

Career and Technical Education Program Transition Plan

Automotive Technology

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Rationale

Many Career & Technical educators are nearing retirement and due to national demographic and teacher training issues there are not nearly enough new teachers trained to fill their shoes. In addition, school district hiring practices are typically designed around an expected surplus of newly trained teacher job applicants. By the time district Human Resource departments realize that the applications for CTE teacher openings are few or non-existent the new school year is looming and a mad scramble is on to fill the position with anyone; experienced or inexperienced, well-trained or not. Often districts are faced with hiring an “industry person” with little if any teaching experience and in need of mentoring.

This plan is designed to be a thorough transition process that begins earlier than the typical academic teacher hiring process and culminates with new teacher support through a structured mentorship. Its goal is to ensure a smooth transition between instructors and CTE program succession.

Notification and Awareness

The following “get the word out” actions should ensure that all interested applicants are aware of the upcoming position opening and provide a larger pool of applicants to select from. A functional “business and education partnership” will include interest, and possibly participation, in the filling of CTE vacancies. The industry association educational representative can be a valuable resource in communicating with local employers who have a vested interest in quality CTE programs and high quality future employees.

The retiring instructor notifies his/her Vice Principal, Principal, Advisory Committee members and Human Resources Director of his/her retirement intentions and date as early as possible- preferably by January or early spring for June/July retirees. The timeliness of these notifications is both absolutely necessary for program succession as well as professional courtesy. Although some retiring instructors assume that the Human Resources dept. will handle the rest of this process and notify all interested parties, this has not proven to be the case. ***Therefore, if the retiring instructor wishes to see the opportunities for students continue and the program to survive and thrive after his/her retirement, the primary responsibility for the actions listed below inevitably rests with the retiring CTE instructor.***

The retiring instructor urges the district to post the opening on all available teacher position posting websites and services. Education job openings are often posted on district home web pages and commercial websites (i.e. <http>

Association for Supervision and Curriculum Development... <http://www.ascd.org>
National Association of Secondary School Principals... <http://www.principals.org>

Since many districts may end up hiring CTE teachers from business and industry it may be helpful for districts to add an asterisk to the “requirements and qualifications” on the position posting with a note similar to this example:

Requirements and Qualifications:

Must hold Oregon teaching license with 024 endorsement *

**Alternate licensure may be possible for teacher candidates from business and industry. For further information contact the district human resources dept. or visit this website:*
<http://www.ode.state.or.us/teachlearn/pte/pteinstructorappraisalguidancefinal.pdf>

The retiring instructor notifies industry associations representing OEM dealers, independent shops, specialty organizations and associations; provides a brief job description, and directs them to teaching position posting websites or the district homepage for further information and the application process. (i.e. www.oada.biz, <http://www.aboutnata.org/>)

The retiring instructor notifies all local and regional trade publications, provides a brief job description, and directs them to teaching position posting websites or the district homepage for further information and the application process.
(i.e. <http://www.partsandpeople.com>)

The retiring instructor notifies the state Department of Education CTE division and potentially interested colleagues, provides a brief job description, and directs them to teaching position posting websites or the district homepage for further information and the application process. (i.e. <http://www.ode.state.or.us/teachlearn/pte>)

The retiring instructor or district may also contact national universities with strong CTE training programs, provide a brief job description, and direct applicants to teaching position posting websites or the district homepage for further information and the application process. See the list of many colleges and universities offering CTE teacher training at the end of this document for further information.

Transition and Succession

A smooth and successful transition from a veteran instructor to a new and less experienced instructor often depends on the transfer of information between the two. This issue has always been challenging because of lab and program complexity. Currently, its importance is elevated because in many cases the new instructor is coming from industry rather than an existing CTE program. Issues such as tool and lab security, curriculum and assessment, instruction, instructional/information technology, student safety management, student conduct codes and consequences, district, state, and national performance standards, and instructor integration into the larger school environment and faculty are often entirely new challenges. Compounding this situation is the fact that CTE labs and programs are quite complex, much more so than an average classroom. Supplies and tools are often stored in multiple locations. Individual pieces of equipment may not be familiar to the new instructor. In addition, the dollar value of tools and

equipment and the liability issues with student safety and customer vehicles are risk factors that all combine to make successful transition to a new instructor imperative.

