.

A Summary Report on Priorities in CTE Professional Development

Chester P. Wichowski
Temple University

Gloria Heberley
Temple University

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Summary

This survey was conducted by the Association for Professional Development in Career and Technical Education, APDCTE, as a professional service. The idea for this originated during the APDCTE executive breakfast meeting during the 2003 Association for Career and Technical Education (ACTE) Annual Convention in Orlando Florida. The goal of this survey activity was to establish longitudinal base line information and, over time, identify trend patterns. Further, it is hoped that the results of this survey will contribute to professional dialog and serve to influence policy, professional development, and research in priority areas identified.

The instrument was developed and reviewed for content validity by three independent judges. The instrument included 49 topical statements describing possible priorities in career and technical education and space for write-in items. Respondents were directed to identify up to ten priorities in their individual state. Following editing, the instrument and transmittal letter were electronically distributed to a national population of state directors of career and technical education. A follow-up electronic distribution of the instrument was sent out one month after the first distribution. Copies of the transmittal letter and survey instrument are included in the Appendix of this summary report.

The overall return was 38%, (n = 9), the adjusted return rate, due to 5 undeliverable instruments, was 42%. The return rate per region was region 1= 25%, region 2=42%, region 3= 50%, region 4= 66%, and region 5= 36%. Descriptive statistics in the form of frequencies, and in the event of ties, assigned ranks were computed. In the case of assigned rank ties, the items are listed in the order in which they were originally listed in the instrument. Overall, the top 10 (11 due to ties) priorities for professional development identified were:

Assigned Rank	**F**	**Survey Item**
1.	13	49. Dual Enrollment/Advanced Standing Programs for Secondary CTE Students
2.	12	8. Integration of Academic and CTE
3.	10	36. Reading Programs in CTE
4.	9	21. Development of Career Clusters
5.	8	7. CTE Teacher Technical Skill Updating
8.5	7	6. CTE Teacher Certification
8.5	7	14. Use of Distance Learning Technologies
8.5	7	27. Use of National Skill Standards
8.5	7	38. Seamless Curriculum Development
8.5	7	39. Implementing Entrepreneurship Programs
8.5	7	40. Career Awareness of CTE Students/ Parents

A complete listing of the overall priorities for professional development identified is included in table 1 of this summary. A listing of the items not selected by any of the respondents is included in table 2. Listings of the assigned rank of priorities for professional development identified by regions as well as listings of items not selected by regional respondents are included in the tables that follow.

Summary (Contd.)

Some comment is offered in regard to the top priority items identified. It may be speculated that the top priorities identified for professional development may have been influenced as a result of No Child Left Behind, NCLB, legislation. Although it may not be possible to substantiate a clear connection to NCLB without any longitudinal data, it is safe to say that there is a strong influence of academics that permeates most of the very top items identified in this survey. Further, the results of this survey identify recent shifts in priorities in addition to the identification of current priorities.

A comment offered by one observer during a presentation of the data at the ACTE Conference, indicated that several years ago the top priorities identified in this survey may have been the bottom priorities and that the bottom priorities may have been at the top.

The assigned rank order speaks for itself. The number one priority item is " Dual Enrollment Advanced Standing Programs for Secondary CTE Students" followed by a conceptually supportive second "Integration of Academic and CTE" and third place "Reading Programs in CTE". Even without any longitudinal data, most in the CTE community would agree that the times have changed; there is a greater emphasis on the integration of academics into, as well as a complement to, CTE programs.

Further, the survey results show support for the concept of a quality teacher in every classroom as required by NCLB through the top items of "CTE Teacher Technical Skill Updating" and "CTE Teacher Certification". A further note on quality that contributes to the expertise of the teacher and the student is also noted in the "Use of National Skill Standards" among the top items identified.

The need for better career decision making, and perhaps the eventual reduction of reverse enrollments at post-secondary programs, is identified through the top priorities of "Career Awareness of CTE Students/ Parents" and the "Development of Career Clusters". "Seamless Curriculum Development" and "Use of Distance Learning Technologies" illustrate the priorities associated with the delivery of well articulated program content and the growth of available programs beyond the limitations of institutional walls. Additionally, it may be said that the needs of the individual and ability to add to the potential growth of the economy are reflected by the inclusion of "Implementing Entrepreneurship Programs" in the top ten.

