Pursuit of Equity: Teacher Preparation for the Inclusion of Students With Disabilities in Career and Technical Education

October 25, 2018
Work-Based Learning Webinar Series

- Pursuit of Equity: Leveraging Career and Technical Education for Students With Disabilities (May 10, 2018)
- Pursuit of Equity: Aligning Transition Planning From the State, District, and School Levels (June 28, 2018)
- Pursuit of Equity: Maximizing Postsecondary Outcomes for Students With Disabilities Through Systems Alignment (July 19, 2018)
- Pursuit of Equity: Teacher Preparation for Inclusion of Students With Disabilities (October 2018)
What Is the CCRS Center?

Who? State education agencies (SEAs) and local education agencies (LEAs)

What? Build SEA and LEA capacity to implement college and career readiness (CCR) policies

How? Provide technical assistance, including targeted and intensive support

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Welcome and Introduction

Students With Disabilities, Teacher Pipelines, and Postsecondary Readiness: Why Does This Matter?

Panel Discussion: Perspectives From the Field
• Washington State
• Georgia
• Minnesota

Participant Question and Answers

Overall Reflections, Themes, and Recommendations

Additional Question and Answers

Wrap-Up
Today’s Presenters

- **Tessie Bailey, PhD**, Principal Technical Assistance Consultant, American Institutes for Research (AIR), Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, National Center for Systemic Improvement (NCSI)
- **Roddy Theobald, PhD**, Senior Researcher, AIR, National Center for Analysis of Longitudinal Data in Education Research (CALDER)
- **Kimberlee Bartel, PhD**, Professor, Central Washington University, College of Education and Professional Studies
- **Scott Chafin**, Program Manager, CTAE, Georgia Department of Education
- **Paula Poulicek**, Special Populations Program Specialist, CTAE, Georgia Department of Education
- **Troy Haugen**, CTE Coordinator, Lakes Country Service Cooperative, Minnesota Department of Education
- **Lynn Holdheide**, Managing TA Consultant, AIR, Center for Great Teachers and Leaders, AIR, Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center
- **Moderator: GeMar Neloms**, Senior Technical Assistance Consultant, AIR, CCRS Center
Students With Disabilities (SWDs), Teacher Pipelines, and Postsecondary Readiness: Why Does This Matter?

October 25, 2018
Why CTE for SWDs?

- Increased postsecondary education engagement, even when taking remedial academic (ES = .47 to .53)
- 2.6 percentage point lower dropout rate
- Increased attendance
- 20% more likely to be employed after graduation
- Supports high-quality individualized education program transition plan development
- Increased community participation

Reported Challenges to CTE for SWDs

- CTE programs do not provide needed supports.
- **CTE teacher training is inadequate.**
- There is a lack of collaboration within and across state and local education agencies.

*Source: NCSER & NCER, 2017.*
CTE Teacher Labor Market

- Temporary or emergency teaching licenses are a common solution to this problem in CTE (Bonsu et al., 2013).
  - For example, in Washington State, over half of all teachers teaching CTE courses in the state are teaching with a conditional or probationary certification.
  - For comparison, less than 1% of all teachers in “core academic classes” have a temporary certification.
- Among teachers with traditional teaching credentials, CTE teachers often have different potential pathways to licensure (Zirkle et al., 2007).
  - In Washington, CTE teachers are not required to have a bachelor’s degree; instead, they can receive a teaching credential through the state’s “Business & Industry route” on the basis of prior employment.
Teachers are the most important schooling factor influencing student outcomes (e.g., Rivkin et al., 2005).

High-quality teachers disproportionately impact some outcomes (e.g., 2-year college attendance) for SWDs (Theobald et al., 2018).

Anecdotal evidence suggests lack of formal training for some CTE teachers could also disproportionately impact SWDs.

- Harvey (2000): CTE teachers feel less confident and effective in teaching SWD relative to the perceptions of their administrators.
- Haber and Sutherland (2008): “Newly hired secondary CTE instructors are often surprised by the rate at which students with disabilities enroll in their classroom (p. 4).”
Today’s Panelists

Kimberlee Bartel, PhD
Washington

Paula Poulieck, Scott Chafin
Georgia

Troy Haugen
Minnesota

Lynn Holdheide
AIR
Central Washington University (CWU) CTE Certification Pathways
Kim Bartel, PhD
**CWU CTE Certification: Traditional Route (Plan 1)**

- University based
- Traditional undergraduate studies that lead to a bachelor’s degree
- Course work (66–68 credits)
  - CTE subject matter
    - Business, marketing, information technology
    - Family and consumer sciences
    - Technology Education
    - CTE pedagogy and curriculum development
  - Professional education program (50 credits)
    - General pedagogy – Methods, curriculum development, classroom management, multicultural education
    - Field experience – Classroom observations and student teaching
- Related work experience: 2,000 Hours
- Certified to teach all CTE related courses
**CWU CTE Certification: Business & Industry Route (Plan 2 Alternative)**

- CTE program based
- One- or two-year program that leads to CTE certification
  - Certificate based, not degree granting
  - Classes meet one Saturday per month during academic year along with practicum requirements
- Year 1
  - For noncertified candidates coming from business and industry
  - Bachelor’s degree is not required
  - Year 1 program covers basic pedagogy: methods, classroom management, etc.
- Year 2
  - CTE focused coursework: Leadership, school-to-work, CTE regulations
  - Completed by Year 1 candidates AND previously certified non-CTE teachers
- Summer Intensive
  - Five days, face-to-face, 8 am to 5 pm
  - Four weeks online
- Related work experience: 6,000 hours
- Certified to teach only CTE courses specific to work experience (V-Code)
Preparation to Serve SWDs

