

VERMONT TECH

TESTIMONY PROVIDED TO: House Education Committee
FROM: Maureen Hebert, Associate Dean - Vermont Technical College
TOPIC: S.257, Draft 8.1 Section 11 re CTE teacher licensure
DATE: April 12, 2018

Quote from a current CTTEP student:

“As I progressed through this program, I found myself feeling frustrated that it seemed some of the course work was not directly or immediately helpful to my learners, who are the most important element of teaching. But upon reflection, it occurs to me that my understanding of learners and learning is critical to my long term growth as a teacher. When all the aspects are pulled together I realize how important it is for me to have the background knowledge of how learners grow and develop, differences in learning styles and backgrounds, and how environments affect learning.”

We are very concerned about the language related to licensing Tech Educators in the S.257-page 9. Technical educators must be as qualified as every other teacher in the State of Vermont. If we make an exception, technical education will be discredited and debased. Parents, guidance counselors and administrators in high schools will be even less convinced that technical education is credible and valuable as will post secondary institutions. The process of teacher licensure is challenging, but essential. Teaching is a profession that needs to be learned, just like any skill-based profession. Our students deserve nothing less.

It is certainly surprising that this initiative is being considered, as we regularly hear about Tech Centers are trying to strengthen the perception of quality in an effort to recruit more students. This certainly would defeat that purpose and potentially hurt student outcomes in the long term.

In the Career and Technical Teach Education program, many of our new teacher-candidates have no education courses in their background. They are in the classroom and yet have had no instruction in:

- How to recognize different learning styles,
- How to develop lesson plans,
- How to adapt technology to their pedagogical approach,
- How to identify students with special needs and design appropriate accommodations,
- How to develop assessment strategies including exams, quizzes and holistic assessment of student performance,
- How to design learning environments to meet diverse learning styles and why,
- How to synthesize for learners the value of theory and application.

We cannot believe the objective of eliminating the licensure requirement, which would result in teacher-candidates, and thus teachers, with no grounding in standardized education theory or demonstration of that competency to be the goal. Other professions, like nursing, plumbers, electricians, and engineering students must go through approved education programs, which requires a final assessment/exam, which indicates competency for licensure. It would therefore seem counterintuitive that CTE teachers, who work with our states greatest asset and future workforce, our children, would be held to a lesser standard than other teachers or other professions. This change could not only affect student success, it could over time, impact CTE’s recruitment efforts, as quality will drop. A teacher placed in a classroom without the skills and tools they need will not be beneficial to the students they serve.

Additionally, these teachers are often overseeing programs that provide industry recognized credentials where their students are being tested for competency. These students, after the designated training, must pass in order to receive said credential. This lack of quality control at the CTE level could potentially impact industry partnerships and collaborations and economic development in our state. What does this say to kids that their teachers do not need competency testing, yet they need to take standardized, high-stake tests throughout their academic career?

As we would all want the nurse caring for us to have a license and have shown the skills and ability to receive that license through NCLEX examination, I would expect the teacher working with my child to have demonstrated competency and experience through a licensure process. An assessment is one way to show proficiency –it is only one piece. Praxis is one tool and is required for teacher licensure nationally, but alternatives can and should be examined. All states require some form of assessment exam – it is a baseline determination of quality, ability and competency.

As a parent, I would want the teacher working with my child to have demonstrated the ability to teach, as well as, technical skills in their respective subject matter. As an employer, I would also want the same. What is this saying to our CTE students that their teacher does not need a license to teach like the high school teacher down the road?

From the AOE website

The CTE staff at the Agency provide technical assistance and support for program improvement, new program design, state and federal grant compliance and high school transformation initiatives related to CTE. The CTE team works with secondary schools and regional career centers to develop rigorous and relevant programs that help learners identify and pursue their career and life goals. Secondary, postsecondary and adult technical education courses are provided through regional career centers, comprehensive high schools and colleges. The state is required by 16 V.S.A. § 1531 to oversee career technical education, to ensure that academic education is included in programs of study, to make it accessible to adult and high school students and to coordinate activities and programs with workforce development efforts. The agency meets these responsibilities and supports continuous improvement in career technical education by:

1. Establishing high learning standards that incorporate academic and occupational competencies with 21st century skill standards;
2. Developing student assessments that validate student learning to provide smooth transitions to careers and college;
3. Supporting the upgrade of programs to provide students with skills leading to high skill, high wage and high demand careers;
4. Providing professional development for faculty to stay current with new approaches to instructional strategies, technological developments in business and industry; and
5. Developing collaborative relationships between educators, business/industry stakeholders, students and community members.

Questions:

How has the proposed NEASC alternative been scrutinized for comparability, equity, rigor, and appropriateness? - We have observed that many tech centers are not using NEASC and moving to SREB.