The retiring instructor should suggest the need for, and should agree to participate in, a district-supported process for program transition and teacher mentoring. Mentoring may include subjects such as classroom management; lab management; equipment, supplies, and tool locations and security; instruction, curriculum, and assessment; electronic service information systems; training aids, A.V. and instructional technology equipment and systems; accounting and billing systems (if applicable); national program and/or instructor certification (i.e. NATEF/ASE); individual state graduation requirements and school policy and procedures.

The retiring instructor arranges for the introduction of the new instructor to industry association representatives, state curriculum specialists, regional coordinator, building administration, school counselors, CTE colleagues, local community college CTE instructors, tool and equipment vendors, and pre-established parts and supplies vendors.

The retiring instructor introduces the new instructor to program Advisory Committee members. These introductions could occur at a new instructor reception in the early fall or during the fall program advisory committee meeting.

Mentoring Process Model

Time

Estimates and Limits

Maximum: 4 hrs. /wk. 1st term; 2 hrs. /wk. 2nd term

(Depending on new teacher experience level) .5HR minimum time blocks

Hourly wage \$32/ hour (example)

Maximum district exposure:

18 weeks X 4 hrs. X \$32= \$2304 gross 1st term;

18 weeks X 2 hrs. X \$32= \$1152 gross 2nd term

Process

Mentoring time to cover phone calls, on-campus visits/meetings, e-mails, and off-campus meetings (if applicable).

New instructor initiates contact with retiree to meet.

Accountability

Time and task log to be kept by mentor.

Payroll dept. time card to be filled out by mentor.

New instructor and retiree both sign log.




Flexibility and Limits

Retiree's total time must not exceed 1039 hours/yr. for Oregon PERS requirements. Hours per week are flexible and variable but not to exceed maximum stated above.

Universities and Colleges with CTE Degree Programs:

- Western Washington: <http://www.wce.wvu.edu/Depts/SEC/>
- University of Wisconsin-Stout: http://www.uwstout.edu/grbulletin/gb_cte.html
- Ferris State: <http://catalog.ferris.edu/programs/185>
- Temple University: <http://www.temple.edu/cte/>
- University of Toledo:
<http://www.utoledo.edu/education/programsDegrees/undergraduate/careerTech.html>
- University of N. Dakota: http://www.und.edu/dept/registrar/catalogs/catalog_graddept/depts/career.htm
- Concordia Univ.: <http://www.cu-portland.edu/coe/undergraduate/cte.cfm>
- Indiana State: <http://www.indstate.edu/ite/Academics.htm>
- University of Mass. Center for CTE: <http://www.doe.mass.edu/news/news.asp?id=3989>
- Purdue University: <http://www.education.purdue.edu/ncate/Programs/AP/AP-PS-DCTE.htm>
- South Dakota State University: <http://learn.sdstate.edu/cte/>
- Ball State: <http://www.bsu.edu/web/iandt/cte.htm>
- Middle Tennessee State University: <http://www.mtsu.edu/~cte/>
- University of Idaho: <http://www.uihome.uidaho.edu/academics>

Checklist and Timeline

<u>√</u>	<u>Who</u>	<u>When</u>	<u>What</u>
	Retiring Instructor	Jan - Feb	The retiring instructor notifies his/her Vice Principal, Principal, Advisory Committee Members and Human of his/her retirement intentions and date
	Retiring Instructor	Feb - Until Filled	The instructor urges the district to post the opening on all available teacher position websites and services.
	Retiring Instructor	Feb - Mar	The instructor notifies industry associations representing OEM dealers, independent shops, specialty organizations and associations.
	Retiring Instructors regional or Assn. Ed. Rep	Feb - May	The instructor notifies all local and trade publications.



Retiring Instructor

Feb - March

The instructor notifies the state Department of Education CTE division and potentially interested colleagues.



District H.R.

Feb - May

The district could also contact any national universities with strong CTE training programs.



Both Instructors

Feb - March

The new and retiring instructors should suggest the need for and should agree to participate in a district-supported process for program transition and teacher mentoring.

Industry Assn. Ed. Rep
or Instructor

May – June

Instructor arranges introduction of new instructor to industry association representatives, state curriculum specialists, regional coordinator, building administration, school counselors, CTE colleagues, local Community College CTE instructors, tool and equipment vendors, and pre-established parts vendors.

Industry Assn. Ed. Rep.
or Instructor

Oct – Nov

The retiring instructor introduces new or instructor to program Advisory Committee members.