• Traditional university route
  • Required Courses
    • Students With Exceptionalities
    • Educating Linguistically Diverse Students
    • CTE School to Work, 1 Unit: Students from Special Populations
  • EdTPA (Stanford, Teacher Performance Assessment)
    • Artifacts and teaching demonstrations required for successful student teaching
    • PLANNING RUBRIC 2: Planning to Support Varied Student Learning Needs
    • PLANNING RUBRIC 4: Identifying and Supporting Language Demands

• Business and Industry Route
  • School Law and Issues Related to Abuse
  • History & Philosophy of CTE: Includes Students from Special Populations
Georgia CTAE: Program Description and Focus Overview

CTAE courses prepare Georgia’s students for their next step after high school—university, technical college, entering the workforce, registered apprenticeships, or military service. Georgia CTAE pathway course offerings, and the new Educating Georgia’s Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the workforce. CTAE offers students more than 130 career pathways within the 17 Georgia Career Clusters.

CTAE Focus Areas

- CTAE teacher certification guidance and resources
- Curriculum direction and resources for CTAE teachers
- CTAE teacher professional learning and support opportunities and resources
- CTAE teacher externships with stipends
- Career and Technical Student Organizations (CTSO) coordinator and funding for CTSO operations
- Extended-day funding opportunities for CTAE teachers
- Funding for You Science career interest/aptitude assessments
- Technical skill attainment credentialing opportunities
- CTAE program area devoted to special populations—special education and at risk
- Strong collaboration among CTAE, special education, and Georgia Vocational Rehabilitation Agency to support students with special needs
- Strong focus on special populations in Office for Civil Rights reviews
In Georgia

Lack of CTAE Teacher Preparation Impacts
- Teacher recruitment
- Teacher retention
- Graduation rate
- Student overall knowledge and preparedness for postsecondary education/career
- Perception of CTAE
- Inclusion and success rates of special populations

Traditional and nontraditional routes to CTAE teacher certification
- GA TAPP (requires a course in teaching students with special needs)
- New Teacher Institutes at University of Georgia, Georgia State University, and Valdosta State University (all require a course in teaching students with special needs)
- CTAE Charter Waiver Equivalent

Supports for new CTAE teachers
- CTAE New Teacher Conference—includes sessions on differentiation and teaching special populations
- CTAE Resource Network—professional development workshops
- GACTE—professional learning summer conference
- LEAD CTAE
- CTI/CCAE training and internship for working with special populations in CTAE classes/labs
Career and Technical Instruction

Program Overview

• A specialized intervention service designed to support high school students with disabilities enrolled in CTAE classes with the primary goals of providing learning supports in the CTAE environment, instruction, and opportunities that result in attainment of
  • entry level job skills,
  • self-advocacy skills, and
  • transition skills.

• Program provides collaboration and support to CTAE teachers for most effective instruction of CTI students in CTAE classes.

• Georgia is the only state that designates a CTSO specifically for students with disabilities to support transition into the CTSO associated with their career pathway.

• Georgia CTI provides multiple conferences, leadership, and competition activities throughout the year for CTI students.

• All CTI CTSO activities are intentionally designed to provide opportunities for students with disabilities to learn and practice a variety of employability skills, career pathway skills, leadership, and self-advocacy skills.

CTI Coordinator Preparation and Training

• CTI coordinators all hold valid certification in special education.

• Complete 100 hours of specialized training and a yearlong internship.
Minnesota Lakes Country Service Cooperative
Troy Haugen, CTE Coordinator
Minnesota

West Central MN CTE Teachers anticipated years to retirement.

Percentage of Students of Color (SOC) versus Percentage of Teachers of Color (TOC) in west central MN by school year. Source: Minnesota Department of Education’s 2017 Report of Teacher Supply & Demand in Minnesota’s Public Schools.

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<th># of Initial Licenses Issued</th>
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Minnesota

• Revision of Minnesota Statute 122A.2451 in 2017 took effect on July 1, 2018.

• Allows for school district, chartered schools, or education-related nonprofits to offer teacher preparation.

• Lakes Country Service Cooperative became the first alternative teacher preparation unit under statute.

• LCSC seeking approval for CTE licenses:
  • Work-based learning, CTE Core, Construction Careers, Manufacturing Careers, Transportation Careers & Medical Careers
Minnesota

• Micro-credentials
  • Competency based: Requires evidence of application related to a discrete skill
  • On-demand: Educators can complete on their own time.
  • Personalized: Choice
  • Shareable: Signals their competence to a larger audience
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Overall Reflections, Themes, and Recommendations

Lynn Holdheide, AIR
Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center
Center on Great Teachers and Leaders (GTL Center)
Additional Question and Answers
Data on secondary and postsecondary education participation and employment outcomes

CCR strategies to support postsecondary education and career opportunities

Provisions under ESSA and IDEA that support CCR

Examples of effective practices

Guidance for state leaders
Links to Resources

- CCRS Center, [www.ccrscenter.org](http://www.ccrscenter.org)
- CEEDAR Center, [http://ceedar.education.ufl.edu/](http://ceedar.education.ufl.edu/)
- GTL Center, [https://www.gtlcenter.org/](https://www.gtlcenter.org/)
Links to Resources

- Evidence-Based Transition Planning and Services Course Enhancement Module, [http://ceedar.education.ufl.edu/cems/transition/](http://ceedar.education.ufl.edu/cems/transition/)
- Professional Qualifications and ESSA In-Field Reports, [http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx](http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx)
Wrap-Up
References

Adams. D. (2016). *The CTE achievement gap: CTE students are 15.5% more likely to graduate high school*. Portland: Oregon Department of Education.


References


References


