



## 2017 Past Presidents' Panel Presentation and Discussion

# Considering the Future of CTE Research and Development: *Thoughts, Discussions, and Actions!*

### Planning Team Members

Dick Joerger, Dordt College

Jack Elliot, Texas A & M

Mike Retallick, Iowa State University

Pradeep Kotamraju, Iowa Department of Education

# Outcomes of this Past Presidents' Panel Activity

- Broadened Awareness Of Changes And Needs In The CTE Educational Environments
- Need For Resurgence Of Academic Research And Development In CTE
- Opportunities For CTE Researchers Discussions And Venues With Other Stakeholder Groups
- Opportunities For Engagement For All CTE Researchers, Educators, Evaluators, Administrators And Policy Leaders
- Be Informed Of Initial Activities Occurring In Concert With ACTER/CTE
  - Presidents Panel – Engagement and strategic in planning CTEs future, and presenting CTE's research
  - Opportunity of Professional Leader – Researcher Development through CTE ACTER Leader Training
  - Revising Framework Model for CTE Research

**Our Roots: *Our Homes, Our Journeys, Our Passions***  
***Now CTE Researchers, Educators, Policy Makers,***  
***Administrators and Students***

Global and Local - Rural and Metro

Middle & Secondary Public Schools

College, University, System

Local, Regional, State/Provincial, Federal

CTE/Vocational Education Experiences

Graduate School

Organizational Leadership

# Action Steps in Place

- ✓ **Sharing Conversation at Past President's Meeting - Revision in CTE Research, Practices, and Programs**
- ✓ **ACTER Early Career Professional Development Program proposal**
- ✓ **Revising of CTE Research Models – team is meeting**  
*(ACTE – LeAnn Wilson and Catherine Imperatore)*
- ✓ **ACTER members invited to engage further with new visions and new actions!**

# **A Renewed Vision – Getting Involved – What is Next?**

## ***Two Things You Could Envision for a Flourishing Future***

### **Mike**

- Involved in the policy arena
- CTE as a discipline and service areas – need to coalesce our efforts and foci

### **Pradeep**

- Task Analyses of CTE Teacher Teaching Tasks
- Place CTE leaders in place to be part of CTE policy, practice and research conversations and activities