Now that some base line data has been established, plans for future surveys and the development of longitudinal data have been committed to. The members of the APDCTE executive committee met again during the 2004 ACTE Annual Convention in Las Vegas, Nevada to discuss the results of this survey and make recommendations for future surveys. It was decided that this survey will be conducted on an annual basis for the next two years and that the instrument will be revised to accommodate new items every three years. Also, starting next year, the instrument will be modified to account for the identification of priorities at the secondary as well as the post- secondary level. Further, the response format of the instrument will likely be changed to a Likert type scale at the start of the next three year cycle.

Table 1

**Assigned Rank Order & Frequency of Priorities for
Professional Development in CTE**

Assigned Rank	F	Survey Item
1.	13	49. Dual Enrollment/Advanced Standing Programs for Secondary CTE Students
2.	12	8. Integration of Academic and CTE
3.	10	36. Reading Programs in CTE
4.	9	21. Development of Career Clusters
5.	8	7. CTE Teacher Technical Skill Updating
8.5	7	6. CTE Teacher Certification
8.5	7	14. Use of Distance Learning Technologies
8.5	7	27. Use of National Skill Standards
8.5	7	38. Seamless Curriculum Development
8.5	7	39. Implementing Entrepreneurship Programs
8.5	7	40. Career Awareness of CTE Students/ Parents
13	6	9. Assessment Rubrics
13	6	35. Recruiting& Retaining CTE Teachers
13	6	44. Student Data for Decision Making
15	5	26. Recruiting CTE Administrators
19	4	1. Graduation Follow-up Survey Data
19	4	2. Determination of Employer Needs
19	4	5. Preparation for NCLB State Testing
19	4	12. Career Pathways Program Related Needs
19	4	22. Support for Transition Programs
19	4	25. Small Learning Communities
19	4	30. Curriculum Development/ Revision
19	4	31. Cultural, Equity and Diversity Awareness
19	4	47. Contextualization of Instruction
26.5	3	10. Tech-Prep Program Related Topics
26.5	3	32. Meeting Multiple-Intelligence Needs
26.5	3	33. Meeting Learning Styles Needs
26.5	3	45. Business &Educational Partnerships
29.6	2	16. Senior Projects/ Student Portfolios
29.6	2	2. Use of Brain-Based Instruction
29.6	2	37. Computer and Cyber Technology in CTE
35	1	13. Effective use of Block Scheduling
35	1	17. Cooperative Education Programs
35	1	23. Effective use of IEPs
35	1	28. ISO 9000 School Certification
35	1	42. Support for Student Career Decisions
35	1	43. SCANS Skills
35	1	46. Teacher Leader Programs

Table 2

Items Not Selected as Priorities for Professional Development in CTE

<u>**Survey Item**</u>

3. Updating of School Safety Programs
4. Training on Substance Abuse Topics
11. Limited English Proficiency CTE Student
15. School Emergency Plans
18. Use of O*Net
19. Customized Job Training Programs
20. Student Conflict Resolution
24. Using Teacher Reflective Practices
34. Meeting Emotional-Intelligence Needs
41. Student Recruitment
48. Student Employability Skills Programs

Region I

(CT, DC, DE, MA, ME, MI, NH, NY, OH, PA, RI, VT, WV)

Assigned Rank Order, Frequency & Rank of Priorities for
Professional Development in CTE

