



Improving the Transition to Teacher for Career/Technical Teachers Entering through Alternatives Routes

National Career Clusters Institute
Fort Worth, Texas

First Year Teacher

- ▶ Remember when you were a first year teacher
 - What was your first impression?
 - What were your biggest surprises?
 - What were your biggest disappointments?

- ▶ Do you remember your best and worst teachers?
 - What made them your best/worst?
 - What teachers inspired you to become a teacher?
 - What support/mentors did you have as a first year teacher?

What challenges do you face in preparing nontraditionally certified career/technical teachers?

Why This Project?

Complexity of Nontraditional Entry into CTE Teaching

- ▶ Shortage of CTE teachers
- ▶ Teacher attrition
- ▶ Unique needs of beginning CTE teachers
- ▶ Diversity of certification routes
- ▶ Increasing percentage of teachers entering through nontraditional routes

Increased CTE Teacher Responsibility

- ▶ Challenges of the new mission—students college and career ready
- ▶ Role of CTE in school improvement
- ▶ Student diversity
- ▶ Intellectual rigor
- ▶ Project- and problem-based learning
- ▶ Embedded academic content

A Project of the National Research Center for Career and Technical Education

- ▶ Supported under the National Research Center for Career and Technical Education, PR/Award (No. VO51A070003) as administered by the Office of Vocational and Adult Education, U.S. Department of Education.
- ▶ Content does not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education and you should not assume endorsement by the Federal Government.

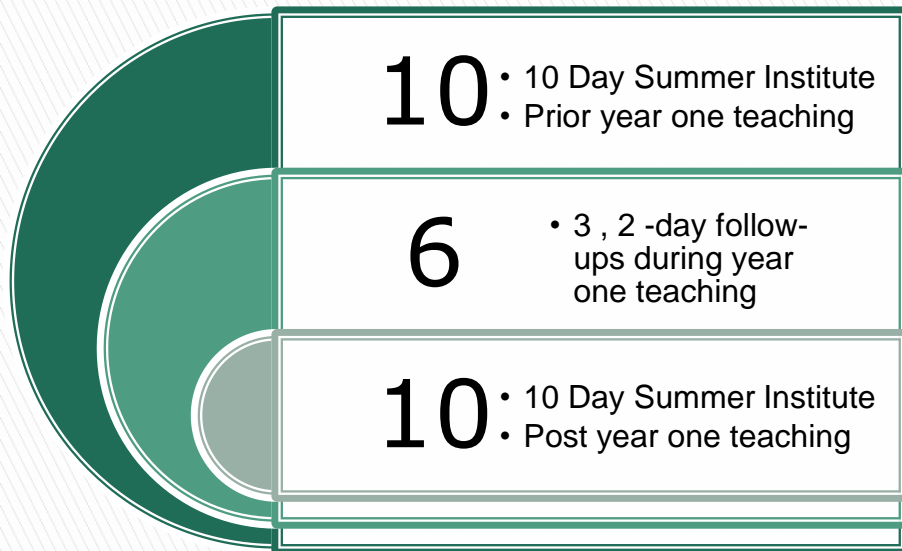
CTE Teacher Preparation Project

- ▶ Develop an induction model for new CTE teachers pursuing alternative route certification
- ▶ Increase competence, self-efficacy, and career commitment
- ▶ Prepare the intervention for experimental trials



