

# A Snapshot of States' Teacher Education and Training Programs

BY JASON KIKER AND N. SUSAN EMEAGWALI

States are doing much to bolster teacher education, training and professional development in recognition that challenges exist in the sustenance of a pipeline of qualified educators in all areas, including career and technical education (CTE). A recent brief, “Teacher Shortage Undermines CTE,” by the National Association of State Directors of Career Technical Education Consortium noted that the key factors contributing to the teacher shortage in CTE are an increase in demand for more classes; the elimination of teacher education programs; and the growing number of retirements.

The demand for CTE classes has been on the upswing, according to figures from the Office of Vocational and Adult Education, with more than 15 million students enrolled in CTE courses at the high school and postsecondary levels during the 2006-2007 program year—an increase of almost 6 million students in just seven years.

While the demand for CTE courses has been on the increase, there are fewer teachers to teach them. One contributing factor is the reduction of teacher preparation programs. The National Research Center for Career and Technical Education reported that from 1990 to 2000, the number of CTE teacher education programs fell from 432 to 385 programs, a decrease of 11 percent.

Also adding to the teacher shortage is the growing number of teacher retirements. In 2009, the National Commission on Teaching and America's Future estimated that “during the next four years we could lose a third of our most

accomplished educators to retirement.”

As states work to address these shortages, they are employing a number of strategies to attract and keep educators in the classroom. The following snapshots are a sampling of what some states are doing to improve and enhance teacher education and training. The information is taken from the state profiles developed by the Association for Career and Technical Education.

State profiles have been thoroughly researched and contain information on a range of issues, including state administration, CTE initiatives and related policies, and local program examples. This information was gained from interviews with state leaders, states' Perkins IV implementation plans, and various federal, state and local agency Web sites. State CTE leaders have reviewed the information to ensure accuracy and the most recent information.

## Teacher Education, Training and Professional Development

### Idaho

The state has several professional development activities for professional-technical education (PTE) teachers and administrators. The Leadership Institute prepares the next generation of district and state PTE leaders. It is designed to produce forward-thinking and change-oriented leaders through a 27-month program of study and consists of four basic components: 13 seminars on Idaho and national PTE policies, processes and leadership; the development of an administrative professional development plan; attainment of an Idaho PTE ad-

ministrator's certificate; and an optional third year of administrative mentoring/internship.

### Kentucky

The Kentucky Teacher Internship Program (KTIP) provides an intensive, yearlong internship for all beginning teachers seeking a teaching certificate. The internship is served under the guidance and tutelage of a beginning teacher committee, whose members are experienced educators who have completed specialized training in KTIP. Their KTIP training emphasizes increased academic knowledge and understanding of areas of instruction, along with an assessment on the performance of the beginning teacher. The specialized training for the educators serving on the teacher committees is done through contractual agreements with teacher training institutions (which are mostly postsecondary institution supported).

### Missouri

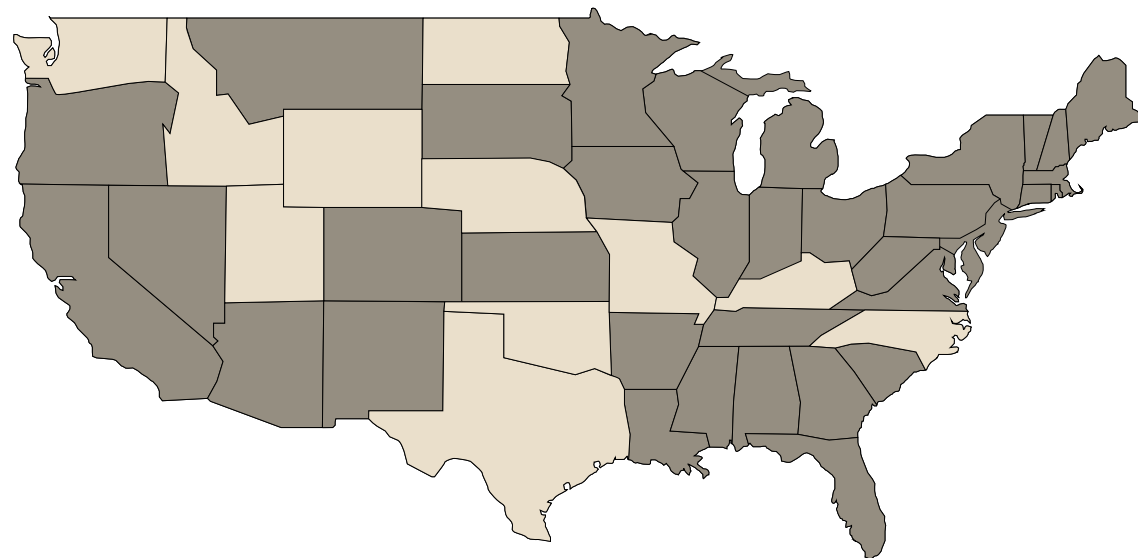
In 2003, Missouri created the Career Education Statewide Mentoring Program for New and Returning Teachers and Counselors to help retain quality CTE teachers. Each new CTE teacher is matched with a mentor who is in the same content area and who teaches the same courses. This program is based on national and state mentoring standards and helps new CTE teachers meet the certification requirement of being in a two-year mentor program.

