

TITLE PAGE

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- d. Name of author: Dr. Tim Andera
- e. Mailing address:
South Dakota State University
College of Education
Wenona Hall, Rm. 104
Brookings, SD 57007
- f. E-mail address: Tim_Andera@sdstate.edu
- g. Phone numbers
Work: (605) 688-6798
Home: (605) 826-4328
- h. Fax number: Work: (605)688-6074
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ABSTRACT

This Report Presentation outlines and describes how Distance Learning activities are used to aid and support new teachers through a mentoring process. The Mentorship Program is comprised of five areas:

1. Teacher Preparation Training Program
2. Distance learning courses pertaining to teacher education preparation
3. On-site observations of the new faculty, usually three observations occur during each semester
4. Follow-up meetings with new instructors after observations
5. Assessment after finishing the first year of teaching and the completion of year one of the Mentorship Program. Items to review: success of the mentorship program, areas for improvement, review of teaching experiences of the first year teacher and written reflections by the first year teacher.

The Career and Technical Education Mentorship Program prepares limited certified teachers through the use of distance learning technology and mentoring. Information will be presented during the Report pertaining to procedures used to prepare new teachers during their two years of teaching. The overall objective of the Mentorship Program is to aid in the success of the beginning teacher through the development of teaching techniques that can be used to foster a career in the teaching profession.

As part of the Report, research information will be presented as to the need of alternative certification. As like in other States across the country, the Career and Technical Education (CTE) Program is filling a void of preparing career teachers for secondary and post-secondary positions with alternative certified educators. This phenomenon has occurred because of the reduction of CTE Programs being offered (Lozada, 1999) and the increase in demand of trained employees in the career and technical education areas (U.S. Department of Labor 2001). The literature reviewed suggests that the demand for career and technical teacher educators will only increase with the retirement of current educators and the expansion of new technical fields. To meet the challenges in the future, CTE will continue to embark on new methods and procedures to educate and prepare the next generation of career teachers.

Distance Education: The Use of Technology to Prepare Limited Certified Career Educators

Distance learning technology is meeting the needs of limited certified teachers to prepare for the day to day demands of a career educator. This paper will discuss the Mentorship Program and its facets which are used in the development of the limited certified educator.

Institutions at the post-secondary and high schools levels that offer technical programs are having a difficult time in hiring individuals with teaching certificates in the fields of career occupations. In other words, it is almost impossible for school systems to hire faculty with a teaching degree in a career field, such as automotive technology, diesel technology and welding technology to list a few. The dilemma also exists in newer occupational careers like laser technology, nuclear medicine, or X-ray technology.

Through the use of the Career and Technical Education Program at South Dakota State University and its component, the Mentorship Program, the void of qualified career teachers can be impacted by enlisting the process of limited certification. By putting into practice the use of limited certification and the Mentorship Program, individuals with valuable occupational experience can now be hired to fill teaching positions in career fields. Once hired the limited certified teacher will complete the Mentorship Program after two years and then will start the lengthy process of completing the Bachelor Degree in Career and Technical Education.

BACKGROUND AND PROCEDURES OF THE MENTORSHIP PROGRAM

A Professional Development Plan (PDP) is an essential part of the Mentorship Program. It is a document that lists the plan of study of courses for the new teacher to complete during the next two years. The first three courses in the sequence are required of all participants. After completing the required courses the remaining courses are tailored to meet the new teacher's specific needs. The elective classes are agreed upon by the four parties involved in developing the new teacher's PDP. The following is a list of individuals that oversee and develop the new teacher's Professional Development Plan:

1. the local school supervisor or administrator
2. the State Department of Education representative
3. the Coordinator of the Career and Technical Education Program
4. and lastly, but most importantly, the new teacher.

A total of nine semester hours are mandatory during the two-year Professional Development Plan (PDP). After completing the first PDP, a new one is created, this one being over a five year timeframe. The creation of the 5-year plan is determined by the type of school, either secondary or post-secondary. If the teacher is employed by a secondary school, the PDP is directly overseen by the State Department and the

Coordinator of the Mentorship Program. If the new instructor is employed by a technical institute, the PDP is then controlled locally by the PDP Committee at that specific school and is supported and guided by the State Department of Education and the Coordinator of the Mentorship Program. To renew a teaching certificate, either at the secondary or post-secondary level requires the teacher to submit a completed PDP with transcripts for review. After reviewing paperwork and transcripts the State Department issues a new teaching certificate, either secondary or post-secondary depending on the situation. The PDP process continues throughout the life of the career teacher to insure continued updating of skills, technical knowledge and teacher education coursework. The PDP process will continue even after the teacher receives a bachelor degree or a master degree.

To create a successful program requires participation by many factions. The parties responsible for the success of the Mentorship Program are the same individuals that contributed to the development of the new teacher's PDP. The success of the Mentorship Program has come about from open lines of communication, hard work, respect and commitment of the four parties involved.

