Warm Up:

What challenges do you face in preparing alternative-route career/technical teachers?

Transition to Teaching: Supporting Beginning Teachers Entering Through Alternative Routes

ACTE
November 18, 2011
St. Louis

CTE Teacher Preparation Project

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

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- 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.

Questions for Discussion

- In what ways do the lessons learned in the development of the model resonate with my own experience?
- How could you use this model to inform improvements in your work with alternative route CTE teachers?
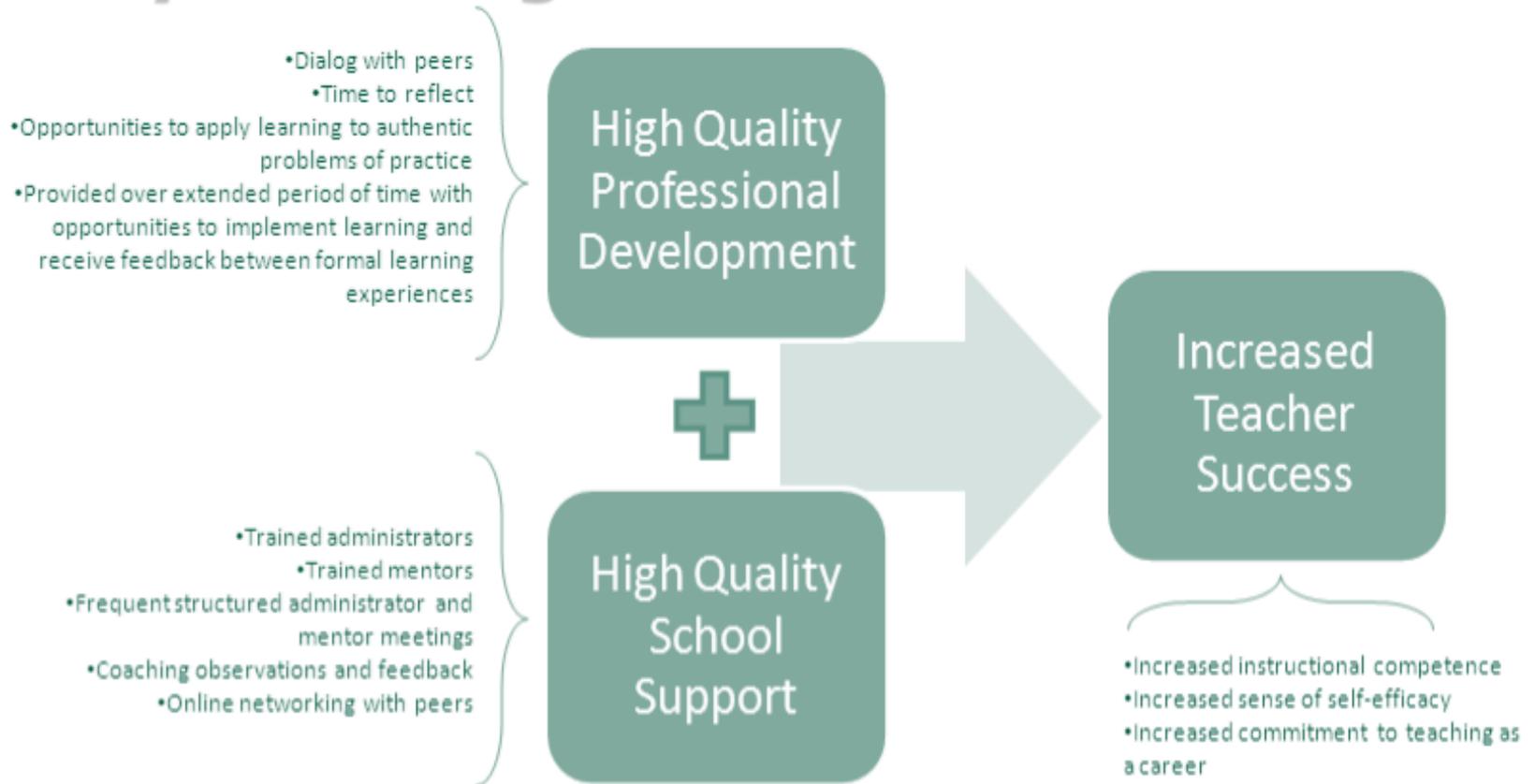- How could the model inform your work with veteran CT teachers?