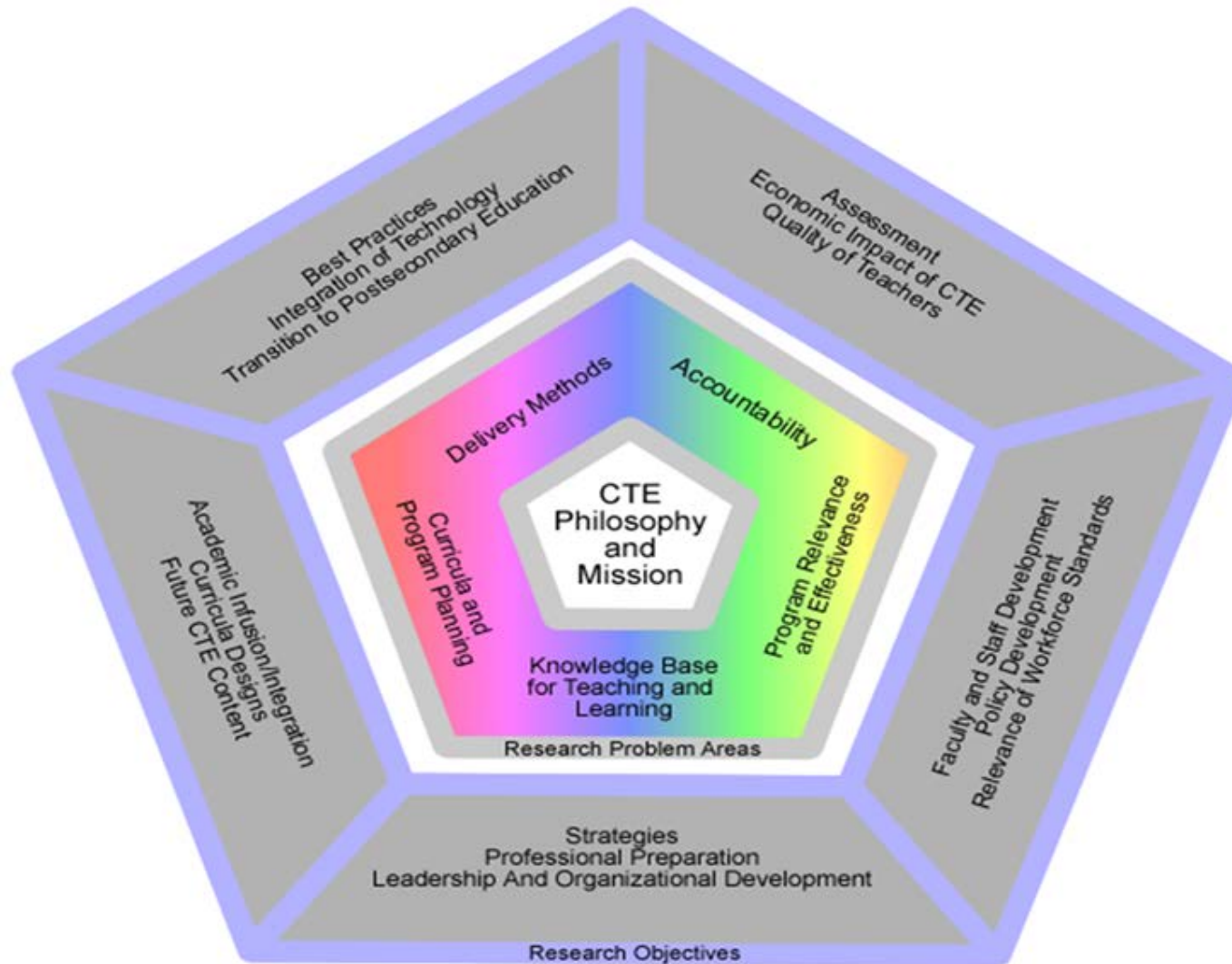
### **Jack**

- Executive Director Position for ACTER to Coordinate to Programming

### **Dick**

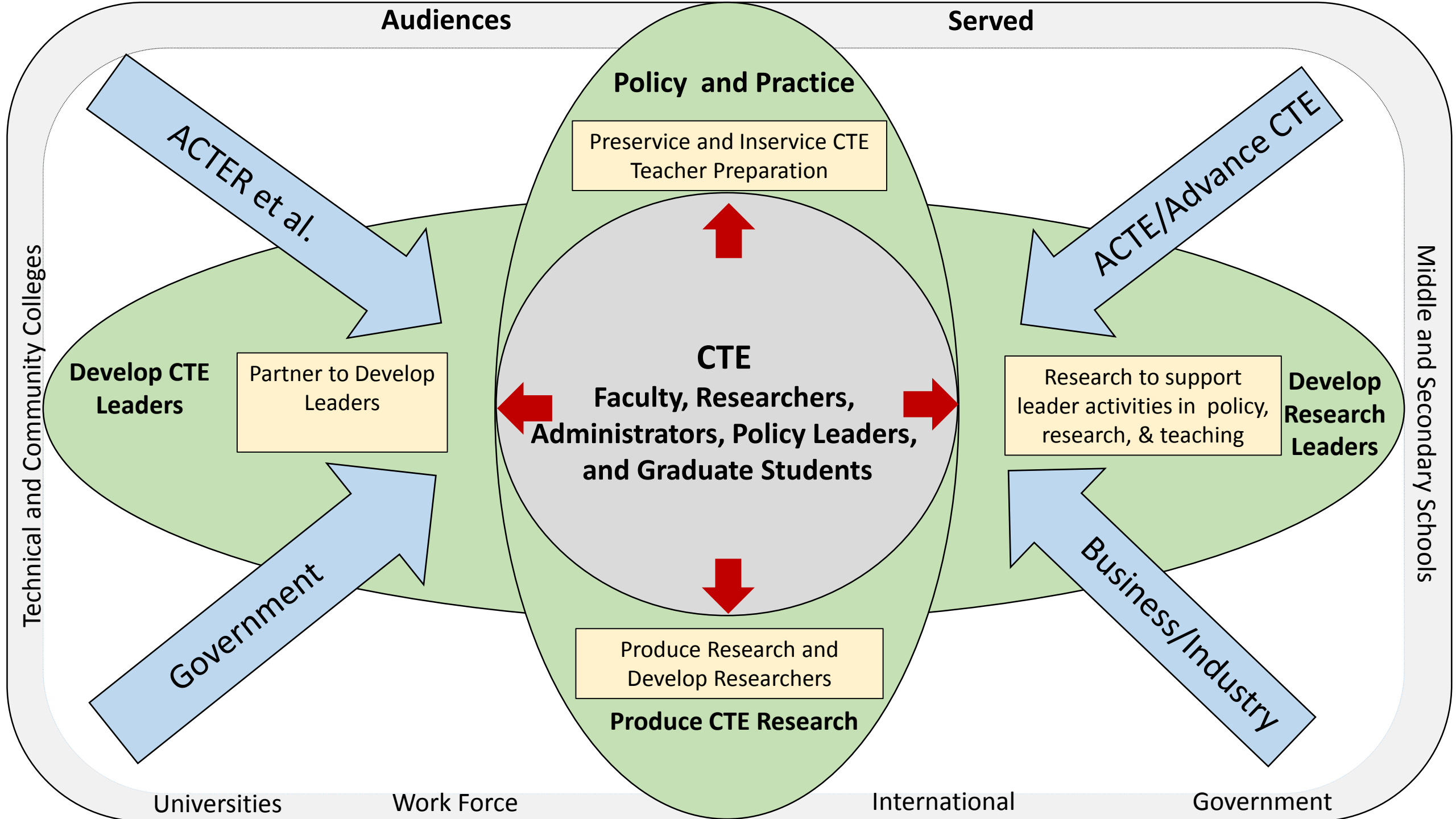
- A Time for Renewed Leadership, Activity, Productivity and Engagement 

# The National Career and Technical Education Research Agenda Model. (Lambeth, 2008)



# CTE Researchers Functions, Partnerships, and Actions Framework

(Joerger, Elliot, Kotamraju, and Retallick, 2017)





# Discussion Time

**Of the things that were presented today, what resonates with you? Some additional guiding questions follow based on the topics of the handout.**

- a. Are the issues and observations consistent with your observations?
  - b. Do you concur with the observations and suggested proposals from August meeting?
  - c. Thoughts on the framework(s)?
  - d. Some initial activities were presented. Thoughts?
    - i. Framework/focus of ACTE and ACTER
    - ii. Executive director position
    - iii. ACTER Early Career Professional Development
- 2) Of those things discussed, what gives you heartburn?
- 3) What do you see as next steps?

**• Alternatively, we could use the following strategy: I like..., I wish..., What if...**

# Appendices

# Expanded Group Members' Views

## Howard Gordon

- spoke of the opportunity to revitalize ACTER
- leadership to ensure researchers are involved in conversations about CTE

## Jay Rojewski

- UGA faculty asked to demonstrate the relevancy of CTE research to the UGA Land Grant University

## Elaine Adams

- CTE is 'treading water' and is viewed to be unlinked to university programs.

## Kim Green

- CTE research community leaders noticeably absent from key CTE conversations.
- Advance CTE team continues to move CTE forward

## Rojewski

- timely definition of CTE, “who are we as a field of CTE?” Likewise,
- “Today we are changing. What is going on in employment?”