Initially, the Mentoring Program was developed for new Trade and Industry teachers not possessing a teaching certificate and hired as an instructor to prepare students for career occupations. Parties involved in the Mentorship Program have been proud of its success in preparing and aiding the first year teacher. Last year the State Department of Education requested the CTE Program expand its Mentorship Program to include the areas of Agriculture and Family and Consumer Sciences (FACS). As of the fall of 2002 the Mentorship Program now includes Agriculture and FACS.

The following two pages are forms used to develop a new teacher's Professional Development Plan (PDP). The PDP's are very similar, the first form will be used for a post-secondary education teacher and the second form for a secondary education teacher. The major difference between the two PDP's is the number of credit hours required, post-secondary requires nine (9) hours and secondary requires six (6) hours.

Name _____
 School _____
 Social Security Number _____ - _____ - _____

Credential Area _____
 Credential Issued _____
 Credential Expires _____

PROFESSIONAL DEVELOPMENT PLAN (PDP)
(Postsecondary) (2 - Year Credential)
DIVISION OF WORKFORCE & CAREER PREPARATION
&
SOUTH DAKOTA STATE UNIVERSITY

For an initial two (2) year Credential to Instruct in the State of South Dakota, within the next two (2) year period, you must complete a nine (9) credit hour Mentorship Program through South Dakota State University. The nine (9) credit hours must be taken from the following courses:

Course	Credit Hours	Location	Completion Date
CTE 105 - Principles of CTE	1	SDSU	_____
CTE 201 - Mentorship/Practicum I	2	SDSU	_____
CTE 202 - Mentorship/Practicum II	2	SDSU	_____
AND			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

The remaining four (4) credit hours are to be designed and developed by the Assistant Director and the individual instructor. These hours may be credit courses related to an undergraduate and/or graduate program at a 4-year institution or credit courses from a technical institute if approved by the Assistant Director. The courses *must be transcribed* and sent to Pierre when you apply for your initial five (5) year Credential to Instruct.

Career & Technical Teacher

Local Administrator

Signature

Date

Signature

Date

State Supervisor, DWCP

CTE Director, SDSU

Signature

Date

Signature

Date

State Certification Questions:

Mr. David Merrill, Program Assistant Manager
 Division of Workforce & Career Preparation
 700 Governors Drive
 Pierre, SD 57501-2291
 Phone: (605) 773-4740, Fax (605) 773-4236
 E-mail: David.Merrill@state.sd.us

Academic/Course/SDSU Degree Questions:

Dr. Tim Andera, Career & Technical Education
 South Dakota State University
 P.O. Box 507 Wenona Hall Room 104
 Brookings, SD 57007-0095
 Phone: (605) 688-6798, Fax (605) 688-6074
 E-mail: Tim_Andera@sdstate.edu

Name _____

Certification Area _____

School _____

Certificate Issued _____

Social Security Number _____ - _____ - _____

Certificate Expires _____

**PROFESSIONAL DEVELOPMENT PLAN (PDP)
 SECONDARY EDUCATION (INITIAL 2 YEAR PDP) (After Sept. 2000)
 DIVISION OF WORKFORCE & CAREER PREPARATION
 &
 SOUTH DAKOTA STATE UNIVERSITY
 (persons with less than a Bachelor Degree)**

For an initial two (2) year certificate to instruct in the State of South Dakota, within the next two (2) year period, you must complete a three (3) credit hour Mentorship Program through South Dakota State University. Also a remaining three (3) credit hours must be taken within the two-year period of time for a **total of 6 hours** of course work:

Course	Credit Hours	Location	Completion Date
CTE 105 – Principles of CTE	1	SDSU	_____
CTE 201 – Mentorship/Practicum I	2	SDSU	_____
CTE 202 - Mentorship/Practicum II	2	_____	_____
_____	---	-----	_____

Once these six (6) credits hours are completed, you will apply for your initial five-year certificate and follow a newly developed Professional Development Plan. If you have questions or concerns, please call Mr. David Merrill in Pierre at the telephone number listed below or contact Dr. Tim Andera in Brookings at the telephone number listed below.

Career & Technical Teacher

Local Administrator

Signature

Date

Signature

Date

State Supervisor, DWCP

CTE Director, SDSU

Signature

Date

Signature

Date

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 E-mail: Tim.Andera@sdstate.edu

THE MENTORSHIP PROGRAM IS A COMBINATION OF FIVE ACTIVITIES :

1. Teacher Preparation Training Program
2. Distance learning courses pertaining to teacher education preparation
3. On-site observations of the new teacher
4. Follow-up meetings after observations with the new teacher
5. Assessment after finishing the first year of teaching and the completion of the first year of the two year Mentorship Program.