Components of the Program

Professional Development

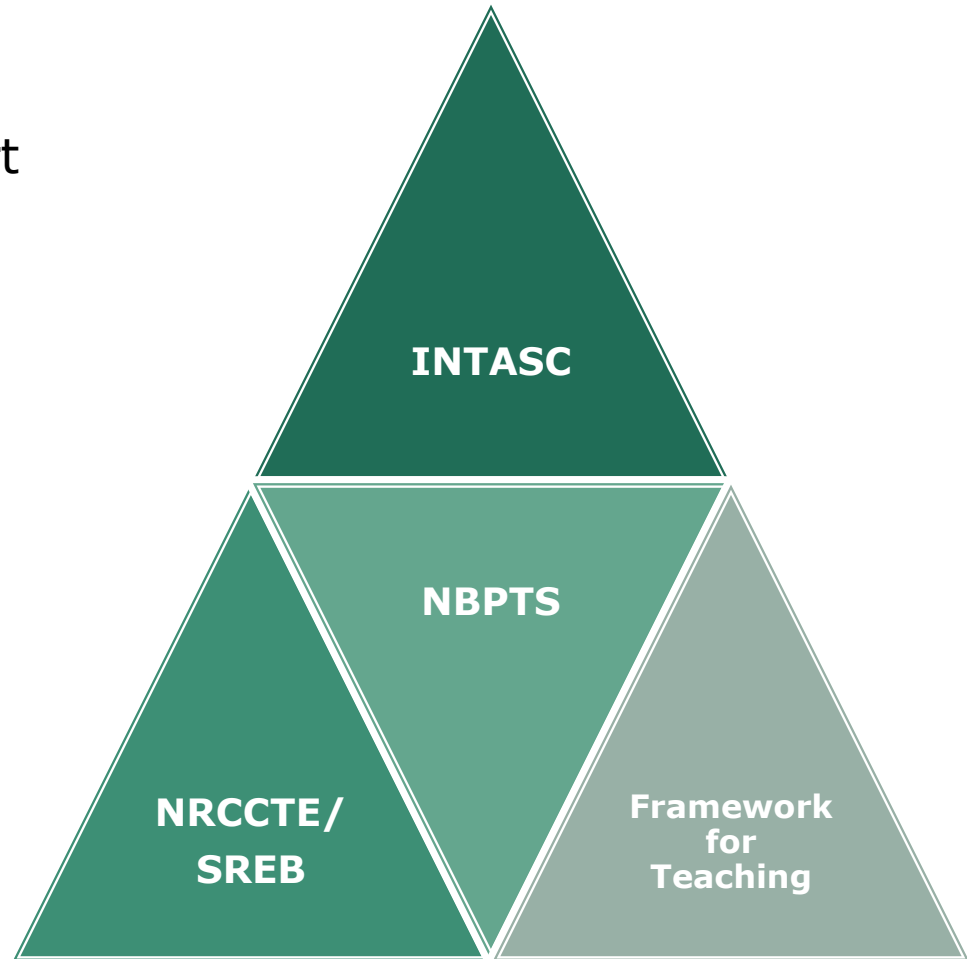


Support

- ▶ On-site coaching visits from the professional development instructor
- ▶ Mentoring from a trained, experienced teacher
- ▶ Support from the building administrator
- ▶ Electronic communities of practice

What Do CTE Teachers Need to Know and Be Able to Do?

- ▶ Interstate New Teacher Assessment and Support Consortium Model Standards for Beginning Teachers (1992)
- ▶ Framework for Teaching (Danielson, 1996)
- ▶ National Board for Professional Teaching Standards for Career/Technical Teachers (1997)
- ▶ NRCCTE research and SREB surveys



Professional Development Content

Instructional Planning:

Create short-term and long-term standards-based instructional plans based on the varying learning needs of students.

Instructional Strategies:

Use instructional strategies that actively engage students in learning and encourage the development of problem-solving, critical thinking, and teamwork skills.

Teacher Competence

Classroom Assessment:

Use formal and informal assessment strategies to evaluate student progress toward learning goals and provide feedback to improve student learning.

Classroom Management:

Create a learning environment that encourages student motivation, positive behavior, and collaborative social interaction.

Teacher Reflection: Reflect, both individually and collaboratively, on the effects of instruction and use the reflective process to continually improve instructional practice.

Professional Development Component

- ▶ Guides for Instructors and Participants
- ▶ Sequence of Delivery
- ▶ Delivery Methods

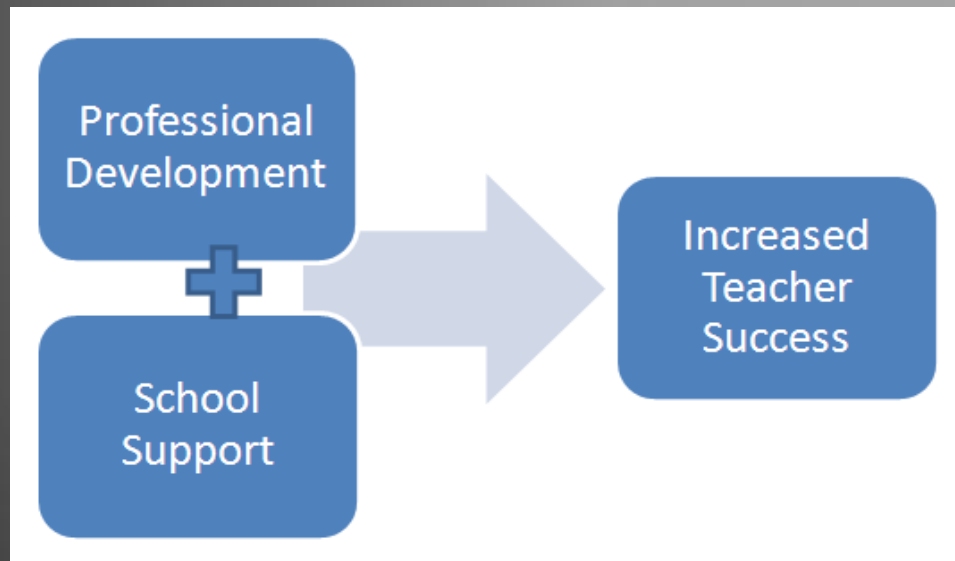


Support Elements

- ▶ Mentoring
- ▶ Coaching
- ▶ Electronic communities of practice
- ▶ Administrator and school system support