N=3

Assigned Rank	F	Survey Item
4.5	2	8. Integration of Academic and CTE
4.5	2	9. Assessment Rubrics
4.5	2	27. Use of National Skill Standards
4.5	2	30. Curriculum Development/ Revision
4.5	2	33. Meeting Learning Styles Needs
4.5	2	36. Reading Programs in CTE
4.5	2	39. Implementing Entrepreneurship Pro
4.5	2	49. Dual Enrollment/Advanced Standing Programs for Secondary CTE Students
14.5	1	1. Graduation Follow-up Survey Data
14.5	1	2. Determination of Employer Needs
14.5	1	5. Preparation for NCLB State Testing
14.5	1	6. CTE Teacher Certification
14.5	1	7. CTE Teacher Technical Skill Updating
14.5	1	21. Development of Career Clusters
14.5	1	25. Small Learning Communities
14.5	1	26. Recruiting CTE Administrators
14.5	1	31. Cultural, Equity and Diversity Awareness
14.5	1	32. Meeting Multiple-Intelligence Needs
14.5	1	35. Recruiting and Retaining CTE Teachers
14.5	1	40. Career Awareness of CTE Students/ Parents

Items Not Selected as Priorities for Professional Development in CTE

<u>**Survey Item**</u>

3. Updating of School Safety Programs
4. Training on Substance Abuse Topics
10. Tech-Prep Program Related Topics
11. Limited English Proficiency CTE Student
12. Career Pathways Program Related Needs
13. Effective use of Block Scheduling
14. Use of Distance Learning Technologies
15. School Emergency Plans
16. Senior Projects/ Student Portfolios
17. Cooperative Education Programs
18. Use of O*Net
19. Customized Job Training Programs
20. Student Conflict Resolution
22. Support for Transition Programs
23. Effective use of IEPs
24. Using Teacher Reflective Practices
28. ISO 9000 School Certification
29. Use of Brain-Based Instruction
34. Meeting Emotional-Intelligence Needs
37. Computer and Cyber Technology in CTE
38. Seamless Curriculum Development
41. Student Recruitment
42. Support for Student Career Decisions
43. SCANS Skills
44. Student Data for Decision Making
45. Business &Educational Partnerships
46. Teacher Leader Programs
47. Contextualization of Instruction
48. Student Employability Skills Programs

Region II

(AL, FL, GA, KY, NC, TN, VA, Puerto Rico, Virgin Islands)

Assigned Rank Order, Frequency & Rank of Priorities for Professional Development in CTE

N=3

Assigned Rank	F	Survey Item
2	3	21. Development of Career Clusters
2	3	38. Seamless Curriculum Development
2	3	49. Dual Enrollment /Advanced Standing Programs for Secondary CTE Students
6.5	2	6. CTE Teacher Certification
6.5	2	8. Integration of Academic and CTE
6.5	2	14. Use of Distance Learning Technologies
6.5	2	26. Recruiting CTE Administrators
6.5	2	35. Recruiting and Retaining CTE Teachers
6.5	2	44. Student Data for Decision Making
15	1	2. Determination of Employer Needs
15	1	7. CTE Teacher Technical Skill Updating
15	1	16. Senior Projects/Student Portfolios
15	1	23. Effective use of IEPs
15	1	25. Small Learning Communities
15	1	30. Curriculum Development/ Revision
15	1	31. Cultural, Equity and Diversity Awareness
15	1	36. Reading Programs in CTE
15	1	37. Computer and Cyber Technology in CTE
15	1	39. Implementing Entrepreneurship Programs
15	1	40. Career Awareness of CTE Students/ Parents

Items Not Selected as Priorities for Professional Development in CTE

<u>**Survey Item**</u>

1. Graduation Follow-up Survey Data
3. Updating of School Safety Programs
4. Training on Substance Abuse Topics
5. Preparation for NCLB State Testing
9. Assessment Rubrics
10. Tech-Prep Program Related Topics
11. Limited English Proficiency CTE Student
12. Career Pathways Program Related Needs
13. Effective use of Block Scheduling
15. School Emergency Plans
17. Cooperative Education Programs
18. Use of O*Net
19. Customized Job Training Programs
20. Student Conflict Resolution
22. Support for Transition Programs
24. Using Teacher Reflective Practices
27. Use of National Skill Standards
28. ISO 9000 School Certification
29. Use of Brain-Based Instruction
32. Meeting Multiple-Intelligence Needs
33. Meeting Learning Styles Needs
34. Meeting Emotional-Intelligence Needs
41. Student Recruitment
42. Support for Student Career Decisions
43. SCANS Skills
45. Business &Educational Partnerships
46. Teacher Leader Programs
47. Contextualization of Instruction
48. Student Employability Skills Programs