Teacher Preparation Training Program

The Teacher Preparation Training Program is an intensive two-day seminar developed to prepare instructors prior to their first semester of teaching. The class is held over a two day time frame covering instructional techniques, curriculum development, discipline techniques, safety training, and class preparation. During the Preparation Class teachers develop outlines for the first day of instruction, first week of instruction and first month. Teachers are instructed to bring with them samples of syllabi for courses to be taught during the first semester. Students are given a Syllabus Packet as part of the class, included in the packet are procedures used to develop or revise a class syllabus. The new teacher may have existing syllabi to be updated for course content. In other instances a completely new syllabus has to be created for a class offering during the fall semester. The Syllabus Packet will aid in both situations, giving the new instructor a roadmap into procedures to revise or develop a syllabus. Teachers will select one of the syllabi that they have revised, and then use it to create a Lesson Plan for the first day of class. Examples of lesson plans are given out to the teachers as a model for them to follow. The new teacher will use the syllabus as a guide to develop lessons for the first week. After the Teacher Preparation class is completed, new teachers return home to continue their preparation for the first week of classes. It is intended that the two-day class aid the new instructor in preparing for the first week of instruction; but in a large scheme, to instill into the new instructor a sense of self confidence in being able to meet the demands of a career educator.

Distance Learning Courses

New teachers are enrolled in the second part of the program called Mentorship/Practicum. Distance learning is used as the primary mechanism for the delivery of the Mentorship Program. The reason for this is the fact that there are twenty-eight new teachers enrolled in the program with almost as many different schools where they are employed scattered across the State. It would be impossible for the teachers to meet in a normal classroom setting. As regular teachers they are employed full time, but also expected to take one mentorship class each semester on a part-time bases. This is where the internet delivery system shines; it allows the new teacher to work on mentorship coursework at a location of their choosing, either at work or home.

Mentorship I (fall semester) is the first of two distance learning courses completed over the internet and is taken during the first semester of teaching and Mentorship II during the spring semester. Both courses develop educational skills for the beginning teacher. A few of the items covered during the first semester:

- Attendance Policy
- Classroom Management
- Writing Performance Based Objectives
- Learning Styles
- Evaluation and Assessments.

Mentorship II builds upon the previous course developing teaching skills that can be used by the new instructor. A few of the topics covered in the second class:

- Time Management
- Teaching Your Profession to Others
- Multiple Intelligences
- Monitoring Students Learning
- Completing Certification/Credentialing Requirements.

Once lessons are completed in each of two courses the new teacher will email them to the professor for review, comments, and grading.

The main objective of the two distance learning courses is to prepare and aid the new teacher in the day to day activities of being an educator. Another objective is to reduce the anxiety level of the new teacher when being confronted with the challenges and responsibilities of delivering coursework to prepare future career employees.

On-Site Observations

Once classes start for the new teacher formal observations begin. The teacher is contacted by the cooperating professor to set up a time, date and specific class where a formal observation will be conducted. Usually the first observation performed will be in a lecture/theory type course. During the initial two-day workshop new teachers were informed and given a copy of the instrument that would be used during the future observation. The cooperating professor discussed the Observation Instrument originally in the two day seminar so that the new teacher would have a better understanding of expectations and objectives when the actual observation is scheduled. The intension of the observation is not to evaluate positively or negatively but to give the instructor tools that can be used for instructional improvement and also feedback as to how the course is being conducted. Usually there are two to three observations each semester, one in a lecture, one lab, and the last determined prior to the end of the semester.

Follow-Up Meetings With New Instructors After Observations

After completing the formal observation a meeting occurs between the new teacher and the cooperating professor to discuss the observation. Prior to actual reviewing the observation, the professor usually asks the new instructor this question "How do you believe the class or lab went?" It is important to determine the thoughts of the new instructor as to how

they judge the instructional success or failure of the just completed class. Usually the instructor's response is very similar to the professor's observation. It is also important to create a rapport with new instructors so that they feel comfortable with an outsider coming into their class to conduct an observation.

Assessment

After finishing the first year of teaching and completing the Mentorship coursework new teachers are asked to review the Mentorship Program. First year teachers have an opportunity to review the program to describe successes, areas for improvement, teaching experiences and written reflections completed by the first year teacher.

SYNTHESIS OF RELATED LITERATURE

As in other States across the country, the CTE Program is filling a void of preparing career teachers for secondary and post-secondary positions with alternative certified educators. This phenomenon has occurred because of the reduction of CTE Programs being offered (Lozada, 1999) and the increase in demand of trained employees in the career and technical education areas (U.S. Department of Labor 2001). The literature that has been reviewed suggests the demand for career and technical teacher educators will only increase with the retirement of current educators and the expansion of new technical fields. To meet the challenges in the future, CTE will be embarking on new methods and procedures to educate and prepare the next generation of career teachers.

CONTRIBUTION

It is important that the success of the Mentorship Program be shared with others across the United States. There may be other individuals or institutions that would be interested in replicating the Mentorship Program. The Mentorship Program has been in existence for many years and has had a lasting affect on many new teachers. One of the successes of the program is when a previous teacher in the Mentorship Program returns as a veteran to become a mentor for a new teacher. That is what "Teacher Education" is all about, **giving back to the profession.**

REFERENCES

Lozada, M. (1999). Learning survival skills together. *Techniques*, 74(5), 12-15, 64.

U.S. Department of Labor. (2001). *Occupation Outlook Handbook 2000-01. Career clusters*, (Electronic version) website from <http://www.edgov/offices/OVAE/clusters>.