**CFWG #4: Professional Development/Personalized Education Plans/Transition to Post-Secondary Academic and Training Programs** (related to core function F. on RFSP)

**Goal 1:** Provide awareness about and enhance the professional development offerings for teachers and administrators.

**Objectives for Goal 1:**

* 1. This group will be working to provide professional development for teachers and administrators integrated and aligned across middle school, high school and community college instruction, including externships, support for web-based networks and integrated professional development for academic, dual-credit credentialing and CTE Instructors.

**Tactics for Goal 1:**

* 1. We will enhance the teachers professional development through co-supervision of students involved in challenges through the learning exchange. For this we will Piggyback on the pre-existing competition held by Illinois Academy of Science.

1.2 We will explore obstacles to getting high school teachers credentialed to teach dual-credit courses as there is often issues in having qualified instructors when not available from the community college. In Health Sciences anatomy and physiology is often problem but dual-credit is a concern which cuts across the Learning Exchanges.

1.3 Establish new relationships based on best practice looking at policies and issues to see if something can be done to alleviate issues with CTE, perhaps a certificate program in lieu of an entire master’s program.

**Goal 2:** Provide awareness and guidance about various tools that assist students with personalized education plans and transitions to post-secondary academic and training programs.

**Objective for Goal 2:**

* 1. Provide and further develop/enhance existing tools and resources that assist student and schools with implementing personalized education plans and transitions to post-secondary academic and training programs as well as developing those that meet the needs of our partners school districts.

**Tactics for Goal 2:**

**2.1 We will identify and utilize an existing program for personal education plans such as Career Cruising to develop a model to be used across the learning exchanges. We can showcase examples of successful implementation such as Mt. Vernon through webinar presentations of best practice.**

**2.2 Begin tracking information on both college and workforce development transitions as a joint venture amongst the Learning Exchanges. Look in particular at transitions into vocational education (including CAN, LPN, RN, BSN and other allied health occupations), there is available Federal monies for workforce training.**

**2.3 Begin to look at transitions to post-secondary college and career readiness programs together, Harper Community College being an example offering both academic and vocational which are both post-secondary.**

* 1. [insert here]

**CFWG#4 MEETING #1 15 MAR 2013**

Attendance: Adrienne Curry, Gayle Banakis, Bruce Niemeyer, Jason Waak, Kate Handfelt, Kristy Morelock, Joanna Greene

We are planning to go weekly till end of May 2013.

Goal #1

Objectives:

We should strive to identify existing programs and make them available to the membership. We will identify the best practice in this realm. Regionally they are divided amongst community colleges with missing sectors in regards to secondary education. Within the networks are mostly community colleges so there may be a disconnect from the high schools. Content areas may not fully overlap in all cases.

When high schools offer dual credit with community colleges one area of professional development is getting high school faculty to meet the college faculty requirement. This would cut across all 9 learning communities. We might strive to offer high school faculty courses to get credentialed.

Health care has issues with anatomy and physiology, needing teachers able to teach material. They need credentials to teach the course, course itself is fine, but often lacks instructor. How do we help alleviate this?

Typically a master’s in particular area is needed not just in teaching...what are the obstacles to credentialing? Courses are offered in day time, not on-line and this is an obstacle towards getting properly certified or credentialed for many teachers. Classroom teachers have difficulty getting degree once teaching because day time teaching and can't take classes. On the backend of teacher career, when they retire and work at community colleges they are let go in droves because they do not have a master’s in the content area. Hence teachers with deep experience are let go from community colleges as instructors because they do not have master’s coursework behind them. High school teachers and administrators may not realize the requirements that the community college has regarding qualified to teach.

Teachers need graduate college credit but don't have many universities which offer flexible offerings to serve these teachers. Perhaps we could create an executive biology program and, etc. to suit the needs of teachers in condensed academic time frames, weekends, summers, etc. This would be similar to executive MBA programs.

High school teachers hold fast to the high school style of teaching. We could shoot for a master’s degree that cuts across entry level science offerings.

Is there a way to get credit for years of experience teaching to circumvent the academic course component and etc. for adjuncts. CTE is a bit different, may vary but a policy change overall is NOT going to happen! Therefore perhaps a certificate program instead of an entire master’s program to qualify a high school teacher to teach a dual credit course might be a solution.

What is the best practice, a high school teacher or having the community college go to the high school?

We can work to help relationships to provide a professor to the high school or E Learning to multiple school districts. Is there a possibility to find middle ground with the intro course? Is this a college policy thing, union issue, etc.? Explore and see what are the obstacles.

Tactics:

1. Establish new relationships based on best practice

2. Look at policies and issues to see if something can be done to alleviate these things.

Would University of Illinois like to pilot the E Learning?

What are Masters Programs needed?

UIC offers an On-Line Nursing program, perhaps anatomy and physiology, Certified Nursing Assistant program, etc.

A conversation with Bruce, Gayle, Cherese Jackson (UIC CON) and Cordelia Maloney (UIC Continuing Education) would be helpful to explore this. What is course work that would need to be offered? Is someone there able to help pilot the program.?

CTE area is having increased amount of time in the field. Externships might be affected, cuts across the learning communities, not sure how it fits with HSLE. We discussed various grants regarding work force, perhaps connecting with R&D. We are looking to hire a grant writer.

GOAL #2

Objective:

Every EFE had to come up with personalized education plans. It had to be tied into the transition of secondary and post-secondary education.

We can look at Career Cruising. Every student has a plan, every student takes the testing for the plan, Explorer is the test, then World of Work helps identify career path, academic plan from high school through college. Some use it more effectively than others.

Get examples of these personalized plans, share them out.

No need to develop one when they cut across all the Les? Perhaps we can do intake and then perhaps refine them some. Career Cruising is an electronic version, will transfer to community college if they too use Career Cruising.

1. Paper form

2. Electronic, Career Cruising

School districts are aware of these things, other than posting how can we help?

Show them models like Mt. Vernon which show close connection with high school and community college. We could offer webinars to showcase best practice, and present it to other school districts.