Region III

(AI, IL, IN, MN, MO, WI)

**Assigned Rank Order, Frequency & Rank of Priorities for
Professional Development in CTE**

N=3

Assigned Rank	F	Survey Item
2	3	27. Use of National Skill Standards
7.5	2	7. CTE Teacher Technical Skill Updating
7.5	2	8. Integration of Academic and CTE
7.5	2	14. Use of Distance Learning Technologies
7.5	2	31. Cultural, Equity and Diversity Awareness
7.5	2	40. Career Awareness of CTE Students/ Parents
7.5	2	49. Dual Enrollment/Advanced Standing Programs for Secondary CTE Students
15.5	1	9. Assessment Rubrics
15.5	1	15. School Emergency Plans
15.5	1	22. Support for Transition Programs
15.5	1	29. Use of Brain-Based Instruction
15.5	1	36. Reading Programs in CTE
15.5	1	38. Seamless Curriculum Development
15.5	1	39. Implementing Entrepreneurship Programs
15.5	1	43. SCANS Skills
15.5	1	44. Student Data for Decision Making
15.5	1	47. Contextualization of Instruction

Region III

Items Not Selected as Priorities for Professional Development in CTE

<u>**Survey Item**</u>

1. Graduation Follow-up Survey Data
2. Determination of Employer Needs
3. Updating of School Safety Programs
4. Training on Substance Abuse Topics
5. Preparation for NCLB State Testing
6. CTE Teacher Certification
10. Tech-Prep Program Related Topics
11. Limited English Proficiency CTE Student
12. Career Pathways Program Related Needs
13. Effective use of Block Scheduling
16. Senior Projects/ Student Portfolios
17. Cooperative Education Programs
18. Use of O*Net
19. Customized Job Training Programs
20. Student Conflict Resolution
21. Development of Career Clusters
23. Effective use of IEPs
24. Using Teacher Reflective Practices
25. Small Learning Communities
26. Recruiting CTE Administrators
28. ISO 9000 School Certification
30. Curriculum Development/ Revision
32. Meeting Multiple-Intelligence Needs
33. Meeting Learning Styles Needs
34. Meeting Emotional-Intelligence Needs
35. Recruiting& Retaining CTE Teachers
37. Computer and Cyber Technology in CTE
41. Student Recruitment
42. Support for Student Career Decisions
45. Business &Educational Partnerships
46. Teacher Leader Programs
48. Student Employability Skills Programs

Region IV

(AR, LA, MS, NM, OK, TX)

**Assigned Rank Order, Frequency & Rank of Priorities for
Professional Development in CTE**

N=4

Assigned Rank	F	Survey Item	
6	2	5. Preparation for NCLB State Testing	
6	2	7. CTE Teacher Technical Skill Updating	
6	2	8. Integration of Academic and CTE	
6	2	21. Development of Career Clusters	
6	2	27. Use of National Skill Standards	
6	2	32. Meeting Multiple-Intelligence Needs	
6	2	35. Recruiting& Retaining CTE Teachers	
6	2	39. Implementing Entrepreneurship Programs	
6	2	40. Career Awareness of CTE Students/ Parents	
6	2	45. Business &Educational Partnerships	6
	2	49. Dual Enrollment/Advanced Standing Programs for Secondary CTE Students	
19	1	1. Graduation Follow-up Survey Data	
19	1	6. CTE Teacher Certification	
19	1	9. Assessment Rubrics	
19	1	10. Tech-Prep Program Related Topics	
19	1	12. Career Pathways Program Related Needs	
19	1	13. Effective use of Block Scheduling	
19	1	14. Use of Distance Learning Technologies	
19	1	22. Support for Transition Programs	
19	1	25. Small Learning Communities	
19	1	26. Recruiting CTE Administrators	
19	1	33. Meeting Learning Styles Needs	
19	1	36. Reading Programs in CTE	
19	1	44. Student Data for Decision Making	
19	1	46. Teacher Leader Programs	
19	1	47. Contextualization of Instruction	