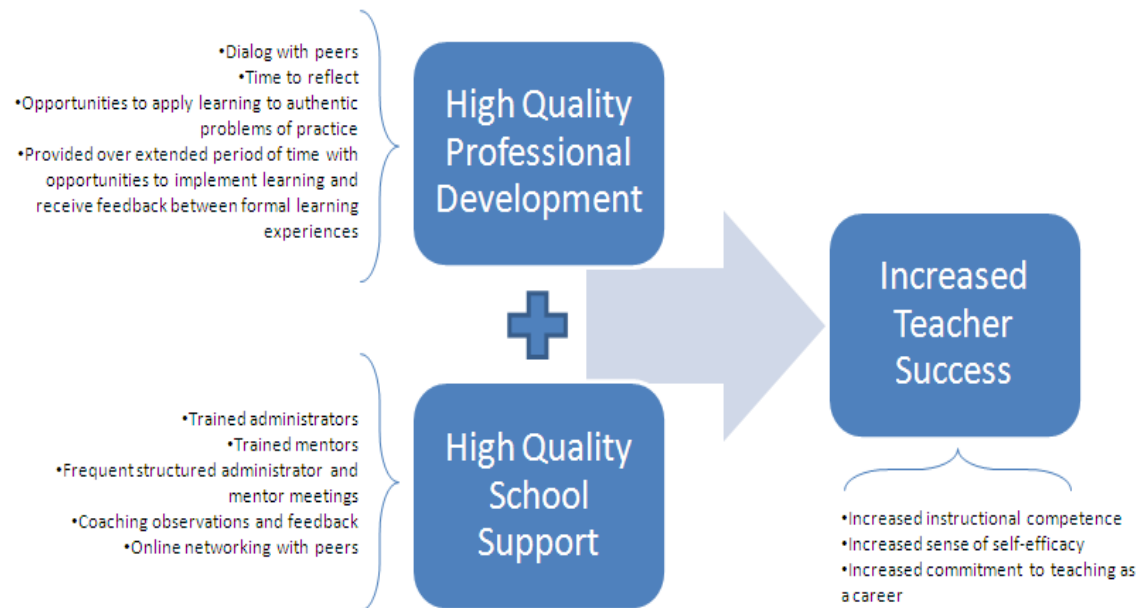


Conceptual Framework



Basic Conceptual Framework

Conceptual Framework, continued



Theory of Change

Development Process

Phase 1

- High Quality Professional Development by sections
- Teacher Success

Phase 2

- High Quality Professional Development
- High Quality School Support
- Teacher Success

Phase 3

- State-led
- High Quality Professional Development
- High Quality School Support
- Teacher Success

Timeline for OK Teacher Prep Project

- ▶ 2008-2009
 - Introduction to the project
 - Task force
- ▶ 2009-2010
 - Participated in content field study
- ▶ 2010-2011
 - SREB led full module test
 - 9 participants
- ▶ 2011-2012
 - OK led field module test
 - 9 participants
- ▶ 2012-2013
 - Regional Expansion
 - 13 participants
- ▶ 2013-14
 - Two cohorts
 - 18 month plan
 - 30 plus participants anticipated

Question

- ▶ In what ways did the lessons learned in Oklahoma resonate with your own experience?

Oklahoma Technology Center Teachers

... report an increase in:

- ▶ Challenges facing teachers
 - Student diversity
 - Embedded college and career-readiness academic content
 - Coordinating work-based learning and CTSO's within the CT curriculum
- ▶ Number of teachers entering the profession through an alternative pathway
- ▶ Complexity of alternative/provisional certification process

Oklahoma Technology Center Administrators

...report of a lack of:

- ▶ New teachers
- ▶ Preparedness of alternative and provisionally certified teachers
- ▶ Instructional effectiveness of new teachers

Oklahoma Stakeholders

- ▶ State program administrators – comprehensive schools/tech centers
- ▶ Technology center – instructional leaders
- ▶ University partners – teacher educators
- ▶ OK State Department of Education
- ▶ OK State Regents for Higher Education
- ▶ OK Commission for Teacher Preparation

OK Task Force on Teacher Certification/Preparation

► Goal

- Develop with educational partners a 21st Century approach to CTE teacher certification and preparation; which offers maximum support, guidance and benefit to Oklahoma CTE teachers.