## All - CTE is a political issue at the state level

- **Borr and Kotamraju** - CTE teacher shortages are leading states to install alternative licensure pathways (ALP), most resulting in lowered teaching standards
- **Borr** - demand for CTE teacher educators continues to be marginalized by less support for their programs, and less pre-service students at a number of universities.

# Need for Resurgence of CTE Research and Researcher Development and Leadership

- ❖ **Elliot** - need for evidence about many elements related to workforce preparation, research, and outcomes.
- ❖ **Borr** - need for more CTE-related research at universities and colleges
- ❖ **Rojewski** - CTE leaders need to lead changes in CTE. Include social justice as focus given breadth of audiences we serve
- ❖ **Pellock and Adams** – CTE teacher preparation and other needs to prepare a quality workforce
- ❖ **Pellock** - ACTER has a need for more involvement of leaders if it is to be highly effective in contributing to the directions of CTE research and CTE.
- ❖ **Gordon** – need to use the CTE research framework shared by Lambeth, Elliot and Joerger (2009)

## Kotamraju – steps to address urgent needs:

- ❖ Task Analyses of CTE Teacher Teaching Tasks
- ❖ Place CTE leaders in place to be part of CTE policy, practice and research conversations and activities
- ❖ ACTER lead revision of the CTE Research Models

The following slides are from  
the information sheet that  
accompanied the event.



**Information for the 2017 Past Presidents' Panel Presentation and Discussion**

**Considering the Future of CTE Research and Development: *Thoughts, Discussions, and Actions!***

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Background



## Issues and Observations within CTE and the CTE Profession

- ◆ The foundational philosophies, purposes, functions, needed and effective organizing centers (i.e., local schools, state and/or regional leadership, colleges and universities, research organizations, CTSOs, focused policies, etc.) and unique educational contributions to stakeholders for CTE are somewhat unknown, undervalued, and/or not widely accepted.
- ◆ CTE is widely viewed by CTE professionals as an educational strategy for teaching reading, mathematics, science and communications, other educators and policy-makers do not necessarily agree.
- ◆ Questions included, *Is CTE about workforce preparation solely. And/or should it be about career awareness and preparation? How much should focus upon personal growth and leadership development? And/or does CTE provide the context for application of academic KSAs?*
  - *Who is and should be involved in a vibrant CTE system? Who should be served by CTE? Each noted the on-going erosion in the funding, influence, and presence of CTE in local schools districts, state and federal agencies, CTE research centers, and university and colleges.*
- ◆ The positive influence and need for coordinated National Level CTE research and development activities ( i.e., The Ohio State University, UC-Berkeley, University of Minnesota, and University of Louisville)
- ◆ All agreed that an abundant supply of qualified CTE teachers for all service areas is foundational and needed for an effective CTE high school programs.
- ◆ An increased number of high quality pre-service, in-service and professional CTE teacher education programs need to be properly supported and/or established to meet the need for CTE teachers.
- ◆ The loss of infrastructure and funding for CTE. (Yet, dedicated individuals leading and implementing activities of the national CTE state directors association, underfunded state agencies delivering CTE funds and programs, and the ACTE organization, a symptom of the fracturing of CTE is the myriad of organizations involved in selected research, development, and instructional functions).
- ◆ Opportunity to influence Perkins Reauthorization with research data, capacity, dialogue, and continual engagement.
- ◆ Given federal deficit, it may be time to include additional funding strategies.
- ◆ need for administrators (secondary and postsecondary) with preparation in CTE philosophy, systems, research and instructional practice
- ◆ need for engaged leaders from the CTE research community
- ◆ Greater clarity and common awareness of the vision and mission for CTE.
- ◆ A shift in CTE toward policy and as a profession, we have not made the shift or even spent any time discussing our role in policy
- ◆ Importance and need for evidence about many elements related to workforce preparation, research, and outcomes

## **ACTER: Issues and Opportunities**

- ◆ Participation in research conference, journal submissions, engagement at AERA, and involvement with ACTE becoming more limited in recent years.
- ◆ ACTER can play an increasingly important role in CTE and CTE research and development if the profession is to further rebound and flourish.
- ◆ ACTER can expand participation with other CTE leaders, policy-makers, educators, and industry representatives who have similar interests in the future of a robust CTE at all levels of education.
- ◆ Now may be the optimal time to revise the purposes, activities, and products and services of ACTER.
- ◆ Review important partnerships and coordination with Academy for Career and Teacher Education, Omicron Tau Theta, University Council for Workforce and Human Resource Education, National Center for Career and Technical Education, and the Association for Career and Technical Education, and other organizations.

