

Preparing CTE Teachers for Today's Students



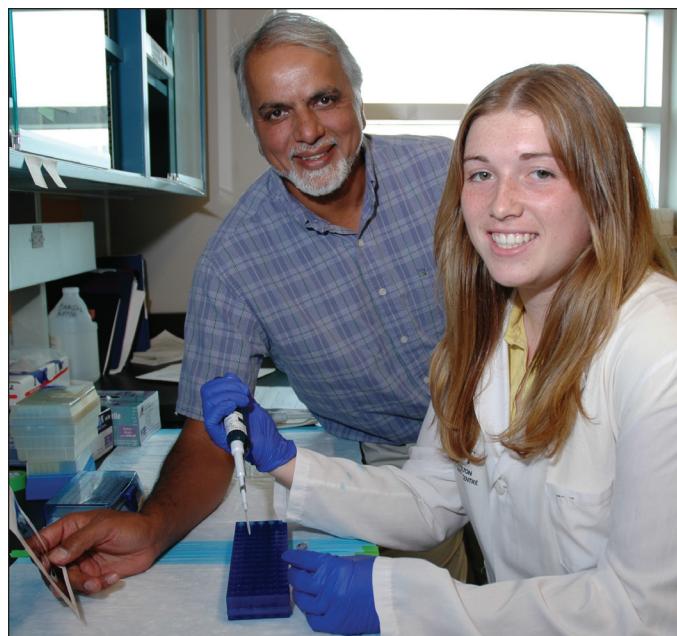
Transitioning Business and Industry Professionals
to the Classroom

From Business and Industry to the Classroom: How to Get There

Business and industry professionals can “turn on” students to school and careers. Professionals with advanced certifications, associate’s or bachelor’s degrees, and a solid work record of success in a career can make high school meaningful and relevant to students by becoming career-technical (CT) teachers.

Preparing the next generation of professionals in health care, construction, information technology, hospitality, manufacturing, banking and finance, transportation and other critical career fields requires not only academic but real-world knowledge necessary for success in a career and further study.

The Preparing CTE Teachers for Today’s Students program is designed to accelerate the transition of those with highly valued business and industry experience into the teaching profession without going through the traditional teacher preparation and certification route. At the same time, these individuals will obtain the advanced training and knowledge needed to become successful teachers.



The Southern Regional Education Board (SREB) and the National Research Center for Career and Technical Education (NRCCTE) developed a research-based induction model of professional development to assist new CT teachers to make a successful transition for preparing students for further learning and a career. **The induction model can be used by states, school districts and schools for new and existing teachers who need to calibrate their skills to the 21st-century learner.**

The Ideal Candidate

- Has a strong academic base
- Has a strong technical base and the ability to use and apply modern technology
- Understands how the modern workplace operates to solve problems
- Wants to create engaging and challenging teaching experiences to start students on a learning journey in a high-demand and high-skill field
- Demonstrates critical thinking and teamwork skills

Addressing the Needs of New CT Teachers

The program is designed to provide first- and second-year teachers the skills and knowledge to:

- Know what to do on day one, the first week and the first nine weeks of school
- Manage a classroom of diverse students
- Plan work-related, challenging assignments that will improve students’ academic, technical and problem-solving skills
- Motivate students to do assignments
- Assess student learning
- Know where to go for help
- Discover what great teachers do and how they do it

Preparing CTE Teachers for Today’s Students Program Design

The Preparing CTE Teachers for Today’s Students program consists of 200 hours of hands-on training (before, during and after the first year of teaching). It comprises:

- 10 full days of intensive instruction during the summer prior to the first year of teaching;
- three, two-day follow-up sessions each quarter of the school year that focus on the next nine weeks of instruction;
- 10 full days of structured reflection, study and planning the summer after the first year of teaching to develop a yearlong instructional plan;
- three on-site coaching visits during year one to provide focused feedback and guidance;
- mentoring from an experienced teacher to help address daily challenges;

- learning activities that consist of mini lectures, individual and team assignments, teach-backs, and facilitated discussions on critical topics;
- support and guidance from the principal or building administrator; and
- monthly webinars with new teachers and mentors that include reflections, sharing strategies that are working well, and addressing any challenging problems.

Professional Development Modules Guide Training

Five professional development modules guide the training for the induction model. Each module is designed around units of study that include specific lessons on topics.

Module 1: Instructional Planning

This module focuses on creating short-term and long-term standards-based instructional plans on the various learning supports needed by students to achieve the standards. Some specific areas of emphasis include planning instruction that reflects the CT mission, supporting both college- and career-readiness standards; set instructional goals that incorporate industry standards, high-level academics and 21st-century skills; make modifications in instructional strategies and support needed by students to meet the standards; and plan collaboratively with colleagues, advisory committees and postsecondary partners.

Module 2: Instructional Strategies

Teachers learn to use instructional strategies that actively engage students in developing problem-solving, critical thinking and teamwork skills. There is emphasis on how to design intellectually demanding assignments; use problem-based and project-based learning with real-world problems and tasks; use cooperative learning; and embed research, literacy and math skills into the completion of authentic assignments.

Module 3: Classroom Assessment

This module is designed to help beginning teachers use two types of assessments: summative and formative. Both provide important and ongoing feedback to improve student motivation and learning and measure what students learn. Teachers will develop assessment tools that provide feedback and measure student progress on technical knowledge and skills and academic knowledge — reading and comprehending technical material and writing and using the appropriate math and 21st-century skills. These tools include teacher-made exams, rubrics and scoring guides and portfolios. This module also helps teachers design ways to record assessment data and determine course grades. It provides instruction on how to design summative assessments for both academic and CT knowledge and skills.

Module 4: Classroom Management

The emphasis of this module is creating a learning environment that encourages student motivation, positive behavior and collaborative social interaction. Teachers learn how to set the stage for effective classroom management by organizing classroom and lab space. There is emphasis on creating a classroom environment that is personalized, motivating and well organized. Through these lessons, teachers plan the first weeks of school and establish classroom rules and procedures that support students' good behavior and opportunities to learn. Lastly, teachers learn how to support student success through communication with parents, the use of CT student organizations, service as a teacher mentor for students and working with an advisory committee.

Module 5: Teacher Assignments

Teachers will develop authentic assignments that will result in students using a mix of cognitive, academic and 21st-century skills and technology and software. Students who have such assignments are better prepared for work and postsecondary study.

Three Options States, Districts or Schools May Consider

- Option 1: SREB and the NRCCTE provide all of the professional development, training sessions, and classroom observations and conduct webinars.
- Option 2: SREB and the NRCCTE support a state education agency or local education agency in implementing the Preparing CTE Teachers for Today's Students program (train the trainer).
- Option 3: SREB and the NRCCTE provide professional development for veteran teachers designed around their needs.

What Teachers and Administrators are Saying

- “The class program is effective because it’s total submersion into the material. I’m glad I had the privilege to be part of this training program.”
- “Until this training, I felt like I was cooking in someone else’s kitchen, but now I don’t because I have my own recipe book.”
- “Having my lesson plans written out has helped me jump-start my year.”
- “They come to school already possessing a network of support from others in the state.”
- “The program has helped our new teacher better understand the level of commitment it takes to be a good teacher.”

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