



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

# Policies to Strengthen the Pathway Teacher Workforce in a Teacher Shortage Crisis

Annie Johnston, CCASN

Donna Wyatt, CDE

Jay Fiene, CSU San Bernardino

Jillian Johnson Sharp, OCDoE

Wendy Lockhart, CTA



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# Introductions: Who is in the Room?

## Stand if you...

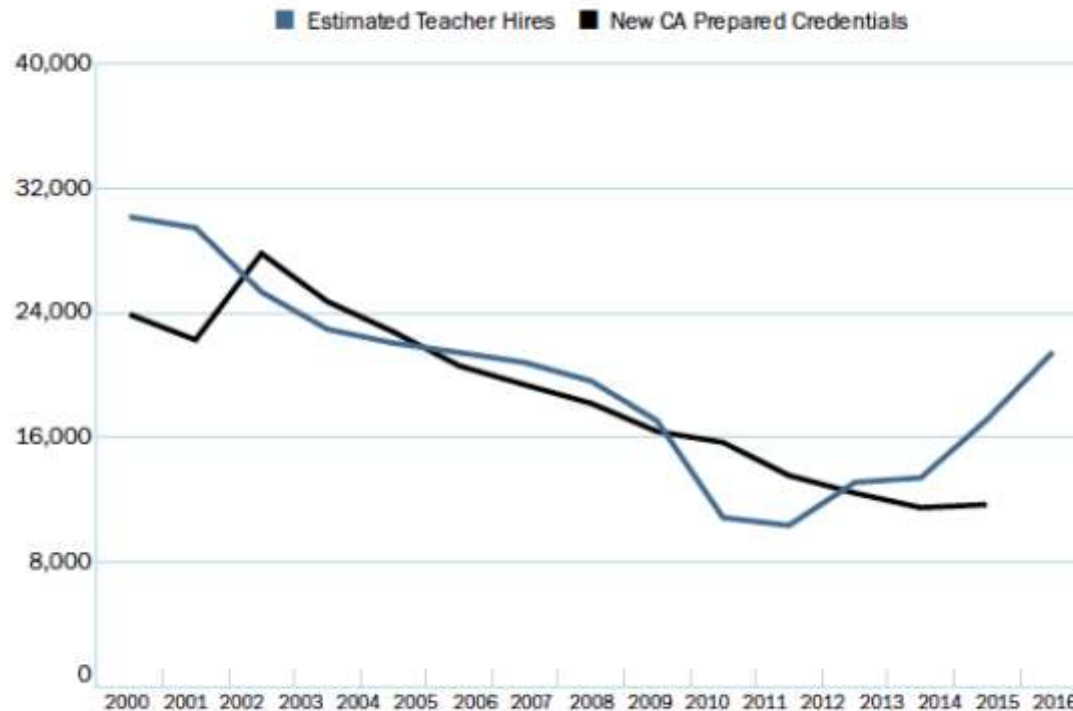
- Are or have ever been a classroom teacher
- Are or were an academic teacher
- Are or were a CTE teacher
- Are a site or district or college administrator
- Are a coach or technical assistance provider
- Are a regional or state-level education leader
- Are an industry or community-based partner
- Play another role in college and career pathways

# Key Challenges Facing the Linked Learning Pathway Teacher Workforce



# Impact of Teacher Shortages

Figure 6: **Teacher Demand Is Outpacing Supply**



*Number of preliminary new teaching credentials issued and district-estimated new hires, 1999-2000 to 2015-16*

How are teacher shortages affecting college and career pathways?

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# State Resources to Support Local Policy

- What does the CDE recommend to local districts that are building pathway programs, but cannot find special education, science, math, or CTE teachers in high demand-fields?
- What state level policies and regulatory changes is the CDE working on to support local districts struggling to build pathways in a time of teacher shortage?

# California Teachers' Association Policy Perspective

What state level policies or regulatory changes is the CTA working on to support the expansion of Linked Learning pathways while maintaining high quality teaching standards?

