

**SURVEY RESULTS OF
OREGON PROFESSIONAL TECHNICAL EDUCATION (PTE)
REGIONAL COORDINATORS**

SURVEY SPONSORS:

- Oregon University System
- Oregon Department of Community Colleges and Workforce Development
- Oregon Department of Education
- The Lemelson Foundation, <http://www.lemelson.org> “Invention and innovation play a vital role in economic development and improving people’s lives.”

SURVEY PURPOSE:

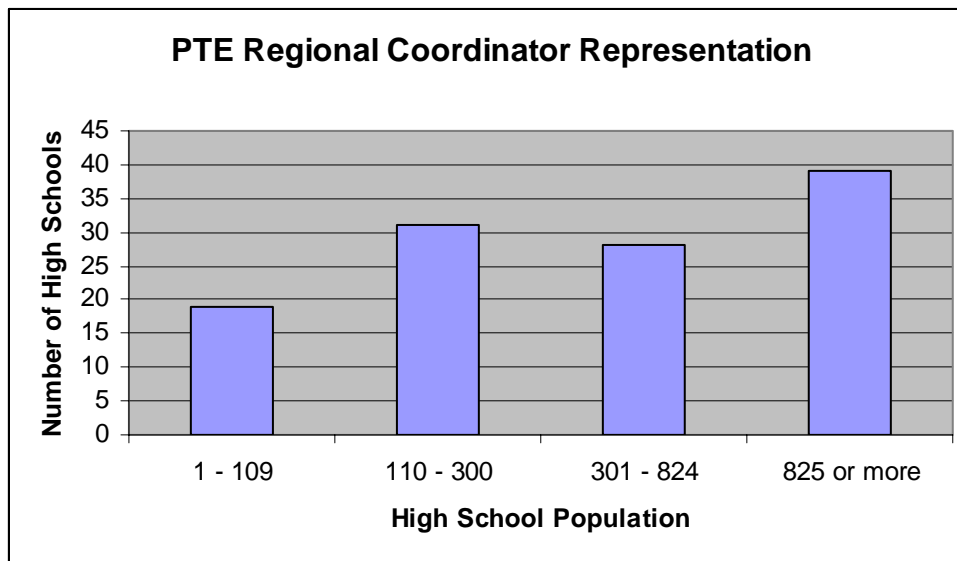
The survey polled Professional Technical Education (PTE) Regional Coordinators to learn more about high school pre-engineering and other technical courses and their level of participation in state approved PTE programs.

RESPONDENTS:

Eight of nineteen PTE Coordinators responded to an online survey distributed in late May 2005.

SCHOOL REPRESENTATION:

Coordinators representing large, small, urban, and rural schools responded to the survey. Coordinators participating in the survey represent a total of 117 Oregon high schools.



BARRIERS:

Barriers to successfully growing technology programs centered around five areas:

- Availability of qualified faculty,
- Course material budget,
- Equipment budget,

- Room in students' schedules,
- Room in teachers' schedules.

Availability of qualified faculty and budget for purchasing equipment were at the top of the list of barriers.

BARRIER COMMENTS:

Respondents' concerns centered on the lack of licensed and qualified PTE teachers, and the necessity of maintaining equitable student / teacher ratios in the classroom. One coordinator commented that PTE programs "have inappropriately large class sizes for safety and effective learning."

BUSINESS AND COMMUNITY PARTNERS:

Business and community partners contribute to technology education in four significant areas: 1) serving on advisory committees, 2) hosting field trips, 3) providing guest speakers, and to a lesser extent, 4) providing work experience. Half the respondents believe business and community partners serve these roles effectively.

TEACHER LICENSES AND ENDORSEMENTS:

The PTC coordinators indicated that 88% of their PTE teachers have a PTE endorsement.

POST-SECONDARY COURSEWORK ALIGNMENT:

75% of the respondents believe coursework in the schools they represent is aligned with post-secondary coursework.

PROFESSIONAL DEVELOPMENT COMMENTS:

- Technology teachers could use a much larger budget. Supplies and updated equipment is a must.
- Many technology teachers teach in a lab setting with students of vastly different technical skill levels simultaneously enrolled. They need assistance with both classroom management systems and methods of integrating instruction.
- Too many technology teachers are not prepared to take full advantage of their unique roles in high schools. For example, they must learn how to become an integral part of their districts' Comprehensive Guidance and Counseling Programs and Continuous Improvement Plans.
- The biggest issue is having money to maintain current quality equipment and programs. Staff development is not the biggest issue.
- Continuous introduction to new technology. Students often know about the new technology before an instructor and there is difficulty in getting it into a curriculum.
- Would like to see TSPC/ODE/OUS jointly explore the possibility of expanding opportunities for appropriate PTE endorsements in the certification programs offered via higher education.
- Partnerships between high schools and higher education are accomplishing some remarkable results. It would be beneficial for all if applicable statutes, rules, and policies were better aligned to create incentives for such partnerships.

CONCLUSIONS:

- Eight PTE regional coordinators responded to the survey, representing 52% of Oregon high schools, both large and small. PTE Coordinators' comments center around availability of budgets and need for continuing staff training.
- The Technology Teacher's Survey emphasized the need for better training for technology teachers, the need for required technology curriculum, and the need to have industry help teachers stay current in technology trends.