## **Observations and Proposals from the August 2017 Meeting**

- ◆ Advanced CTE team continues to move CTE forward
- ◆ CTE is ‘treading water’ and is viewed to be unlinked to university programs.
- ◆ CTE is a political issue at the state level
- ◆ CTE research community leaders noticeably absent from key CTE conversations.
- ◆ CTE teacher shortages are leading states to install alternative licensure pathways (ALP)
- ◆ Demand for CTE teacher educators continues to be marginalized by less support for their programs
- ◆ Leadership to ensure researchers are involved in conversations about CTE
- ◆ Likewise, “Today we are changing. What is going on in employment?”
- ◆ Lower enrollment of pre-service students at a number of universities
- ◆ Must use current research framework or revise what exists
- ◆ Need to revitalize the ACTER organization
- ◆ Timely definition of CTE, “who are we as a field of CTE?”
- ◆ UGA faculty asked to demonstrate the relevancy of CTE research to the UGA Land Grant University

## **Actions Needed for Resurgence of CTE Research and Researcher Development and Leadership – August Meeting**

- ◆ ACTER has a need for more involvement of leaders if it is to be highly effective in contributing to the directions of CTE research and CTE
- ◆ ACTER lead revision of the CTE Research Models
- ◆ CTE leaders need to lead changes in CTE. Include social justice as focus given breadth of audiences we serve
- ◆ CTE teacher preparation and other needs to prepare a quality workforce
- ◆ Need for evidence about many elements related to workforce preparation, research, and outcomes
- ◆ Need for strengthened programs and more CTE-related research at universities and colleges
- ◆ Need to use the CTE research framework shared by Lambeth, Elliot and Joerger (2009) Conduct Task Analyses of CTE Teacher Teaching Tasks
- ◆ Place CTE leaders in place to be part of CTE policy, practice and research conversations and activities
- ◆ Provide early career leadership and research training for early career CTE researchers

## **Short Term Action Steps**

### **August Meeting Proposals from Participants in Action at the 2017 ACTER Conference\***

- ◆ Communicating Ideas for Strengthening CTE and CTE Research to the ACTER Membership during the Presidents panel during the ACTER conference in Nashville in December 2017\*
- ◆ Propose and implement a proven professional development strategy to prepare ACTER members, CTE faculty members, and agency personnel for leadership, research, development, and policy roles in CTE\*
- ◆ Support was present for efforts to initiate creation of a revised model for CTE and CTE research\*
- ◆ Other – Administrative support role for the ACTER organization

