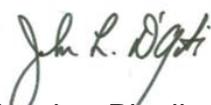




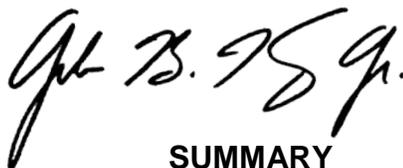
To: P-12 Education Committee
Adult Career and Continuing Education Services Committee
Higher Education Committee

From: Ken Slentz 
Kevin G. Smith 
John L. D'Agati 

Subject: Career and Technical Education Teacher Pipeline

Date: November 13, 2013

Authorization(s):


SUMMARY

Issue for Discussion

Does the Board wish to expand options for individuals seeking secondary Career and Technical Education (CTE) or special subject Arts areas certification?

Reason(s) for Consideration

For Information

Proposed Handling

This issue will come before the P-12 Education, Adult Career and Continuing Education Services, and Higher Education Committees for discussion at the November 2013 meeting.

Procedural History

To ensure alignment with other policy actions and priorities, the Board of Regents will periodically review certification regulations to determine whether adjustments or enhancements need to be made. Given the priority that the Board has placed on Career and Technical Education, a review is timely.

Current Opportunities and Initiatives Supporting Career and Technical Education

Higher Education (OHE) Office of Teaching Initiatives

Currently there is a pathway to certification in the trade CTE fields which is a Transitional A certificate. This certificate allows a person who has worked in industry to be allowed to work in a NYS non-public school, public school or BOCES as a CTE teacher for three years while completing the requirements for an Initial certificate in that area.

The requirements for the Transitional A in a trade subject is either an associate's degree and two years of satisfactory experience in the CTE field or a high school diploma, four years of satisfactory experience in the CTE field, and passing the communication and quantitative skills examination. Both options require the person to have a commitment and support from an employer for the three years, complete the required workshops, and fingerprint clearance.

There are currently 56 different CTE titles within 16 different clusters such as Construction Industry and Building Maintenance Operations, Health Occupations, Vehicle Maintenance & Repair Occupations, and Performing Arts which includes Modern Dance, Classical Ballet, Drama and Dance Music.

Since the 1980's, the NYCBOE Substitute Vocational Assistance (SVA) program (now called Success Via Apprenticeship) has provided a ready source of CTE teachers to NYC schools by identifying and recruiting promising CTE students upon high school graduation for a five year apprenticeship that includes serving as teaching assistants through work and tuition assistance enabling them to become certified CTE teachers.

For the all grade regular certificate in special subjects, Visual Arts, Theatre, Music and Dance, the teacher must have either completed a NYS approved teacher education program or have a bachelor's degree with at least a minimum GPA of 2.5, 30 semester hours in Liberal Arts and Sciences with certain competencies, 30 semester hours in the content area, 18 semester hours of pedagogy, 40 days of student teaching, exams, workshops and fingerprint clearance.

P12 Education Office of Career and Technical Education

The Regents 2001 CTE policy increased the demand for CTE-based educators through the implementation of Department-approved programs leading to a technical endorsement for successful completers. This policy also permitted the option of awarding integrated academic credits in CTE programs. Over the past two years, the Board of Regents has discussed the expansion of CTE programs generally and of integrated credit allowance specifically which would create a greater demand for CTE certified instructors.

Direct staff to continue to review effective certification programs including the Southern Regional Education Board (SREB) CTE alternative certification teacher induction model. This model prepares aspiring CTE teachers for the classroom. The induction model includes 196 hours of professional development delivered through a 10-day summer institute prior to the first year of teaching; three, two-day workshops during the first year; and a second 10-day summer institute at the conclusion of the first year. In addition, the model includes the support of coaching from the professional development instructor, on-site guidance from a mentor and administrator, and participation in an electronic community of practice. Early indicators have shown an increase in teacher retention.

ACCES - Bureau of Proprietary School Supervision

Teachers must obtain licensure through the Bureau of Proprietary School Supervision (BPSS) in order to provide instruction in BPSS licensed schools. The requirements are outlined in Education Law Section 5002.6(a) and (c) and delineated in NYCRR Section 126.6(c)(2) and (e). Criteria for licensure include candidates' moral character, educational qualifications and professional experience in the field. The educational qualifications and related experience required are dependent upon the curricula to be taught; i.e., when curricula are approved by BPSS the educational background and experience for teacher licensure are specified. The breadth of curricula offered is directly reflected in the broad range of qualifications established, from a high school diploma to a bachelor's degree or higher. Criteria for the 35 areas of BPSS teacher licensure may be found at:

<http://www.acces.nysed.gov/bpss/PrivateCareerSchoolTeacherInstructions.htm>

There are three licensing levels for BPSS career school teachers. These are the permit, provisional and full license.

- Permits are valid for one year and are not renewable.
- Provisional licenses are valid for three years and are not renewable. To qualify for a provisional license, a candidate must have completed a 30-clock hour course in methods of teaching through a BPSS-approved association or three semester credits of college coursework in methods of teaching.
- Full licenses are valid for four years and are renewable. To qualify for a full license, a candidate must have completed an additional 60-clock hours in professional education through a BPSS-approved association or an additional six semester credits of college coursework in professional education.

Additional general information on BPSS teacher licensure may be found at:

<http://www.acces.nysed.gov/bpss/TeacherLicenseforPrivateCareerSchool.html>

Recommendations

To support existing and anticipated future initiatives in CTE, Department offices recommend the following actions:

1. Expand the use of a Transitional A certificate to the Technical Subjects (Mechanical Technology 7-12, Electrical-Electronic Technology 7-12 and Computer Technology 7-12,) and the Family and Consumer Science CTE subjects (Food and Nutrition, Textile and Design, Human Services and Family studies) . The requirement for the Transitional A would be an associate's degree, two years of satisfactory experience in the CTE area, workshops and fingerprint clearance.
2. Allow for two years of postsecondary satisfactory teaching experience as a professor in the CTE certificate area to be taught in place of two years of experience in the CTE area.
3. Allow candidates for the special subjects of Visual Arts, Theatre, Music and Dance with at least a master's degree in the certificate area to be taught and two years of postsecondary satisfactory teaching experience as a professor in the certificate area to be taught, to gain the initial certificate upon completion of at least 6 semester hours of undergraduate pedagogical study which shall include studies in methods of teaching in the certificate area, teaching students with disabilities; curriculum and lesson planning aligned with the New York State Learning Standards; and classroom management and teaching at the 7-12 developmental level, exams, workshops and fingerprint clearance. This proposal is similar to the pathway for college professors in the STEM subjects to get Initial certification.
4. Staff in the Office of Higher Education and the Bureau of Proprietary School Supervision review teacher licensure requirements in order to look at opportunities for teachers with these experiences to become CTE instructors in secondary schools.