# Why the Push for Dual Credentialing? How does it help pathways?

# Why Dual Credentialing?

- Improve implementation of pathway PoS: flexibility in the master schedule
- Address the shortage of CTE teachers in the academic core
- Increase the impact of college and career pathways on student success:
  - Contextualize academic content: CTE courses in the Academic Core
  - Transform instructional practice: Interdisciplinary project-based learning with performance-based assessments
  - Increase access to Perkins funding to build and equip robust career pathways





# Local Policies to Affect Change

- Survey for industry experience
- Support/reimburse teacher preparation
- Incentivize CTE credentialing for single subject holders
- Incentivize BA/BS acquisition and single subject intern program access for CTE teachers
- Work with industry partners to provide externships
- Establish reimbursement policies for required professional development
- Build Pathway Teacher Preparation Pipeline collaboration

# Spotlight: Antelope Valley USD

## Context:

- Sixty-five miles from Los Angeles, 1200 square mile urban/rural
- District enrollment 24,000+, Title 1, 4% foster youth, 72%+ Economically Disadvantaged
- Location and climate = challenges to finding and retaining qualified teachers
- Parity Goal: all CTE teachers have 4 year degree and are full- time
- CTE pathways emphasize STEM, focus on preparing all students for college AND career

## Strategy:

- Collaborative effort with CTE Director, Asst. Sups of Personnel and Educational Services to develop application for reimbursement request
- Funding source CTEIG

# Success!

Released Spring 2016

Approval required by site admin, CTE Director, Asst. Supt.

Must meet one or more criteria:

- CTE alignment with LCAP goal,
- Address teacher shortage in high demand area (e.g. STEM),
- Complete CTE pathway,
- Support CTE pathway in academy and LL approach

By end of 2017:

16 Teachers reimbursed on an hourly rate for PD

8 Teachers applications in que waiting for receipts

Range of reimbursement from \$700- \$1600

# Examples

Single Subject /CTE Industry Sector	CTE Course	CTE Applicable Work Experience
Chemistry Teacher/Health Science and Medical Tech.	Bio-Medical	Chemist in Pharmaceutical Lab, Quality Control Chemist in Cosmetic Industry and Manufacturing
Social Studies/English/ ITE (Test)	Computer Science	IT, Networking in small business
Biology/ Health Science and Medical Technology	Bio-Med	Home Health Aide, Medical Coding and Billing, interned during the summer to add to hours
Life Science/ Health Science and Medical Technology	Bio-Med	Interned CSUN Cancer Research Center, Technician with Tarzana Treatment Center
ITE and CTE Automotive/ Public Services	Fire Science	Call Fire Fighter, LA County * note, changed from Auto teacher to Public Service pathway
Chemistry and Physics/ Engineering and Architecture	Engineering	Licensed civil engineer prior to teaching, teaches in our dependent charter middle school

# District Policy: Incentivizing Dual Credentials

- **What incentives are there for teachers to obtain dual credentials?**
- What does the CTA recommend to local bargaining units regarding providing incentives for teachers to meet these changing demands?

# Bargaining Units & Local Policy

- Why is it essential for districts to work with local bargaining units in the process of building college and career pathway programs?

# Dual Credentialing Policy Challenge



How do we increase access for single subject teachers to earn a CTE credential while maintaining the quality of instruction in industry standards, knowledge and technical skills?

# Under Consideration at the CTC: “Externship Credential”



- Single Subject teachers with a minimum of 500 hours of industry experience & CTE Foundations class
- Could use Perkins \$
- Good for one year, and renewable only with valid progress toward the required 3000 hour total – how many hours/year still in discussion
- Work experience must be validated by the CTC-authorized credentialing agency.
- Substantive, incentivized externship opportunities needed



# Table Talk

How might your pathway be able to utilize such an Externship Credential?

Would you be able to work with industry partners to develop substantive, remunerated externships?

What kind of professional development would best support the application of learning from those externships to teaching practices in your pathway?