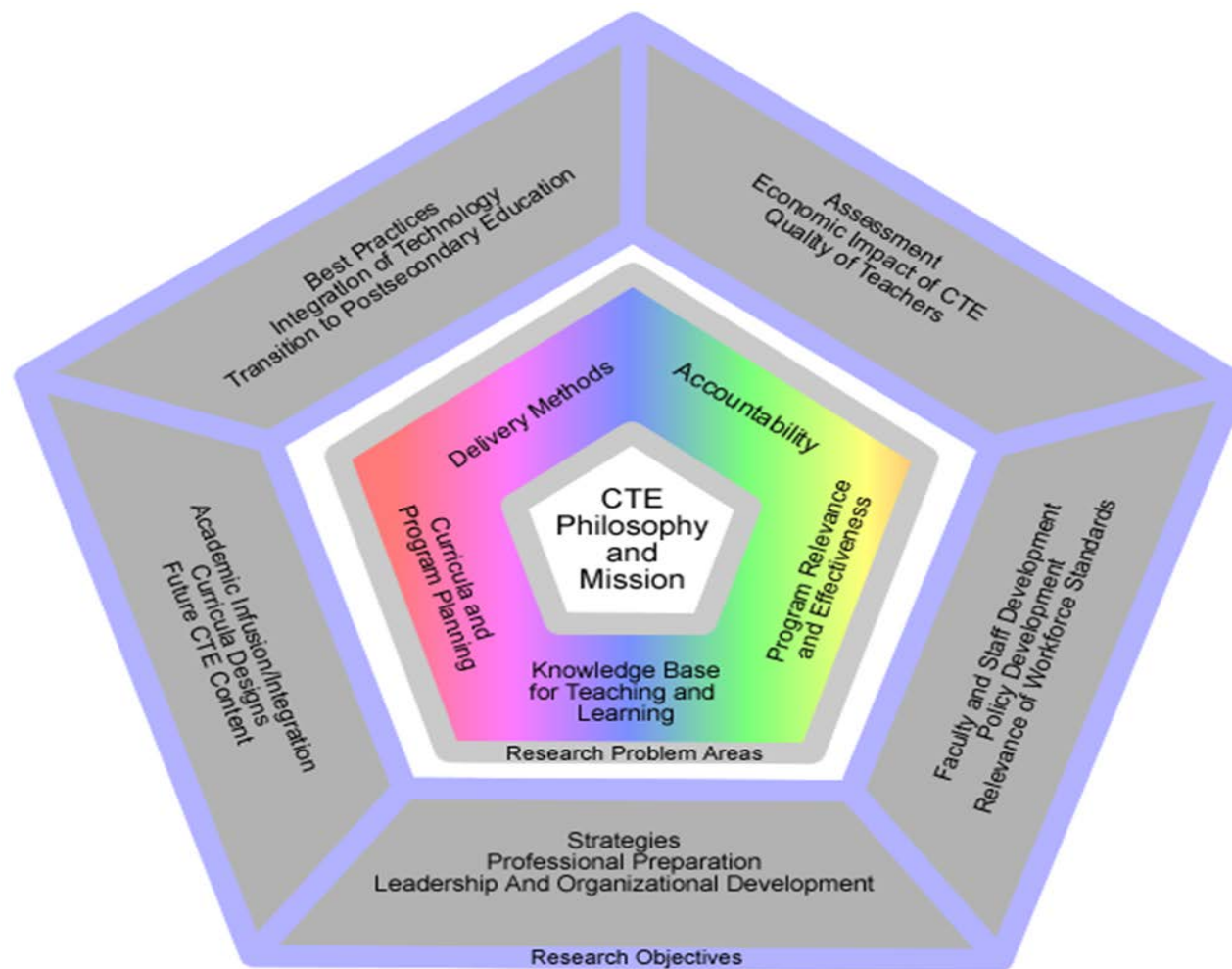
# A Renewed Vision: Possible Future Short, Intermediate, and Long Term Actions Steps

Sampling of initial activities:

- ◆ CTE as a discipline and service areas – need to coalesce our efforts and foci
- ◆ Establish an Executive Director Position for ACTER to Coordinate Programming
- ◆ Put CTE leaders in place to be part of CTE policy, practice and research conversations and activities
- ◆ Revise Research Framework (See the graphic on the following page)
- ◆ Initiate CTE Researcher Professional Development
- ◆ Conduct Task Analyses of CTE Teacher Teaching Tasks
- ◆ Adopt a Framework of CTE Research Organization and Professional Functions, Partnerships, and Actions to Serve Primary Audiences (See the graphic on the attached page)

# The National Career and Technical Education Research Agenda Model.

(Lambeth, 2008)



# CTE Researchers Functions, Partnerships, and Actions Framework

(Joerger, Elliot, Kotamraju, and Retallick, 2017)