The New Teacher Institute (NTI) is a cooperative venture between the Missouri Center for Career Education, the Univer-

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Figure 1: States in tan are highlighted in this article.



sity of Central Missouri, and the Missouri Department of Elementary and Secondary Education. The NTI is designed to help new CTE teachers without bachelor's degrees in teacher education gain a foundation of teaching and instructional management skills. The NTI is taught for college credit and is one of the six classes that must be passed to earn a Missouri secondary CTE teaching certificate. For a postsecondary CTE teaching certificate, the NTI and four other courses must be successfully completed.

## Nebraska

Transition to Teaching (TTT) is a federally funded program through a five-year \$2.4 million grant. The TTT program has created a new process and Transitional Teaching Certificate for mid-career professionals and recent college graduates with baccalaureate degrees who wish to become teachers and work in high-need local educational agencies. The TTT program is housed at the University of Nebraska-Kearney.

## North Dakota

Transition to Teaching is a one-year alternative teacher preparation program for new non-traditional teachers—persons who have non-teaching baccalaureate degrees in teaching-shortage areas or those

who are entering teaching from industry or the military with specific technical skills. The program is designed to “jump-start” the individual's transition into the secondary classroom. Persons enrolled in Transition to Teaching will be mentored for a full year and will participate in face-to-face seminars and online courses. At the end of the year, successful participants will earn credit for student teaching. Following the Transition to Teaching year, participants will take additional courses specified by their university to meet the requirements for full licensure.

## Oklahoma

The Oklahoma Department of Career and Technology Education (ODCTE) has created a teacher induction program in partnership with two teacher-education institutions. Teacher retention has improved dramatically at the technology centers participating in the initiatives. In the future, ODCTE plans to redirect some Perkins funds to provide induction activities for new CTE teachers at additional comprehensive high schools.

## South Carolina

DIRECT (Developing Instructional Readiness for Educators of Career and Technology) Institutes—a new teacher training program for CATE (career and

technology education) teachers—are planned, organized and implemented by the Office of Career and Technology Education (OCTE). The OCTE regularly provides professional development through monthly workshops delivered via the South Carolina Educational Television Network's Office of Instructional Technology. South Carolina annually offers an institute for new and prospective CATE administrators to teach them the skills new administrators will need in order to successfully administer relevant CATE programs.

## Texas

Since 2007, a statewide CTE Recruitment and Retention Conference has been conducted each year in the fall in an effort to support the recruitment and retention of CTE teachers, faculty, career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. This conference is designed for first- and second-year CTE educators and includes seminars on transitioning to teaching from business and industry.

## Utah

The New Teacher Academy is a professional development program that provides continuing education opportunities and

support for provisionally certified CTE teachers. The program aids in retention and professional development by teaching essential teaching skills to individuals with content expertise but limited pedagogical knowledge. Further, the program supports new CTE teachers by reducing stress, promoting the sharing of resources, and helping to form a common bond of expectations, acceptance and understanding among the population of teachers. All new teachers are required to participate in the Entry Years Enhancement (EYE) program. This is a structured support and enhancement program for beginning teachers. EYE provides the novice teachers with school, district and state support for a three-year period. The goal of EYE is to encourage beginning teachers to develop effective teaching skills and strategies as described in the Utah Professional Teacher Standards.

## Washington

The Washington Center for Teaching Careers (WATeach) was established by the Office of Superintendent of Public Instruction (OSPI) to recruit qualified individuals to the teaching profession in order to alleviate the shortage of credentialed teachers in Washington. WATeach is a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. WATeach offers a variety of informational and adviser-assisted services to prospective teachers.

## Wyoming

The Wyoming Department of Education will develop new procedures to update both secondary and postsecondary teacher skills through demonstration and sharing of best practices, appropriate professional development, apprenticeships for teach-

ers, internships and advisory committees. Much of the training for these new procedures will be delivered during conferences such as the annual CTE conference and the semi-annual School Improvement Conference. **I**

To access the state profiles, visit [www.acteonline.org/profiles.aspx](http://www.acteonline.org/profiles.aspx).

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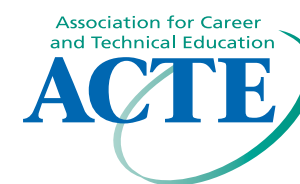


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- Julia Ray, Dare County Alternative School, Southern Shores, NC

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