

Helen Hawley-Kelley
CCTC Staff Remarks
April 26, 2007

How current state policies and federal No Child Left Behind policies affect the CTE teacher workforce.

Response: The greatest impact on the CTE teacher workforce has most likely been the focus on college preparation (A-G) in high schools, the high school exit examination, and the reduction of program funds in the last five years for this area of education. In the 2000/01 school year, the Commission on Teacher Credentialing (CTC) granted over 3700 new credentials for CTE. In the 2005/06 school year the CTC issued less than 1500 credentials. Since credentials are requested by employers, the jobs must first be available for the credentials to be issued. In addition, the cyclic effect of fewer students entering the workforce through CTE tends to reduce the teacher workforce because these are the likeliest candidates for teaching. Since no changes have been made to these teaching credential requirements in over ten years, this is not likely to be a factor. The California Department of Education (CDE), as the state liaison for NCLB, could best answer NCLB questions.

Your commission's current effort of to update and streamline the credentialing process for CTE teachers.

Response: Because these credentials and program standards have not been revised for over ten years, in March 2007 the CTC convened a panel of CTE experts to draft changes to the credential structure and requirements and the program standards. The panel is charged to:

1. Review vocational education credential requirements to determine if they are appropriate to meet the need for teachers in today's K-12 schools. Recommend new or modified requirements where necessary.
2. Review credential types and authorizations for alignment to the adopted 2005 California Career and Technical Education Standards and the current instructional needs for K-12 vocational education teachers. Recommend changes to the current types and authorizations consistent with these.
3. Review and update vocational education teacher preparation program standards to be consistent with California statutes and current research-based best practices for teachers. Recommend updated standards and program requirements to the Commission.

The panel represents CTE administrators, teachers, professional associations, teacher educators. They will meet monthly through August 2007 to develop recommendations to the CTC for streamlining the credential and improving the preparation program standards.

Challenges that skilled professionals face in trying to become credentialed teachers and recommendations on policy changes that could reduce barriers. Innovative solutions that could draw skilled professionals to the CTE teacher workforce.

Response: One of the challenges that CTE teachers face in becoming credentialed teachers is that they enter the classroom based upon their work experience but with no preparation to teach. This results in high needs for support and supervision which are presently provided inconsistently since it is not required of the employer or the preparation program. When it is not provided the attrition rate of teachers is likely to be higher. One innovative solution would be to require a brief but intensive pre-service that would provide these teachers with the basic survival skills of teaching before they enter the classroom.

One barrier that these teachers face is the requirement for recent work experience. The present requirement is one year in the last three years of full-time work experience. This requirement may be too restrictive though undoubtedly there is a need for some level of recency. Another option would be to broaden the definition of recency to include industry certifications or licenses.

There are other challenges and solutions that the panel is discussing and studying for revision.

How the state could better align the CTE workforce and programs among the K-12 system, regional occupational centers and community colleges.

Response: This item would be better addressed by the CDE since they are authorized to align the programs. The CTC is authorized for teaching credentialing and the quality of teacher preparation.