# Teacher Preparation and Professional Development

# CSU Teacher Education Work in Progress

- Infusion of work-based learning and career-specific applications into teacher preparation
- Identification of potential dual credential holders among teacher candidates and development of counseling resources
- Development of Single Subject Integrated Programs that authorize CTE, such as ITE credential
- Creation of CSET preparation courses
- Expansion of single subject internship programs to incorporate dual credential candidates



# CSU Support for Dual Credentialing

Since February 2017: After piloting a program to cover all costs for math and science teacher credentialing, CSU implemented a fiscal support system for Dual STEM credentials

All costs (including course, test taking, filing fees) fully covered for:

- CTE credential,

- Computer Science authorization

- Second STEM credential

CTE teachers enrolling in a Single Subject credential program are eligible for a \$4,000/year Teach Grant; If in math or science, for a scholarship through the CSU Math and Science Teacher Initiative

How are the CSUs working to increase the number of teachers in the teacher preparation pipeline?

# Teacher preparation table talk

- The number of new teachers in training remained static from 2013-2016 at ~11,500 each year; while open positions continued to grow, exceeding 22,300 in 2016 -17.
- What are the implications of this crisis for pathway students?
- How should educators respond to this crisis?

# Align K12, Community College, CSU efforts

- ~50% of new teachers in California prepared in the CSUs
- ~65% of those teachers start in the California Community Colleges
- Few agreements, spotty alignment between systems



## California Community College Teacher Preparation Programs

- Regional Communities of Practice to **align** programs across systems and establish model practices
- **Cross-system** infrastructure of counselors, faculty mentors, & education partners to channel students into teaching and facilitate student transitions & success
- **Recruit** potential teachers from across all pathways to expand and diversify teaching professions
- **Upgrade** credentials of current teaching professionals
- Statewide network: [teacherpreparationprograms.org](http://teacherpreparationprograms.org)



# Identify new teachers for dual credentialing

CSU Sacramento Collaborative for the Advancement of Linked Learning developed a process, shared with other CSUs:

- Survey students on intake
- Provide CTE credentialing information & letters of eligibility
- Connect CTE students to CTC authorized CDE credential program

CSU Sacramento CALL has also integrated industry externships into teacher preparation



# Exemplary Program: CSU San Bernardino

## **BA or BS in Career and Technical Studies**

- Up to 45 semester units of prior learning credit
- Available as an online program
- Supports Bachelor's degrees alongside credentialing
- Including CTE administrators and Single Subject Internship Programs
- CTE teachers with Bachelor's Degree eligible for Single Subject Internship Program and Early Completion Intern Program Option: fast-track single subject credential

# Dual Enrollment: What credentialing issues emerge as pathways try to embed DE?

# Challenges in CCAP Dual Enrollment

- Which courses to emphasize?
- How to structure student supports for equitable access?
- Credential requirements: Who can teach the course?



# How does the Dual Enrollment CCAP Agreement plan fit with union contracts?

# College Faculty Access to CTE Credentials

- College faculty getting CTE credentials: same coursework as industry professionals who have never taught: 3 classes, 9 units; costs vary, quality varies
- Teaching experience in college could be considered equivalent to some course requirements, and could count for recency as for high school faculty
- **HOWEVER:** teaching a-g CTE needed for equitable PoS; requires BOTH single subject & CTE credential

# Local District Approaches: Table Talk

- How are your districts wrestling with this issue?
- Are CCAP agreements moving forward or stuck?
- If moving forward, how are student supports for equitable access to early college credits handled?
- If not moving forward, what are the barriers to CCAP implementation?
- Are there bargaining unit issues involved? If so, what position is the union taking?

# Questions for Panelists?

## **Challenges facing the pathway teacher workforce in a time of teacher shortages**

- Local policy options
- State policy efforts
- Dual credentialing
- Teacher professional development
- Creating a pathway teacher pipeline
- Dual enrollment and the pathway teacher workforce





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# Thank you!

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