How will the proposed changes ensure Industry and postsecondary partners of consistency and “parity” in educational opportunities available in the CTE pathway?

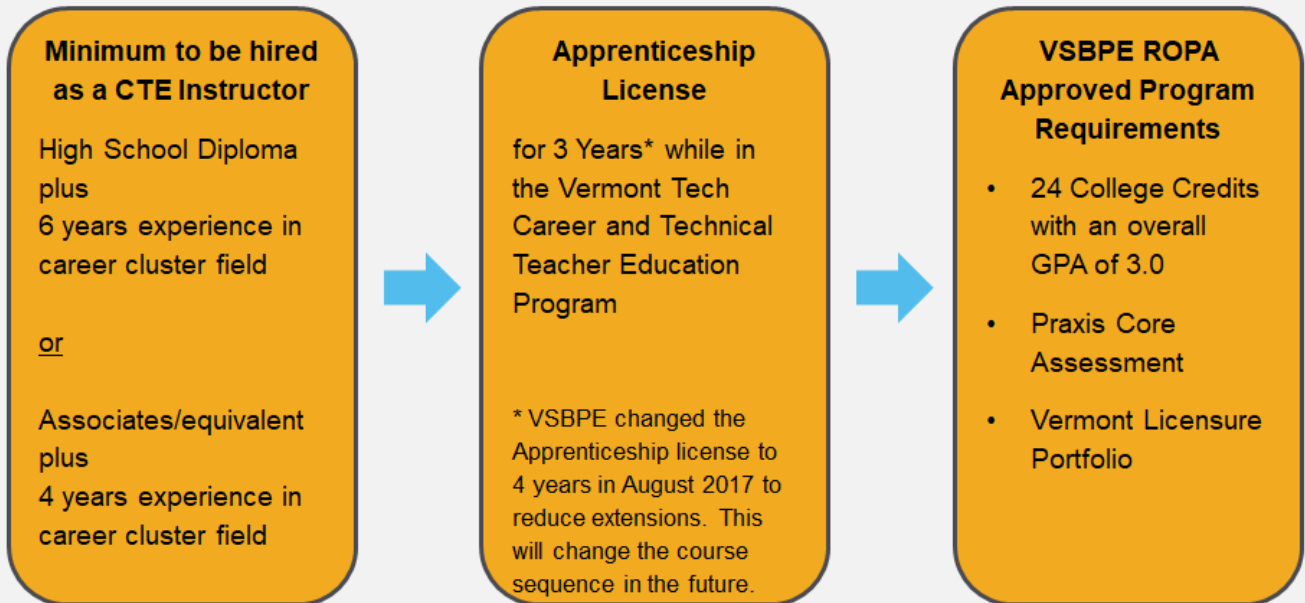
How will the proposed changes ensure uniform statewide teacher quality standards? Could the Vermont Standards Board for Professional Educators look alternatives and report back to the legislature?

What alternative testing mechanism might be available other than PRAXIS if that is a concern?

How will the proposed changes impact a family’s decision to enroll their child in a CTE center?

How will the proposed changes help fulfill Vermont’s CTE mission ensuring students gain the skills, technical knowledge academic foundation and real world experience they need to prepare for high skill, high demand, high wage careers?

Pathway from industry professional to CTE Teacher



vtc.edu/cewd

VERMONT TECH
CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

- 55 teachers have completed the program and obtained a Level 1 license with a CTE Endorsement
- 51 teacher-candidates are currently active in the program
- 41 other CTE teachers and administrators have taken courses for licensure or re-licensure credit.

Career & Technical Teacher Education Program

	SUMMER	FALL	SPRING
Year 1	<p>EDU 2051 Teaching Methods I (3 credits) EDU 5515 Teaching Methods IA</p>	<p>EDU 2052 Teaching Methods I continued (3 credits) EDU 5515 Teaching Methods IB</p>	<p>EDU 2061 Teaching Methods II (3 credits) EDU 5515 Teaching Methods 2A</p>
Year 2	<p>EDU 2062 Teaching Methods II continued (3 credits) EDU 5515 Teaching Methods 2B</p>	<p>EDU 2135 Instruction for Students with Special Needs (3 credits) EDU 5515 Understanding Learning Differences in Technical Education</p>	<p>PSY 2110 Educational Psychology (3 credits) EDU 6540 Advanced Studies in Learning Theory</p> <p>EDU 2802 Education Externship (1 credit)</p>
Year 3		<p>EDU 2200 Assessment in the CTE Classroom (1 credit) EDU 5515 Assessment in the CTE Classroom</p>	<p>EDU 2115 Issues and Trends in Technical Education (3 credits) EDU 5515 Career and Technical Education Law and Policy: Issues of Diversity, Climate, and Equity</p>
Year 4		<p>EDU 2650 Capstone: Portfolio (1 credit)</p>	