► Objectives

- Streamline and standardize certification process and preparation programs
- Evaluate current teacher preparation programs
- Investigate leading CTE teacher preparation programs
- Explore, pilot, evaluate alternative options
- Use the findings/work of this task force to shape state policy

The ups and downs...



12 hours university credit

Stakeholder buy-in

Fast track, comprehensive
rigorous and relevant
preparation program

Change

Strong ongoing support for
beginning teacher

Teacher contracts/time
commitment

Teacher Composite

2010-2011 Cohort

- ▶ Teachers participating in the program improved their self-efficacy in instruction, classroom management, and student engagement based on pre- and post-measures—Teacher Self-Efficacy Survey.
- ▶ The majority of participating teachers were in positive (school pride, support from principal, helpful feedback from administrators) school environments—Pride Surveys.
- ▶ Teachers reported that the CTE professional development was intensive, time-consuming, helpful and applicable instructionally—focus groups, observations and interviews.
- ▶ Eighty percent of the teacher cohort (pre and post) had a commitment for remaining in the teaching profession — Pre- and Post-Exit Survey.
- ▶ Eighty percent of teacher cohort is in the teaching profession for the 2011-12 school year—interviews.

Initial Findings

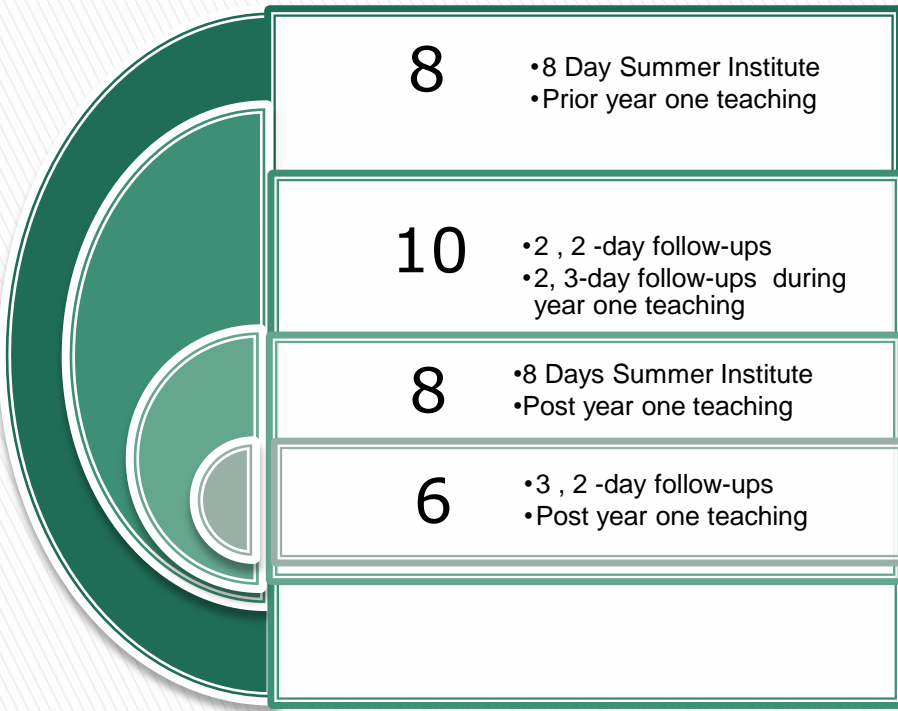
- ▶ High quality professional development makes a difference. All teacher-participants experienced a “learning struggle”.
- ▶ This is not a “fix it” program for inferior teachers. It is a preparation program for first-year career tech teachers.
- ▶ An on-site support for each teacher-participant is critical for teacher success.
- ▶ This program can work in the broader context of school reform.

Initial Findings

- ▶ It is essential that professional development program delivery is intense and accelerated (15 months vs. 5 years).
- ▶ This program better prepares career tech teachers than many alternative certification models.

Oklahoma's 18 Month Plan

Professional Development



Support

- ▶ On-site coaching visits from the professional development instructor
- ▶ Mentoring from a trained, experienced teacher
- ▶ Support from the building administrator
- ▶ Electronic communities of practice

Contact Information

Karen Skidmore, Technology Center Services Coordinator
Oklahoma Department of Career and Technology Education
karen.skidmore@okcareertech.org

Nancy Hedrick, State Services for School Improvement Director,
Southern Regional Education Board
nancy.hedrick@sreb.org