

## **PROFESSIONAL DEVELOPMENT**

### **Office of College, Career & Technical Education**

The objectives for professional development are:

1. ***Implementing best practices in classroom instruction.*** Outcomes of this type of professional development may include increases in the diversity of the instructional strategies in the areas of modeling and demonstrations, use of new teaching tools such as incorporating real world projects into the curriculum.
2. ***Integrating core subject standards into CTE courses.*** Outcomes of this type of professional development may include CTE teachers working with academic teachers to produce at least one interdisciplinary project per class per semester and CTE teacher lesson plans reflecting the integration of foundation and pathway standards in each unit and performance task.
3. ***Staying current with business and industry innovations.*** This form of professional development varies extensively according to industry, discipline, educational background, and specialty. The specific outcomes of this professional development will be developed for each CTE teacher.

CCTE personnel collaborate with principals, counselors, core academic and CTE teachers to ensure that professional development needs are identified and that training activities are coordinated across sites. These professional development activities are integrated into the regular school calendar and are also offered during the summer break to ensure that CTE teachers have sufficient time to attend training and collaborate on curriculum and project development.

Professional development activities include, but are not limited to:

- **Professional Development Days.** During the academic year, teachers of similar industry sectors meet to review best practices for teaching and the training needed to keep current in their respective industry. Each industry sector grouping of teachers holds a minimum of two Professional Development Days during the academic year.
- **New-to-CTE Teacher Orientation.** Shortly before the academic year begins, new-to-CTE teachers participate in a one-day introduction and overview to Career Technical Education. They are apprised of the instructional and classroom supports provided by CCTE and are introduced to effective classroom management strategies.
- **Annual Course Review.** These external groups of industry professionals meet to review the CTE course outlines and competencies to make recommendations as needed to improve the course and to introduce ideas for the development of new courses.

- **Technology Skills.** Categorical funds are set aside to send CTE teachers to industry-sponsored workshops. Workshops can include advanced training in specific software applications as well as needed recertification training.
- **Annual Summer Institute on Project Based Learning.** Project based learning emphasizes learning activities that are long-term, standards-driven, interdisciplinary, student-centered, and integrated with real-world issues and practices. The Summer Institute focuses on training core academic and CTE teachers to develop integrated curriculum maps, to implement project based learning with appropriate assessment tools aligned to standards, and includes opportunities for teachers to participate in a job shadow and interdisciplinary curriculum writing.
- **Curriculum Writing.** Several times throughout the academic year, CTE teachers meet with their respective Program Specialist to revise and/or develop new strategies to improve the academic quality of their courses. These strategies include creating courses that can either meet the University of California “a-g” entrance requirements or can be articulated to courses offered at any of the San Diego Community College District campuses.
- **SDUSD Professional Training.** All CTE teachers are regularly apprised of district-sponsored workshops, conferences, and trainings. Categorical funds are set aside to send teachers to appropriate, content-related trainings.
- **Non-District Professional Training.** Teachers are encouraged to participate in local conferences that present an agenda designed to improve their practice and to challenge them to focus on quality instruction, relevance, and preparing students for both college and employment. Teachers in the *Project Lead the Way* (PLTW) engineering program, PLTW Biomedical program, and those teaching the *National Automotive Technicians Education Foundation* (NATEF) curriculum are sent to annual training workshops to renew their respective certifications.
- **Level II and Level III.** CTE is authorized to conduct the Level II and Level III training required for renewing the Designated Subjects Career Technical Education Teaching Credential. The courses are taught by the CTE staff for SDUSD CTE teachers as part of the UCSD Extension program.

In general, the professional development objectives are realized by:

- Providing training in the integration of rigorous academics with career technical studies;
- Providing training that is high quality, sustained, intensive, student and industry-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom;
- Providing training that ensures teachers can effectively develop rigorous, meaningful, and challenging integrated core academic and CTE education curricula jointly with core academic teachers;
- Helping teachers develop a higher level of academic and industry knowledge and skills in career technical education as well as the skills needed for students to make the transition to college and to graduate from college;

- Ensuring that teachers can and will effectively use applied learning that contributes to the academic and career and technical knowledge of the student.

Funding for professional development opportunities is generally provided by the Carl D. Perkins Career and Technical Education Improvement Act of 2006.