Region IV

Items Not Selected as Priorities for Professional Development in CTE

<u>**Survey Item**</u>

  2. Determination of Employer Needs
  3. Updating of School Safety Programs
  4. Training on Substance Abuse Topics
11. Limited English Proficiency CTE Student
15. School Emergency Plans
16. Senior Projects/ Student Portfolios
17. Cooperative Education Programs
18. Use of O*Net
19. Customized Job Training Programs
20. Student Conflict Resolution
23. Effective use of IEPs
24. Using Teacher Reflective Practices
28. ISO 9000 School Certification
29. Use of Brain-Based Instruction
30. Curriculum Development/ Revision
31. Cultural, Equity and Diversity Awareness
34. Meeting Emotional-Intelligence Needs
37. Computer and Cyber Technology in CTE
38. Seamless Curriculum Development
41. Student Recruitment
42. Support for Student Career Decisions
43. SCANS Skills
48. Student Employability Skills Programs

Region V

(AZ, AK, CA, CO, HI, ID ,MT, ND, NE, NV, OR, SD, WA, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau)

Assigned Rank Order, Frequency & Rank of Priorities for Professional Development in CTE

N=6

Assigned Rank	F	Survey Item
3	5	36. Reading Programs in CTE
6.5	4	8. Integration of Academic and CTE
6.5	4	49. Dual Enrollment/Advanced Standing Programs for Secondary CTE Students
10	3	6. CTE Teacher Certification
10	3	12. Career Pathways Program Related Needs
10	3	21. Development of Career Clusters
10	3	38. Seamless Curriculum Development
10	3	40. Career Awareness of CTE Students/ Parents
17	2	1. Graduation Follow-up Survey Data
17	2	2. Determination of Employer Needs
17	2	7. CTE Teacher Technical Skill Updating
17	2	9. Assessment Rubrics
17	2	10. Tech-Prep Program Related Topics
17	2	14. Use of Distance Learning Technologies
17	2	22. Support for Transition Programs
17	2	44. Student Data for Decision Making
17	2	47. Contextualization of Instruction
28.5	1	5. Preparation for NCLB State Testing
28.5	1	16. Senior Projects/ Student Portfolios
28.5	1	17. Cooperative Education Programs
28.5	1	25. Small Learning Communities
28.5	1	26. Recruiting CTE Administrators
28.5	1	27. Use of National Skill Standards
28.5	1	28. ISO 9000 School Certification
28.5	1	29. Use of Brain-Based Instruction
28.5	1	30. Curriculum Development/ Revision
28.5	1	35. Recruiting& Retaining CTE Teachers
28.5	1	37. Computer and Cyber Technology in CTE
28.5	1	39. Implementing Entrepreneurship Programs
28.5	1	42. Support for Student Career Decisions
28.5	1	45. Business &Educational Partnerships

Items Not Selected as Priorities for Professional Development in CTE

<u>**Survey Item**</u>

3. Updating of School Safety Programs
4. Training on Substance Abuse Topics
11. Limited English Proficiency CTE Student
13. Effective use of Block Scheduling
15. School Emergency Plans
18. Use of O*Net
19. Customized Job Training Programs
20. Student Conflict Resolution
23. Effective use of IEPs
24. Using Teacher Reflective Practices
31. Cultural, Equity and Diversity Awareness
32. Meeting Multiple-Intelligence Needs
33. Meeting Learning Styles Needs
34. Meeting Emotional-Intelligence Needs
41. Student Recruitment
43. SCANS Skills
46. Teacher Leader Programs
48. Student Employability Skills Programs

(One written comment: Models of High School scheduling that support CTE.)

APPENDIX

Association for Professional Development in Career and Technical Education
A Section of the Division of New and Related Services, Association for Career and Technical Education

Dear State Director:

The attached two part survey has been developed by the Association for Professional Development in Career and Technical Education as a vehicle to identify regional and national priorities. Please complete this survey or pass it on to an individual in you organization that is responsible for the coordination of professional development activities for career and technical educators.

This survey effort will identify current ongoing professional development efforts that have been categorized as priorities. This is the first year of this survey activity. Further, this survey will be revised and conducted annually in order to establish longitudinal base line information and, over time, identify trend patterns.