CTE Teacher Preparation Project

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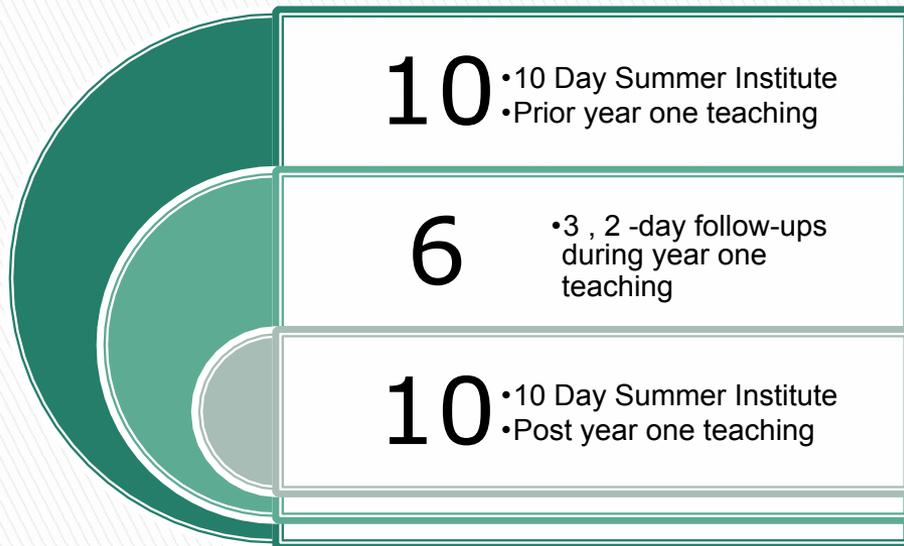- Prepare the intervention for experimental trials

NRC CTE
National Research
Center for Career and
Technical Education

SREB

Theory of Change

Dialog with peers
• Time to reflect
• Opportunities to apply learning to authentic problems of practice
• Provided over extended period of time with opportunities to implement learning and receive feedback between formal learning experiences

High Quality Professional Development

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• Trained administrators
• Trained mentors
• Frequent structured administrator and mentor meetings
• Coaching observations and feedback
• Online networking with peers

High Quality School Support

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Increased Teacher Success

• Increased instructional competence
• Increased sense of self-efficacy
• Increased commitment to teaching as a career

High-quality teacher professional development and support lead to increased teacher competency, self-efficacy, career commitment, and ultimately, improved student outcomes.

Components of the Program

Professional Development

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10	• 10 Day Summer Institute • Prior year one teaching
6	• 3 , 2 -day follow-ups during year one teaching
10	• 10 Day Summer Institute • Post year one teaching

