr. Noor, Jerry Berger, State Board of Education Chair; George Pernsteiner, Oregon University System Chancellor; James Sager, Education Policy Advisor from the Governor's Office, and Vickie Chamberlain, Executive Director of Teacher Standards & Practices Commission.

After the panel's remarks, Vickie Chamberlain presented an overview of current Career and Technical Teacher Licensure programs and endorsements in Oregon, and Susanne Daggett from the Oregon Department of Education (ODE) shared data on the existing CTE teaching force and results of a needs assessment by the statewide CTE Regional Coordinators.

After the panel discussion, Colleen Mileham from ODE facilitated small group discussion. Participants were asked to identify current and future CTE teacher preparation needs. The following is a summary of the topics discussed by the various groups.

**Small Group Reoccurring Themes**

Preparation/Licensing

Current 4-year programs only provide teacher licensure in four (Agricultural Science and Technology, General Business Education, Marketing, Family and Consumer Sciences) of the 22 CTE endorsement areas. There is a growing need to capture candidates from other areas, such as technology. Beyond available educational options, however, current licensure for those candidates coming from industry is only available once they have gained employment as a teacher. They must then acquire any pedagogical training on the job. Likewise, if candidates come from the educational system, they may have the pedagogy, but not the industry work experience. They too must get their training on the job. As a result, the need seemed to be apparent to provide opportunities for likely candidates to prepare ahead of time; acquire the appropriate licensure before getting into the classroom.

- Possibilities to address this need were to offer a program of teacher training in collaboration with community colleges, either through individual course groupings, development of an Associates Degree Option or even an Applied Baccalaureate degree. Currently, likely candidates who have interest in degrees beyond the AAS must go out of state.
- A variety of other ideas to address this need for training and other gaps in the current system were generated:
  - Reduce the teaching load in the first year
  - Offer a hybrid training option including distance learning and credit for demonstrated proficiency
  - Improve the current mentoring system; utilize a master teacher model
  - Intensive training through the "boot camp" or Troops to Teachers models prior to entering the classroom
  - Project based learning and proficiency demonstrations

- Team teaching along with an improved mentoring system
- Accept documented volunteer work experience as well as paid industry experience to meet the requirements
- Collapse the endorsement areas: Current categories are too specific to meet the needs for high school students, who may need a wide array of opportunities in a particular industry. More specificity can be provided in an articulated community college or other post-secondary training.
- A component unique to the CTE alternative licensure system is the Instructor Appraisal Committee. The current design of this committee is not flexible enough to evaluate qualifications and verify content and technical knowledge of candidates from different pathways. This should be addressed and possibly add a competency-based option for candidates to test into an endorsement through industry based standards.
- Additionally, there was a common thread to have ODE and TSPC work closely with one another to develop a more relevant licensure process with input from other stakeholders (e.g. Oregon Association of Career and Technical Education)

### Partnerships

Many areas of our economy depend on the availability of trained industry workers. The system of teacher training, on-going professional development, and curriculum design needs to be connected to a variety of other partners. The following is a selection of suggestions from the various groups on how to improve the current relationships.

- Better utilize regional consortiums
- Need more individuals from industry to teach and to “co-teach” with high school instructors
- Expand the role of the community college in initial as well as on-going training
- Include flexible teaching assignments
- Develop statewide community college CTE teacher education program
- Improve articulation with OUS
- Improve relationships with advisory committees and School Boards
- Need more work release or job shadow programs
- Accessing pending retirees out of industry
- Leadership is needed in: two and four-year programs, local business/industry, ESDs, volunteers, Chambers of Commerce
- Advisory committees need to be part of the whole school culture, make their impact holistic

### On-Going Professional Development

- Regional “job alike” opportunities should be publicized and accessible for secondary and post-secondary teachers
- Role of the mentor should be expanded and connected to current industry preparation as well as education
- Oregon Association of Career and Technical Education should be a key partner in accessing on-going staff development. Funding for a consistent and appropriate menu of offerings needs to be explored.

### Financial Consideration

- Who pays for preparation of the CTE teachers? It is most often the teacher. Occasionally, institutions will use Perkins funds to support existing teachers. What about grants or scholarships for potential candidates in specific high need areas?

- Need competitive salaries, as industry opportunities can be more lucrative
- Faculty incentives (e.g. tuition waivers, credit on salary schedule for community college technical courses) can help provide support within the educational system
- Tax breaks for industry partners to become involved in not only teacher training, but on going presence in the school programs

#### Marketing/Communication/Advising

- Need more communication to potential CTE teachers, administrators, industry partners, and students on the need for qualified teachers in specific areas statewide
- Career tracks should be publicized and the awareness level built for aspiring high school students
- Community colleges should be leaders in this work force need
- Human resource people in districts have limited knowledge of CTE programs and licensure needs. Often if a teacher is not readily available, the program is cut. How can the system help, not only with background information, but supplying links to potential teacher candidates? There are employment links and job fairs for traditional teachers, how about within the CTE areas?
- Building on “How to Become an Oregon Teacher” advising guide; more should be included in reaching potential candidates
- Early advising is essential for CTE teacher education programs
- Create pathways for high school students to see how post-secondary training, both in education and industry, can lead to a career as a CTE teacher
- Administrator orientation to CTE programs (Is it part of an Administrator professional development? Currently, no.) Because many CTE teachers do not have an advanced degree, they are not eligible for administrative licensure. Without higher degree options they are not in the pipeline. Their expertise does not become part of the district administrative knowledge pool and as a result programs are not well understood and stay marginalized. How can this be addressed if Oregon does not offer the degree opportunities?

#### On-going Systemic work

- Learning curve is high for the current system of educational and industry partners on existing teacher training system and CTE program needs
- More people need to be recruited to become part of the CTE system to meet the economic need for qualified workers
- Core-teachers also need to be more aware of the benefits gained for students through participation in CTE– Bridging the gap in their education and future plans
- Math & CTE is a promising initiative to mesh academics and CTE for students, providing relevant context for their learning.
  - Advisors and administrators need to be more involved in this process
- CTE teacher training needs to be integrated into the traditional teacher pathway discussion.
  - CTE should have its own strand at the yearly Education Pathways for Teachers Conference

#### Suggested Next Steps

- Expand the “How to Become an Oregon Teacher” advising guide to include an in-depth description of CTE secondary teacher pathways, preparation and licensing requirements, the Instructor Appraisal Process, and education and training providers. The advising guide is currently available on the Oregon University System web site.

- Add a CTE Secondary Teacher Preparation strand to the annual Education Pathways for Teachers conference on December 14, 2007.
- Charter a small CTE working group from the Education Pathways for Teachers consortium to identify and address top priorities.
- Align with the Perkins IV Professional Development Taskforce recommendations to increase the percentage of teachers meeting certification or licensing requirements.