Findings from this survey will be reported at the Association for Career and Technical Education Convention sometime between December 9 – 11, 2004 in Las Vegas, Nevada, (check Convention Program Guide under Wichowski or Heberley in Presenters Directory section for day, time and location). Further, copies of the findings from this survey will be distributed to you as an e-mail file attachment.

Your cooperation in the completion or the routing of this survey is greatly appreciated. Do not hesitate to contact me if you wish to discuss this or if you have any questions regarding this activity. I can be reached at (215) 204-6249, chet.w@temple.edu or apdcte@yahoo.com

Return completed survey by the end of October, 2004 as a file attachment to **apdcte@yahoo.com** or FAX to (215) 204-5154.

Sincerely,

Chester P. Wichowski, President
APDCTE

File Attachment

APDCTE

Association for Professional Development in Career and Technical Education
A Section of the Division of New and Related Services, Association for Career and Technical Education

Part 1- Priorities: Directions, place an "X" or a check in the box to the left of **up to 10 items from the list below that you feel are current priorities** for professional development in your state or institution. You are welcome to add additional items and to offer comments in the space provided.

☐1. Graduation Follow-up Survey Data
☐2. Determination of Employer Needs
☐3. Updating of School Safety Programs
☐4. Training on Substance Abuse Topics
☐5. Preparation for NCLB State Testing
☐6. CTE Teacher Certification
☐7. CTE Teacher Technical Skill Updating
☐8. Integration of Academic and CTE
☐9. Assessment Rubrics
☐10. Tech-Prep Program Related Topics
☐11. Limited English Proficiency CTE Student
☐12. Career Pathways Program Related Needs
☐13. Effective use of Block Scheduling
☐14. Use of Distance Learning Technologies
☐15. School Emergency Plans
☐16. Senior Projects/ Student Portfolios
☐17. Cooperative Education Programs
☐18. Use of O*Net
☐19. Customized Job Training Programs
☐20. Student Conflict Resolution
☐21. Development of Career Clusters
☐22. Support for Transition Programs
☐23. Effective use of IEPs
☐24. Using Teacher Reflective Practices
☐25. Small Learning Communities

☐26. Recruiting CTE Administrators
☐27. Use of National Skill Standards
☐28. ISO 9000 School Certification
☐29. Use of Brain-Based Instruction
☐30. Curriculum Development/ Revision
☐31. Cultural, Equity and Diversity Awareness
☐32. Meeting Multiple-Intelligence Needs
☐33. Meeting Learning Styles Needs
☐34. Meeting Emotional-Intelligence Needs
☐35. Recruiting & Retaining CTE Teachers
☐36. Reading Programs in CTE
☐37. Computer and Cyber Technology in CTE
☐38. Seamless Curriculum Development
☐39. Implementing Entrepreneurship Programs
☐40. Career Awareness for CTE Students/ Parents
☐41. Student Recruitment
☐42. Support for Student Career Decisions
☐43. SCANS Skills
☐44. Student Data for Decision Making
☐45. Business & Educational Partnerships
☐46. Teacher Leader Programs
☐47. Contextualization of Instruction
☐48. Student Employability Skills Programs
☐49. Dual Enrollment/Advanced Standing
　　　Programs for Secondary CTE Students

50. Other: _____

51. Other: _____

Comments:

Part 2- Demographics: Directions, place an "X" or a check in the box to the left of the region of your location:

☐Region 1 (CT, DC, DE, MA, ME, MI, NH, NY, OH, PA, RI, VT, WV)
☐Region 2 (AL, FL, GA, KY, NC, SC, TN, VA, Puerto Rico, Virgin Islands)
☐Region 3 (AI, IA, IL, IN, MN, MO, WI)
☐Region 4 (AR, LA, MS, NM, OK, TX)
☐Region 5 (AZ, AK, CA, CO, HI, ID ,MT, ND, NE, NV, OR, SD, WA, WY, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau)

For questions or additional information please contact:

Chester P. Wichowski
(215) 204 – 6249
chet.w@temple.edu

Gloria Heberley
(215) 204 – 6205
gloriah@temple.edu