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

INTASC

NBPTS

NRCCTE/ SREB

Framework for Teaching
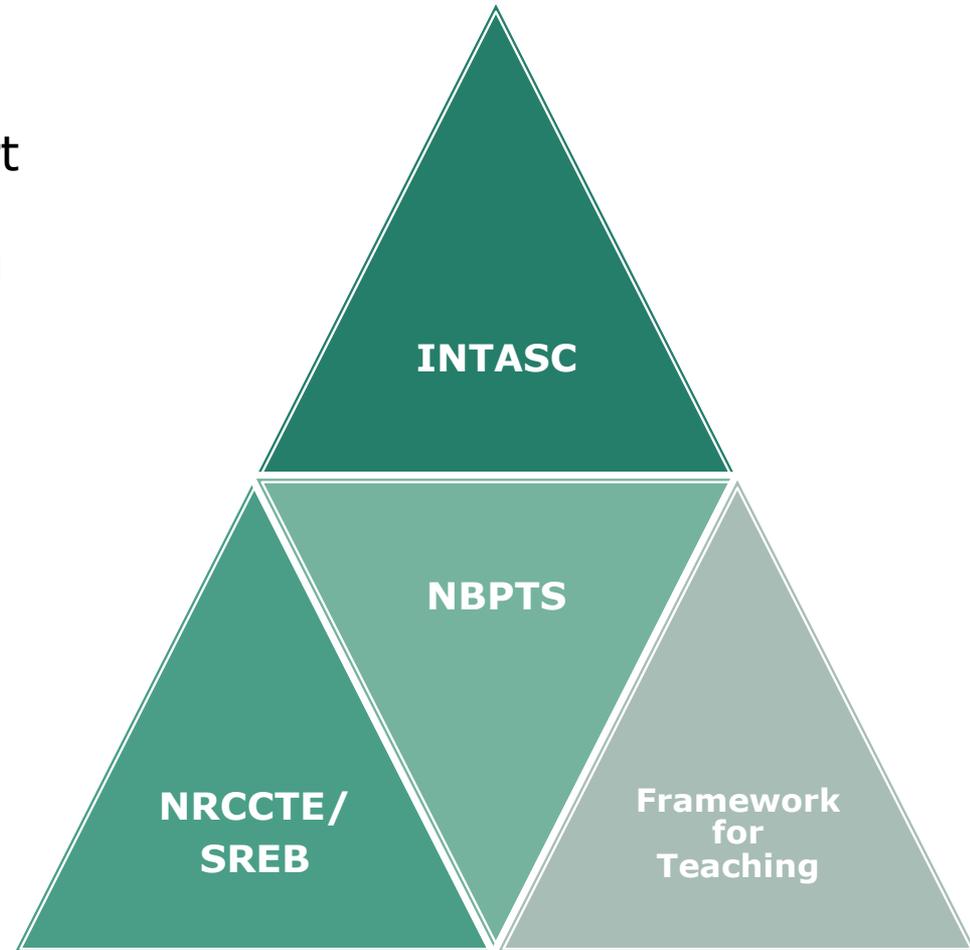
Professional Development Content

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

Iterative Development Process

Year 3: Field Test of Module Content

- Analyze Data
- Revise

Year 4: Field Test of Full Induction Model

- Analyze Data
- Revise

Year 5: State-Led Field Test of Full Induction Model

- Analyze Data
- Publish Final Documents

Findings About Professional Development

- Planning Standards-Based Instruction
- Designing Standards-Based Assessments
- Facilitating Project-Based Learning
- Using Cooperative Learning
- Embedding Literacy
- Embedding Numeracy
- Managing the Classroom

- Workshop format that models strategies
- Content-area specific examples
- Teach-backs
- Coaching during individual and small group work
- Facilitated reflection

Seven Essential Skills

Delivery Makes a Difference!

What We Have Learned

Quality of Professional Development	Quality of Support	Implementation and Delivery
• "Just-in-time," practical information is superior to traditional delivery of college course sequence. • "Learning struggle" is important and necessary. • Teachers are prepared to contribute to school improvement efforts.	• Specialized training and materials for administrators and mentors support "speaking the same language." • Sustained, structured support should be connected to professional development. • On-site mentors need to be available on a daily basis for support and advice.	• Coordination is needed among all stakeholders. • Program delivery needs to be intense and accelerated (15 mos. vs. 5 years). • The selection of first-year teachers is essential. This is not a "fix it" program. • Traditional teacher educators need to shift style of delivery and view of content organization to implement this model.

Conditions for Implementation of the Model

- Fidelity to structure of model—professional development and support
- Facilitated planning with stakeholders
- Selection and training of instructors
- Selection of participants—identify in time for 2-week workshop
- Training and commitment of local administrators and mentors
- Incentives (course credit and/or paid work time) for professional development
- Commitment to on-going evaluation of the effects of the model

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For Further Information

- heather.sass@sreb.org
- gene.bottoms@sreb.org

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